

# ESL ILO Assessment: Information and Technology Literacy

## *2022-2023 Academic Year*

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## Student Outcomes and Skills Learned

In Winter 2023, 937 students in 39 sections of ten ESL courses from Beginning Low to Advanced completed EL Civics Objective 48.4: Effectively Use Online Tools that included these objectives:

- Use online communication tools appropriately to share information.
- Demonstrate the ability to write an email
- Conduct an online interview with a teacher-approved subject/interviewee and summarize the responses.
- demonstrate the tools for active participation in a synchronous online learning environment which may include remote testing.

Beginning low and beginning high students learned and practiced how to discuss tools for online communication with their classmates and how to write sentences about their findings. They also learned to locate important information in an email, such as the sender, recipient, and subject and use this information to create their own email.

Intermediate low, intermediate high, and advanced students learned and practiced how to analyze an email's content, format, and tone. They responded to an email and included important content items such as their name and school, the reason for writing, and a request for assistance. Students at this level also participated with a guest speaker or in an asynchronous group discussion. They wrote a reflection paragraph on their experience summarizing the discussion's key ideas, stating questions, and expressing their ideas.

## Overview of All Classes

### *Summary of Data*

The following chart shows all courses that administered the EL Civics assessment on using online tools. The overall pass rate was 63%; 582 out of 937 students passed the assessment for their level.

	<b>Sections</b>	<b>Students Assessed</b>	<b>Students Passing</b>	<b>Minimum Passing Score*</b>	<b>Percentage Passing</b>
<b>Level Pre-1</b>	3	80	65	11 out of 16 (69%)	80%
<b>Level 1</b>	4	93	59	11 out of 16 (69%)	54%
<b>Level 2</b>	5	134	98	16 out of 20 (80%)	72%
<b>Level 3</b>	5	142	88	33 out of 48 (69%)	68%
<b>Level 4</b>	4	116	71	38 out of 48 (79%)	61%
<b>Level 5</b>	4	100	29	43 out of 48 (90%)	30%
<b>Level 6</b>	4	98	51	43 out of 48 (90%)	50%
<b>Writing A</b>	3	47	43	11 out of 16 (69%)	91%
<b>Writing B</b>	4	49	30	33 out of 48 (69%)	61%
<b>Writing C</b>	3	78	48	43 out of 48 (90%)	63%
<b>Total:</b>	<b>39</b>	<b>937</b>	<b>582</b>		<b>63%</b>

\*Minimum passing score is set by CASAS.

### *Instructional Time*

Instructional class hours vary per class depending on the time of day and modality; therefore, in the charts that detail class results, the number of direct instructional hours has been included. Asynchronous hours for remote classes are not included in direct instructional hours.

The winter session is a six-week term, so instructional hours are significantly less than in a regular semester. The short term also limited the opportunity for students to retest if they failed the assessment after their first attempt.

Beginning in the 2023 summer session, the synchronous instruction time for evening online level and skills classes was increased in an effort to reduce the discrepancy in instructional hours between these classes and morning and on-campus classes.

## *Recurring Comments*

The following comments about what could be adjusted recurred in several different classes, indicating that these are areas for improvement in preparing for and administering this assessment:

- Providing students practice with entering responses in Google Forms
- Providing a list of videos to give students more practice with listening
- Providing more practice with sentence writing and summarizing skills
- Providing more writing samples to show students examples of what does and does not meet the criteria for passing

## **Disaggregated Data**

The following charts show the data disaggregated by modality and time of day.

### *Online vs. On Campus Success Rates*

Online classes had a passing rate of 52%, while on campus classes had a passing rate of 72%.

	<b>Sections</b>	<b>Students Assessed</b>	<b>Students Passing</b>	<b>Percentage Passing</b>
<b>On Campus</b>	21	494	358	72%
<b>Remote</b>	18	443	234	52%
<b>Total:</b>	<b>39</b>	<b>937</b>	<b>582</b>	<b>63%</b>

### *Morning vs. Evening Success Rates*

Morning classes had a passing rate of 64%, slightly higher than the evening class passing rate of 60%.

	<b>Sections</b>	<b>Students Assessed</b>	<b>Students Passing</b>	<b>Percentage Passing</b>
<b>AM</b>	21	553	358	64%
<b>PM</b>	18	384	234	60%
<b>Total:</b>	<b>39</b>	<b>937</b>	<b>582</b>	<b>63%</b>

### *Success Rates: Modality and Class Time*

The following chart considers both modality and class time:

	<b>Sections</b>	<b>Students Assessed</b>	<b>Students Passing</b>	<b>Percentage Passing</b>
<b>On Campus AM</b>	12	322	228	71%
<b>On Campus PM</b>	9	172	130	73%
<b>Remote AM</b>	9	231	130	56%
<b>Remote PM</b>	9	212	104	47%
<b>Total:</b>	<b>39</b>	<b>937</b>	<b>582</b>	<b>63%</b>

## Course: ESL Level Pre-1

### *Assessment Tasks:*

- **Task 1 (6 points):** Students will ask students three questions about online communication. Individually, students will write three sentences about their findings.
- **Task 2 (10 points):** Students will respond in writing to five level-appropriate questions about the content, format, and details of a given online communication.

### *Criterion for Success*

- 70% of students will receive a passing score (11 out of 16 – 69%) on the assessment.

### *Summary of Data*

Three sections of Level Pre-1 were assessed. The average pass rate for the three courses was 80%, which meets the criterion for success.

	<b>Modality</b>	<b>Time</b>	<b>Direct Instructional Hours/Week</b>	<b>Students Assessed</b>	<b>Students Passing</b>	<b>Percentage Passing</b>
<b>Class 1</b>	On Campus	AM	25	32	29	91%
<b>Class 2</b>	On Campus	PM	18	25	21	84%
<b>Class 3</b>	Remote	AM	20	23	15	65%
	<b>Total:</b>			<b>80</b>	<b>65</b>	<b>80%</b>

### *Use of Results*

- **What worked well:** Instructors indicated that the handouts prepared by the Instructional Support Office (ISO) were helpful in preparing students for the assessment. Most students are familiar with today's communication technology.

- **What could be adjusted:** Some instructors suggested updating some of the technologies included in the assessment; for example, Skype has fallen out of popularity. Another suggestion was to add more pictures and practice opportunities to the study materials. Some students had difficulty completing a Google Form, so it would help to give students the chance to practice using Google Forms before using it on the assessment. The ESL Department will revise the practice materials with this feedback in mind.

## Course: ESL Level 1

### *Assessment Tasks:*

- **Task 1 (6 points):** Students will ask students three questions about online communication. Individually, students will write three sentences about their findings.
- **Task 2 (10 points):** Students will respond in writing to five level-appropriate questions about the content, format, and details of a given online communication.

### *Criterion for Success*

- 70% of students will receive a passing score (11 out of 16 – 69%) on the assessment.

### *Summary of Data*

Four sections of Level 1 were assessed. The average pass rate was 54%, which does not meet the criterion for success.

	<b>Modality</b>	<b>Time</b>	<b>Direct Instructional Hours/Week</b>	<b>Students Assessed</b>	<b>Students Passing</b>	<b>Percentage Passing</b>
<b>Class 1</b>	On Campus	AM	25	35	27	77%
<b>Class 2</b>	On Campus	PM	18	28	23	82%
<b>Class 3</b>	Remote	AM	20	19	7	37%
<b>Class 4</b>	Remote	PM	14	11	2	18%
<b>Total:</b>				<b>93</b>	<b>59</b>	<b>54%</b>

### *Use of Results*

- **What worked well:** Instructors used the materials provided by the ISO and had students practice the interactive activities. Many examples helped students successfully complete the student interview about online communication.
- **What could be adjusted:** One instructor suggested that the two tasks be administered on the same day; otherwise, if a student was present for one task but absent for the other, they could not pass the assessment. Another suggestion was to give more instruction in sentence writing to help students write better sentences. Other professors commented that winter intersession was too

short for students to have sufficient preparation time for the assessment. The ESL Department will consider the scheduling concerns represented by this feedback and will look at adding more sentence instruction to the preparation materials.

## Course: ESL Level 2

### *Assessment Tasks:*

- **Task 1 (10 points):** Students will ask students five questions about online communication. Individually, students will write five sentences about their findings.
- **Task 2 (10 points):** Students will respond in writing to five level-appropriate questions about the content, format, and details of a given online communication.

### *Criterion for Success*

- 70% of students will receive a passing score (16 out of 20 – 80%) on the assessment.

### *Summary of Data*

Five sections of Level 2 were assessed. The average pass rate was 72%, which meets the criterion for success.

	<b>Modality</b>	<b>Time</b>	<b>Direct Instructional Hours/Week</b>	<b>Students Assessed</b>	<b>Students Passing</b>	<b>Percentage Passing</b>
<b>Class 1</b>	On Campus	AM	25	27	26	96%
<b>Class 2</b>	On Campus	AM	25	29	21	72%
<b>Class 3</b>	On Campus	PM	18	27	27	100%
<b>Class 4</b>	Remote	AM	20	26	21	81%
<b>Class 5</b>	Remote	PM	14	25	3	12%
<b>Total:</b>				<b>134</b>	<b>98</b>	<b>72%</b>

### *Use of Results*

- **What worked well:** Instructors thought that the topic was relevant to students; students use technology and are familiar with different apps and email. Instructors also commented that the materials prepared by the ISO were well done. One instructor created their own packet about emails that students really enjoyed.
- **What could be adjusted:** Some instructors commented that the survey questions should not include *yes/no* questions, since this is not a good test of language skill. These simple questions confused some students, as they thought they needed to write more information. Instructors also thought the instructions for Task 1 may not have been clear; some students only interviewed a classmate and did not write sentences to report their findings. Instructors also commented on

needing more time to prepare students for the assessment. The ESL Department will look at clarifying the directions for the assessment tasks and will consider term length when scheduling this EL Civics assessment.

## Course: ESL Level 3

### *Assessment Tasks:*

- **Task 1 (24 points):**
  - Content A (10 points): Students will receive an adapted or authentic email. Individually, students will respond in writing to 5 level-appropriate questions about the content, format, or tone of the message.
  - Content B (14 points): Students will receive an email. Individually, students will reply in writing, including three content items such as (1) identifying themselves and school, (2) stating a reaction (issues, problems, or concerns), and (3) requesting assistance from the recipient of the message.
- **Task 2 (24 points):** Students will prepare for and participate in a synchronous (real-time) or asynchronous online group discussion or individual online interview. You can invite a guest speaker to your class. Students will complete a level-appropriate writing task about the discussion, which includes 3 elements such as summarizing the key ideas, adding relevant information, and stating questions they still have after the discussion

### *Criterion for Success*

- 70% of students will receive a passing score (33 out of 48 – 69%) on the assessment.

### *Summary of Data*

Five sections of Level 3 were assessed. The average pass rate was 68%, which does not meet the criterion for success.

	<b>Modality</b>	<b>Time</b>	<b>Direct Instructional Hours/Week</b>	<b>Students Assessed</b>	<b>Students Passing</b>	<b>Percentage Passing</b>
<b>Class 1</b>	On Campus	AM	25	31	23	74%
<b>Class 2</b>	On Campus	AM	25	28	17	61%
<b>Class 3</b>	On Campus	PM	18	21	14	67%
<b>Class 4</b>	Remote	AM	20	27	5	56%
<b>Class 5</b>	Remote	PM	14	35	29	83%
<b>Total:</b>				<b>142</b>	<b>88</b>	<b>68%</b>

## *Use of Results*

- **What worked well:** Instructors commented that students enjoyed the interview with the guest speaker, that they had plenty of time to practice.
- **What could be adjusted:** Some instructors would like a list of recommended videos for the discussion and interview task. A list of videos would give students more practice opportunities, and the videos could also be used as an alternative to a guest speaker in case one can't be scheduled during the short intersession. Instructors also commented on the fact that it is challenging for Level 3 students to write a summary. The ESL department will look at compiling a list of videos and will consider how the summary-writing task can be adjusted for low-intermediate ESL students.

## Course: ESL Level 4

### *Assessment Tasks:*

- **Task 1 (24 points):**
  - Content A (10 points): Students will receive an adapted or authentic email. Individually, students will respond in writing to 5 level-appropriate questions about the content, format, or tone of the message.
  - Content B (14 points): Students will receive an email. Individually, students will reply in writing, including three content items such as (1) identifying themselves and school, (2) stating a reaction (issues, problems, or concerns), and (3) requesting assistance from the recipient of the message.
- **Task 2 (24 points):** Students will prepare for and participate in a synchronous (real-time) or asynchronous online group discussion or individual online interview. You can invite a guest speaker to your class. Students will complete a level-appropriate writing task about the discussion, which includes 4 elements such as summarizing the key ideas, adding relevant information, stating questions they still have after the discussion, and expressing student's own ideas

### *Criterion for Success*

- 70% of students will receive a passing score (38 out of 48 – 79%) on the assessment.

### *Summary of Data*

Four sections of Level 4 were assessed. The average pass rate was 61%, which does not meet the criterion for success.

	<b>Modality</b>	<b>Time</b>	<b>Direct Instructional Hours/Week</b>	<b>Students Assessed</b>	<b>Students Passing</b>	<b>Percentage Passing</b>
<b>Class 1</b>	On Campus	AM	25	35	22	63%
<b>Class 2</b>	On Campus	PM	18	13	10	77%

	<b>Modality</b>	<b>Time</b>	<b>Direct Instructional Hours/Week</b>	<b>Students Assessed</b>	<b>Students Passing</b>	<b>Percentage Passing</b>
<b>Class 3</b>	Remote	AM	20	33	18	55%
<b>Class 4</b>	Remote	PM	14	35	21	50%
<b>Total:</b>				<b>116</b>	<b>71</b>	<b>61%</b>

### *Use of Results*

- **What worked well:** Instructors said that the practice activities and practice with summarizing helped students prepare for the exam. They also commented that students enjoyed the guest speaker and discussing their experiences.
- **What could be adjusted:** Instructors commented that they would have liked more practice videos to help student practice listening to a speaker and writing a summary. Another instructor commented that the in-class email writing practice was done on paper, and that writing an email in a Google form made formatting more challenging. The department will look at collecting more practice videos to help students prepare for the assessment, and they will consider how to address email formatting when entering an email into a Google Form.

## Course: ESL Level 5

### *Assessment Tasks:*

- **Task 1 (24 points):**
  - Content A (10 points): Students will receive an adapted or authentic email. Individually, students will respond in writing to 5 level-appropriate questions about the content, format, or tone of the message.
  - Content B (14 points): Students will receive an email. Individually, students will reply in writing, including three content items such as (1) identifying themselves and school, (2) stating a reaction (issues, problems, or concerns), and (3) requesting assistance from the recipient of the message.
- **Task 2 (24 points):** Students will prepare for and participate in a synchronous (real-time) or asynchronous online group discussion or individual online interview. You can invite a guest speaker to your class. Students will complete a level-appropriate writing task about the discussion, which includes 4 elements such as summarizing the key ideas, adding relevant information, stating questions they still have after the discussion, and expressing student's own ideas

### *Criterion for Success*

- 70% of students will receive a passing score (43 out of 48 – 90%) on the assessment.

## Summary of Data

Four sections of Level 5 were assessed. The average pass rate was 30%, which does not meet the criterion for success.

	<b>Modality</b>	<b>Time</b>	<b>Direct Instructional Hours/Week</b>	<b>Students Assessed</b>	<b>Students Passing</b>	<b>Percentage Passing</b>
<b>Class 1</b>	On Campus	AM	25	30	5	17%
<b>Class 2</b>	On Campus	PM	18	19	7	37%
<b>Class 3</b>	Remote	AM	20	27	10	37%
<b>Class 4</b>	Remote	PM	14	24	7	29%
<b>Total:</b>				<b>100</b>	<b>29</b>	<b>30%</b>

## Use of Results

- **What worked well:** Instructors commented that the Task 1 email activities were easy to use and that students did well on this task.
- **What could be adjusted:** Instructors commented that Task 2 was challenging for students and takes more time to set up. Instructors would dedicate more time to paragraph writing, and they would also like to share more writing samples with students that show how the samples meet or don't meet the requirements on the rubric. The ESL department will look into providing more writing samples to help students understand the assessment rubric requirements and scoring.

## Course: ESL Level 6

### Assessment Tasks:

- **Task 1 (24 points):**
  - Content A (10 points): Students will receive an adapted or authentic email. Individually, students will respond in writing to 5 level-appropriate questions about the content, format, or tone of the message.
  - Content B (14 points): Students will receive an email. Individually, students will reply in writing, including three content items such as (1) identifying themselves and school, (2) stating a reaction (issues, problems, or concerns), and (3) requesting assistance from the recipient of the message.
- **Task 2 (24 points):** Students will prepare for and participate in a synchronous (real-time) or asynchronous online group discussion or individual online interview. You can invite a guest speaker to your class. Students will complete a level-appropriate writing task about the discussion, which includes 4 elements such as summarizing the key ideas, adding relevant information, stating questions they still have after the discussion, and expressing student's own ideas

### *Criterion for Success*

- 70% of students will receive a passing score (43 out of 48 – 90%) on the assessment.

### *Summary of Data*

Four sections of Level 6 were assessed. The average pass rate was 50%, which does not meet the criterion for success.

	<b>Modality</b>	<b>Time</b>	<b>Direct Instructional Hours/Week</b>	<b>Students Assessed</b>	<b>Students Passing</b>	<b>Percentage Passing</b>
<b>Class 1</b>	On Campus	AM	25	31	19	61%
<b>Class 4</b>	On Campus	PM	18	12	5	42%
<b>Class 2</b>	Remote	AM	20	24	12	50%
<b>Class 3</b>	Remote	PM	14	31	15	48%
<b>Total:</b>				<b>98</b>	<b>51</b>	<b>50%</b>

### *Use of Results*

- **What worked well:** Instructors commented that the practice activities were well received by students and that the video gave students a good opportunity to practice their summarizing skills.
- **What could be adjusted:** Instructors commented that they'd like for students to have a checklist to ensure they include all of the required elements for the tasks, especially since there is such a slim margin between passing and not passing at this level. They also would have liked more samples and suggested videos to prepare students for Task 2. The ESL department will look into finding more suggested videos and writing samples to help students prepare for the writing in Task 2.

## Course: ESL Writing A

### *Assessment Tasks:*

- **Task 1 (6 points):** Students will ask students three questions about online communication. Individually, students will write three sentences about their findings.
- **Task 2 (10 points):** Students will respond in writing to five level-appropriate questions about the content, format, and details of a given online communication.

### *Criterion for Success*

- 70% of students will receive a passing score (11 out of 16 – 69%) on the assessment.

## Summary of Data

Three sections of Writing A were assessed. The average pass rate was 91%, which meets the criterion for success.

	<b>Modality</b>	<b>Time</b>	<b>Direct Instructional Hours/Week</b>	<b>Students Assessed</b>	<b>Students Passing</b>	<b>Percentage Passing</b>
<b>Class 1</b>	On Campus	AM	8	17	17	100%
<b>Class 2</b>	Remote	AM	4.5	14	12	86%
<b>Class 3</b>	On Campus	PM	7	16	14	88%
<b>Total:</b>				<b>47</b>	<b>43</b>	<b>91%</b>

## Use of Results

- **What worked well:** Instructors commented that the practice activities and examples provided good practice for students.
- **What could be adjusted:** Instructors thought that the preparation for the assessment could include more email and sentence practice. One instructor commented that using the Google Form was confusing for students. Restating student answers was also a challenge for students. The ESL department will look into providing more practice with Google Forms for students, as well as more practice activities for writing and restating student answers.

## Course: ESL Writing B

### Assessment Tasks:

- **Task 1 (24 points):**
  - Content A (10 points): Students will receive an adapted or authentic email. Individually, students will respond in writing to 5 level-appropriate questions about the content, format, or tone of the message.
  - Content B (14 points): Students will receive an email. Individually, students will reply in writing, including three content items such as (1) identifying themselves and school, (2) stating a reaction (issues, problems, or concerns), and (3) requesting assistance from the recipient of the message.
- **Task 2 (24 points):** Students will prepare for and participate in a synchronous (real-time) or asynchronous online group discussion or individual online interview. You can invite a guest speaker to your class. Students will complete a level-appropriate writing task about the discussion, which includes 3 elements such as summarizing the key ideas, adding relevant information, and stating questions they still have after the discussion

### Criterion for Success

- 70% of students will receive a passing score (33 out of 48 – 69%) on the assessment.

## Summary of Data

Four sections of Writing B were assessed. The average pass rate was 61%, which does not meet the criterion for success.

	Modality	Time	Direct Instructional Hours/Week	Students Assessed	Students Passing	Percentage Passing
<b>Class 4</b>	On Campus	AM	8	6	3	50%
<b>Class 1</b>	On Campus	PM	7	11	9	82%
<b>Class 3</b>	Remote	AM	4.5	20	11	55%
<b>Class 2</b>	Remote	PM	4	12	7	58%
<b>Total:</b>				<b>49</b>	<b>30</b>	<b>61%</b>

## Use of Results

- **What worked well:** Instructors commented that the assessment tasks were well suited to a writing class.
- **What could be adjusted:** Instructors would have liked more time to teach and assess Task 2, including more time on summarizing skills. The ESL department will look into practice materials to better prepare students for the writing and summarizing assessment of Task 2.

## Course: ESL Writing C

### Assessment Tasks:

- **Task 1 (24 points):**
  - Content A (10 points): Students will receive an adapted or authentic email. Individually, students will respond in writing to 5 level-appropriate questions about the content, format, or tone of the message.
  - Content B (14 points): Students will receive an email. Individually, students will reply in writing, including three content items such as (1) identifying themselves and school, (2) stating a reaction (issues, problems, or concerns), and (3) requesting assistance from the recipient of the message.
- **Task 2 (24 points):** Students will prepare for and participate in a synchronous (real-time) or asynchronous online group discussion or individual online interview. You can invite a guest speaker to your class. Students will complete a level-appropriate writing task about the discussion, which includes 4 elements such as summarizing the key ideas, adding relevant information, stating questions they still have after the discussion, and expressing student's own ideas

### Criterion for Success

- 70% of students will receive a passing score (43 out of 48 – 90%) on the assessment.

## *Summary of Data*

Three sections of Writing C were assessed. The average pass rate was 63%, which does not meet the criterion for success.

	<b>Modality</b>	<b>Time</b>	<b>Direct Instructional Hours/Week</b>	<b>Students Assessed</b>	<b>Students Passing</b>	<b>Percentage Passing</b>
<b>Class 1</b>	On Campus	AM	8	21	19	90%
<b>Class 2</b>	Remote	AM	4.5	32	21	66%
<b>Class 3</b>	Remote	PM	4	25	8	32%
<b>Total:</b>				<b>78</b>	<b>48</b>	<b>63%</b>

## *Use of Results*

- **What worked well:** Instructors commented that students enjoyed Task 2, and that several practice activities for this task were beneficial.
- **What could be adjusted:** Instructors thought that more summary/response samples for Task 2 would be helpful, including samples that don't meet the criteria. They also commented that some references are outdated and could include more current references, such as TikTok.