

## Chapter 12



### **Tracking Student Progress through Basic Skills: A Discipline Framework**

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The more than 250 faculty who vetted the rubrics and provided insightful comments

## Chapter 12

### Tracking Student Progress through Basic Skills: A Discipline Framework

The attention that's been paid over the three years to basic skills and the way our California community colleges support student success has caused us to examine many areas of our practice. This chapter chronicles an amazing story of faculty collaboration and system-wide investigation. The result of this work, created through many hours of faculty involvement, is a rubric, a tangible and useful foundation for looking at our basic skills coursework through the eyes of discipline faculty, the curricular experts.

The story begins with a mystery. Many faculty, researchers and administrators discovered that the numbers for their colleges didn't make sense when they received their yearly *Accountability Reporting for Community Colleges* (ARCC). Before we get to why this mystery occurred, let's understand what we're talking about here. The ARCC is required by law (Assembly Bill 1417, 2004) and provides the public and the Legislature with outcome measures for the California Community College System and for each individual college. Several types of data are reported, such as course success, number of degrees and certificates, etc. Three measures that relate to basic skills are reported statewide and then also calculated for each college. The 2009 statewide basic skills data are below and an explanation of these measures are found in appendices 1-4 (CCCCO, 2009, p. 28).

5. Basic Skills Course Completion (2007-08)	60.5%
6. Basic Skills Course Improvement (2005-06 to 2007-08)	51.2%
7. ESL Course Improvement (2005-06 to 2007-08)	50.1%

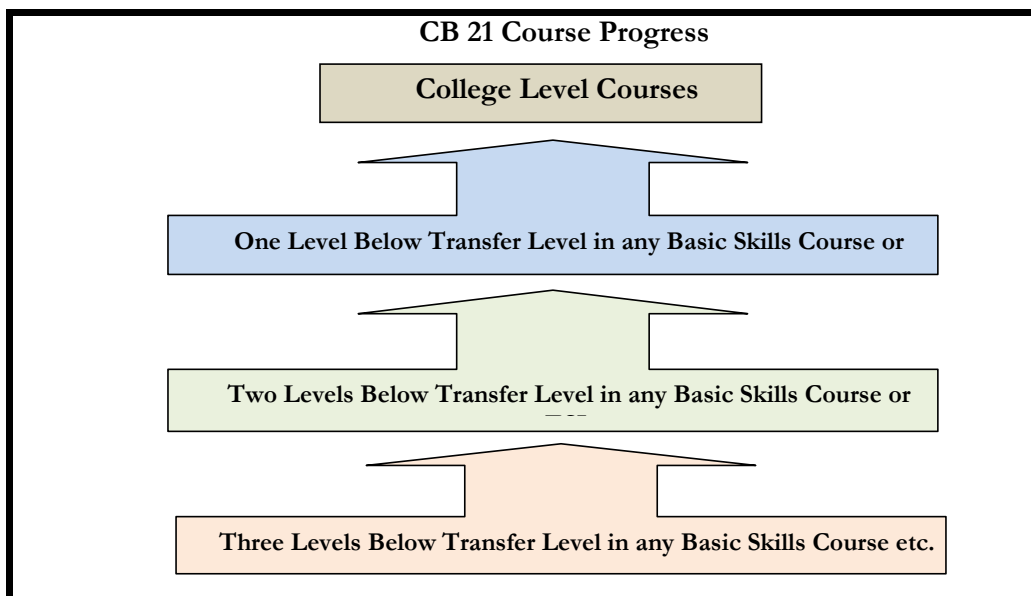
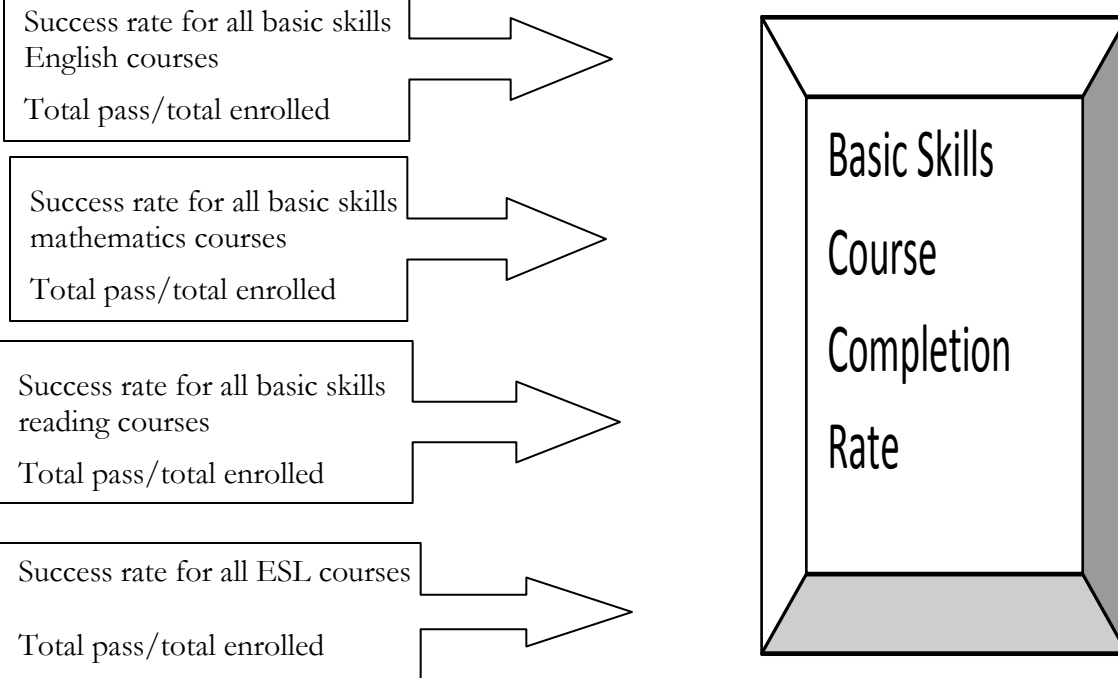
Basic Skills Course Completion is the success rate for students completing a basic skills course in a given year. The number of enrollments that earned an A, B, C, CR, or P is divided by the total number of enrollments and reported as a percentage (CCCCO, 1994, p.8.026). See Appendix 2 for the complete definition.

Basic Skills Course Improvement is the percentage of students who successfully complete a basic skills course and then within three years successfully complete the next higher level course. See Appendix 3 for the complete definition.

ESL Course Improvement is the percentage of students who successfully complete an ESL course and then within three years successfully complete the next higher level ESL course. See Appendix 4 for the complete definition.

## ARCC Data for Basic Skills Course Completion

This measure combines all successful basic skills course completion to come up with an overall completion or success rate.



## A Mystery Emerges

To understand the mystery, you need to look at the examples of data below from two individual college reports. Notice that the basic skills successful course completion rate for College 1 is fairly constant. The ESL improvement rate has increased over the last 3 years. However, the basic skills improvement rate is very low and seems to be getting worse. For College 2, the basic skills course completion is improving, but the ESL improvement is very, very low and the Basic skills Improvement rate, though going up, is low. (Data from CCCCO, 2009 ARCC Report.)

### College 1: ARCC Data for Basic Skills and ESL Courses 2009

<p><b>Table 1.4:</b> Annual Successful Course Completion Rate for Credit Basic Skills Courses</p>	See explanation in Appendix B.	<table border="1"> <thead> <tr> <th></th> <th>2005-2006</th> <th>2006-2007</th> <th>2007-2008</th> </tr> </thead> <tbody> <tr> <td><b>Annual Successful Course Completion Rate for Basic Skills Courses</b></td> <td>64.2%</td> <td>66.7%</td> <td>65.5%</td> </tr> </tbody> </table>				2005-2006	2006-2007	2007-2008	<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	64.2%	66.7%	65.5%				
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<b>ESL Improvement Rate</b>	56.4%	58.3%	58.9%													
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### College 2: ARCC Data for Basic Skills and ESL Courses 2009

<p><b>Table 1.4:</b> Annual Successful Course Completion Rate for Credit Basic Skills Courses</p>	See explanation in Appendix B.	<table border="1"> <thead> <tr> <th></th> <th>2005-2006</th> <th>2006-2007</th> <th>2007-2008</th> </tr> </thead> <tbody> <tr> <td><b>Annual Successful Course Completion Rate for Basic Skills Courses</b></td> <td>61.6%</td> <td>61.5%</td> <td>64.2%</td> </tr> </tbody> </table>				2005-2006	2006-2007	2007-2008	<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	61.6%	61.5%	64.2%				
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There seems to be no correlation between course success and course improvement. Historically, colleges appeared to have success in individual courses, but not in progress through the series of courses. These data intimated that basic skills programs, as a whole appear, fall short of complete remediation.

Was this a fact or the reflection of a mystery? Looking at these figures, the college, the local Board of Trustees, the public and the legislature might ask a variety of questions and draw a series of conclusions:

- Are students taking and succeeding in a single basic skills or ESL course and then not completing the next higher level course? *Not good. We need to examine our curriculum.*
- Are students taking a single basic skills course and then going to a career technical course and completing a certificate or degree? *Okay, maybe good. Don't they need basic skills in these programs too?*
- Are students discouraged in the first basic skills courses and not even attempting higher level courses? *Not good. Look at the persistence and registration rates of students.*
- Are the first ESL and basic skills courses so adequate that students do not need any more courses to complete their basic skills needs? *Good, but highly unlikely.*
- Are the levels of rigor in the first basic skills and ESL courses inadequate, setting up failure or withdrawal scenarios in the next higher level course? *Not good. We need to examine our curriculum.*
- Are the students who take these basic skills and ESL courses so fragile that they drop out of college, unable to progress? *Not good, but not curricular in nature. Look into student services help.*
- Where are the students going after they initially succeed? Are they attempting college level without prerequisites, abandoning their basic skills remediation? *Yikes! What is the rigor, retention status and class environments like in the college-level courses with no prerequisites? Why don't these classes have pre-requisites anyway? Why do they only have advisories which are generally ignored?*
- Are the students bored, discouraged, unengaged, and/or needing financial aid? *Not good. We need to examine BOTH our curriculum and our student services.*

These are serious questions that are essential to healthy basic skills programs. You may have come up with additional reasons that these rates seem to be a mismatch. While any of the potential answers to the questions above might be relevant, a closer look revealed a pattern across the state. Even colleges that aggressively addressed basic skills and reported success using other local data appeared to have a disparity between success and progress.



What in the world was going on? Because the Basic Skills Initiative created a statewide platform for serious discussion and a problem-solving mentality much like a think tank, many of the faculty, researchers and administrators became sleuths looking to solve the whodunit. Discussions revealed that it was actually a data mystery! An analysis showed that the coding identifying the **level of basic skills courses** as one course lower or higher than one another was frequently wrong. This coding problem produced incorrect data about courses, student success and student progression.



## Coding for Course Levels below College/Transfer level: CB 21 Coding

The coding for these courses is called the CB 21 code (see Appendix 5 for the definition). This is an MIS (management information systems) descriptive code that should identify where the ESL or basic skills course is aligned within the ultimate pathway to a transferable course. Courses should be coded in a way that shows, for instance, that if a student begin 3 levels below transfer and then successfully passes to the next course, two levels below transfer, that the student has progressed along the pathway. But the coding statewide was inconsistent and incorrect for many colleges. Nearly **every** college had major inaccuracies.

The coding did not reflect the curriculum; it was inconsistent and in many cases appeared random. The codes could not and would not accurately depict progress because the assignment of these codes was done independently from the curricular purpose and content of those courses. Examples of incorrect coding are seen below. The column to the right identifies the CB 21 coding, which indicates how many levels below transfer level the class is (e.g. 2 equals 2 levels below transfer).

### Examples of CB21 Coding in English, ESL and Reading

1. Antelope Valley College has most all ESL courses coded as 4+ even though the course titles clearly indicates progress will occur from ESL 1 to 2 to 3 to 4.

College	Course	Credit Status	BasSkls Status	LEVELS BELOW
ANTELOPE VALLEY	ESL Reading and Writing 5	Credit, NOT Deg Appl	Bas Skls	3
ANTELOPE VALLEY	ESL Skills Building 5	Credit, NOT Deg Appl	Bas Skls	3
ANTELOPE VALLEY	ESL GRAMMAR 2	Credit, NOT Deg Appl	Bas Skls	4+
ANTELOPE VALLEY	ESL GRAMMAR 3	Credit, NOT Deg Appl	Bas Skls	4+
ANTELOPE VALLEY	ESL Grammar 4	Credit, NOT Deg Appl	Bas Skls	4+
ANTELOPE VALLEY	ESL Reading and Writing 1	Credit, NOT Deg Appl	Bas Skls	4+
ANTELOPE VALLEY	ESL Reading and Writing 2	Credit, NOT Deg Appl	Bas Skls	4+
ANTELOPE VALLEY	ESL Reading and Writing 3	Credit, NOT Deg Appl	Bas Skls	4+
ANTELOPE VALLEY	ESL Reading and Writing 4	Credit, NOT Deg Appl	Bas Skls	4+
ANTELOPE VALLEY	ESL SKILLS BUILDING 1	Credit, NOT Deg Appl	Bas Skls	4+
ANTELOPE VALLEY	ESL SKILLS BUILDING 2	Credit, NOT Deg Appl	Bas Skls	4+
ANTELOPE VALLEY	ESL Skills Building 3	Credit, NOT Deg Appl	Bas Skls	4+
ANTELOPE VALLEY	ESL SKILLS BUILDING 4	Credit, NOT Deg Appl	Bas Skls	4+
ANTELOPE VALLEY	ESL Vocabulary&Pronunciation 2	Credit, NOT Deg Appl	Bas Skls	4+

2. Bakersfield College courses also appear not to report student progress with the existing codes. Completing Low-Interim Reading/Vocabulary and High Interim Reading Vocabulary would not result in any record of progress. It is also unclear what the next course, 2 levels below transfer might be.

College	Course	Credit Status	BasSkls Status	LEVELS BELOW
BAKERSFIELD	READING FOR ACADEMIC SUCCESS	Credit, NOT Deg Appl	Bas Skls	1
BAKERSFIELD	Basic Writing Skills	Credit, NOT Deg Appl	Bas Skls	2
BAKERSFIELD	Developing Basic Reading Skill	Credit, NOT Deg Appl	Bas Skls	2
BAKERSFIELD	BASIC LISTENING/SPEAKING I	Credit, NOT Deg Appl	Bas Skls	3
BAKERSFIELD	Basic Listening/Speaking II	Credit, NOT Deg Appl	Bas Skls	3
BAKERSFIELD	Basic Writing Development	Credit, NOT Deg Appl	Bas Skls	3
BAKERSFIELD	COMMUNICATION SKILLS	Credit, NOT Deg Appl	Bas Skls	3
BAKERSFIELD	HIGH-INTERM READING/VOCABULARY	Credit, NOT Deg Appl	Bas Skls	3
BAKERSFIELD	LOW-INTERM READING/VOCABULARY	Credit, NOT Deg Appl	Bas Skls	3
BAKERSFIELD	Communication Skills: Reading	Credit, NOT Deg Appl	Bas Skls	4+
BAKERSFIELD	COMMUNICATION SKILLS: WRITING	Credit, NOT Deg Appl	Bas Skls	4+
BAKERSFIELD	PREPARATION/ACADEMIC WRITING	Credit, NOT Deg Appl	Bas Skls	4+

3. Berkeley College has every English and ESL coded with the same code, level two. Student progress would be completely flat, regardless of the students' successful completion of the courses and progress to the next level.

College	Course	Credit Status	BasSkls Status	LEVELS BELOW
BERKELEY CITY	BEGINNING ESL 1	Credit, NOT Deg Appl	Bas Skls	2
BERKELEY CITY	BEGINNING ESL 2	Credit, NOT Deg Appl	Bas Skls	2
BERKELEY CITY	ENGLISH	Credit, NOT Deg Appl	Bas Skls	2
BERKELEY CITY	ENGLISH SECOND LANGUAGE	Credit, NOT Deg Appl	Bas Skls	2
BERKELEY CITY	ESL FOR THE WORKPLACE	Credit, Deg Appl	Bas Skls	2
BERKELEY CITY	INTERMEDIATE ESL 1	Credit, NOT Deg Appl	Bas Skls	2
BERKELEY CITY	PRONUNCIATION 3	Credit, NOT Deg Appl	Bas Skls	2
BERKELEY CITY	SPELLING AND PHONICS OF AMERICAN ENGLISH 2	Credit, NOT Deg Appl	Bas Skls	2

The coding differences listed above represent only a quick look at the English, ESL, and reading coding for the first few colleges, reported out in alphabetical order beginning with A's and B's. You can begin to estimate the magnitude of the coding inaccuracies for the rest of the 110 colleges.

“So how did this inaccurate coding occur?” you might ask. One possible answer is that there are currently no instructions for CB 21 coding of English, ESL and reading courses. Also, there is no comparability between the course titles or course content other than the transfer level courses. This situation exists because each college developed their own courses based upon their specific student population, mission and vision. This is one of the strengths of the community colleges in California where diversity between colleges and communities is some of the greatest in the United States.

However, even in mathematics courses, where more specific instructions for coding exists and coursework is more clearly defined, the inaccuracies were notable. The coding instructions suggested that the classes coded as CB 21 A, one level below transfer, should be prerequisites for transfer or degree applicable courses such as Intermediate Algebra and CB 21 B should indicate Algebra 1/Elementary Algebra. (See Appendix 5 for the specific language.) But even with these more specific instructions, coding errors abounded. See the examples below.

### Examples of CB 21 Coding in Mathematics

Southwestern College coded almost all the mathematics courses as 4+. Notice that if a student successfully completed pre-algebra, elementary algebra and then intermediate algebra, there would be no apparent progress as they are all coded the same 4+.

College	Course	Credit Status	BasSkl Status	LEVELS BELOW
SOUTHWESTERN	BEGINNING ALGEBRA PLUS LAB	Credit, NOT Deg Applic	BasSkl	1
SOUTHWESTERN	PREALGEBRA PLUS LAB	Credit, NOT Deg Applic	BasSkl	2
SOUTHWESTERN	BASIC MATHEMATICS	Credit, NOT Deg Applic	BasSkl	4+
SOUTHWESTERN	ELEMENTARY ALGEBRA	Credit, NOT Deg Applic	BasSkl	4+
SOUTHWESTERN	FORMAL GEOMETRY	Credit, NOT Deg Applic	BasSkl	4+
SOUTHWESTERN	INTERMEDIATE ALGEBRA	Credit, NOT Deg Applic	BasSkl	4+
SOUTHWESTERN	INTERMEDIATE ALGEBRA PLUS LAB	Credit, NOT Deg Applic	BasSkl	4+
SOUTHWESTERN	OVERCOMING THE FEAR OF MATHEMATICS	Credit, NOT Deg Applic	BasSkl	4+
SOUTHWESTERN	PRE-ALGEBRA	Credit, NOT Deg Applic	BasSkl	4+

Notice that Mt San Jacinto CB 21 coding places all elementary and intermediate algebra at one level below and has nothing coded at 2 levels below.

College	Course	Credit Status	BasSkl Status	LEVELS BELOW
MT. SAN JACINTO	Elementary Algebra	Credit, Deg Applic	Not BasSkl	1
MT. SAN JACINTO	Elementary Algebra Part A	Credit, NOT Deg Applic	Not BasSkl	1
MT. SAN JACINTO	Elementary Algebra Part B	Credit, NOT Deg Applic	Not BasSkl	1
MT. SAN JACINTO	Intermediate Algebra	Credit, Deg Applic	Not BasSkl	1
MT. SAN JACINTO	Intermediate Algebra Part A	Credit, Deg Applic	Not BasSkl	1
MT. SAN JACINTO	Intermediate Algebra Part B	Credit, Deg Applic	Not BasSkl	1
MT. SAN JACINTO	Introduction to Math Tutoring	Credit, NOT Deg Applic	Not BasSkl	1
MT. SAN JACINTO	Foundations of Mathematics	Credit, NOT Deg Applic	BasSkl	3
MT. SAN JACINTO	Foundations of Mathematics (Pre-Algebra)	Credit, NOT Deg Applic	BasSkl	3
MT. SAN JACINTO	Mind Over Math	Credit, NOT Deg Applic	BasSkl	3

Grossmont College coding also would report no CB 21 mathematics progression.

College	Course	Credit Status	BasSklS Status	LEVELS BELOW
GROSSMONT	INTERMEDIATE ALGEBRA	Credit, Deg Applic	Not BasSkl	0 (xfer)
GROSSMONT	INTERMEDIATE CALCULUS	Credit, Deg Applic	Not BasSkl	0 (xfer)
GROSSMONT	INTRO/CMPTR PRGM/FORTRAN	Credit, Deg Applic	Not BasSkl	0 (xfer)
GROSSMONT	LINEAR ALGEBRA	Credit, Deg Applic	Not BasSkl	0 (xfer)
GROSSMONT	MATH FOR GENERAL EDUCATION	Credit, Deg Applic	Not BasSkl	0 (xfer)
GROSSMONT	PLANE GEOMETRY	Credit, NOT Deg Applic	Not BasSkl	0 (xfer)
GROSSMONT	PRECALCULUS: FUNCTIONS/GRAPHS	Credit, Deg Applic	Not BasSkl	0 (xfer)
GROSSMONT	STRUCTURE/CONCEPT ELEM MATH II	Credit, Deg Applic	Not BasSkl	0 (xfer)
GROSSMONT	STRUCTURE/CONCEPTS ELEM MATH I	Credit, Deg Applic	Not BasSkl	0 (xfer)
GROSSMONT	BASIC MATHEMATICS	Credit, NOT Deg Applic	BasSkl	4+
GROSSMONT	BASIC MATHEMATICS/PRE-ALGEBRA	Credit, NOT Deg Applic	BasSkl	4+
GROSSMONT	COMP TUTOR REVIEW/ELEM ALGEBRA	Credit, NOT Deg Applic	BasSkl	4+
GROSSMONT	COMP TUTOR REVIEW/PREALGEBRA	Credit, NOT Deg Applic	BasSkl	4+
GROSSMONT	ELEMENTARY ALGEBRA	Credit, NOT Deg Applic	BasSkl	4+
GROSSMONT	ESSENTIAL SKILL/WRKPLCE SUCCES	Credit, NOT Deg Applic	BasSkl	4+
GROSSMONT	PRE-ALGEBRA FOR MATH ANXIOUS	Credit, NOT Deg Applic	BasSkl	4+
GROSSMONT	STRATS SUCCESS IN MATH 080-090	Credit, NOT Deg Applic	BasSkl	4+

It should also be noted that, along with an inability to track progress within individual institutions, there is no comparability to college mathematics coding between institutions. For instance, colleges have differing ideas about what courses are basic skills and what are degree applicable.



### A Potential Solution: CB 21 Coding Rubrics

Once the problem was discovered, the same Basic Skills Initiative faculty, researchers and administrators who solved the mystery began to talk about how to fix it. Some suggested letting the Chancellor's Office correct these inaccuracies. But the problem with that solution was that the hard working folk in Sacramento are far removed from the curriculum. How would they know how to code things? Only some courses indicate the level with numbering in the title; many others do not.

In addition, how would the Chancellor's Office be able to interpret course names such as "Spelling and Phonetics of American English 2"? Is this an ESL, English or reading course? So the correction of coding must depend on local recoding solutions rather than a centralized recoding process at a state office.

But how could such a process be organized? Enter the Academic Senate for California Community Colleges. Under the auspices of the Basic Skills Initiative, it conceived a project to provide information about the curriculum content in each level of a basic skills sequence. If colleges had more information, they could code their courses based upon curricular content, thereby providing more valid data for the ARCC report. Faculty who had experience using rubrics to grade student

work and also for assessing student learning outcomes suggested using that technique as a way to describe the skill needed at every level below transfer. Discipline experts could create rubrics for every credit course in English, Reading, Mathematics and ESL. These rubrics would define the skills that each course taught in general, but not comprehensively. This was in recognition of the local needs of each of California's 110 community college campuses.

A group of 140 faculty from 56 California Community Colleges gathered to tackle the task. First, they learned about the collection of basic skills data and the MIS coding. The Vice Chancellor of TRIS (Technology, Research, and Information Systems), Patrick Perry, and the Vice Chancellor of Academic Affairs, Carole Bogue-Feinour, explained the difficulties with these codes and the impact on the colleges as a result of the inaccurate data.

Then, faculty were provided background information collected through research by discipline experts about discipline specific content (the final appendix in this chapter has links to each of these professional groups and descriptions of their expertise.). Faculty reviewed the ICAS (Intersegmental Committee of Academic Senates) competencies and the IMPAC (Intersegmental Major Preparation Articulated Curriculum) documents in order to determine the entry and college level skills already defined and agreed upon California across the public colleges. Existing standards were reviewed for California, such as CATESOL's California Pathway (California Teachers of English to Speakers of Other Languages), California Department of Education standards, CMC<sup>3</sup> (California Mathematics Council of Community Colleges) and AMATYC (American Mathematical Association of Two-Year Colleges) mathematics standards and others. In addition, a nationwide scan was conducted to look for course descriptors, exit competencies, or standards.

Professional organizations were queried for help, particularly where no existing standards or descriptions were available. A recent Academic Senate/Chancellor's Office survey was used in order to determine what the most common number of course levels below transfer were in each discipline statewide. This background information provided an environmental scan of current conditions as the discipline faculty began their discussions.

## **Guidelines or Philosophy for the Use of the CB21 Rubrics**



The first task was to develop some guidelines for use of the rubrics. As a group, the faculty developed the list that is shown below. It was not the intent of the Senate or the Chancellor's Office to force curricular standards on any institution or to limit local curricular autonomy and program development. Instead, discipline faculty wrote the following guidelines to help them create the rubrics and to explain the process to faculty whose feedback would be sought after the rubrics were completed.

### **Guidelines or Philosophy for the Use of the CB21 Rubrics**

1. These DRAFT rubrics were the result of collegial input from 150 faculty in Math, English, ESL and Reading from across the state. The rubrics were created with the understanding that they would be vetted throughout the disciplines and discussed with the professional organizations associated with each discipline through April 2009. After fully vetting the rubrics, they will be considered for adoption at the Academic Senate Spring Plenary Session.
2. The rubrics describe coding for basic skills levels. They DO NOT prescribe or standardize curriculum. They are not a comprehensive description of curricular activity in those courses, but rather describe a universal core of skills and abilities that the faculty could agree should be present at the end of each of those levels.
3. The level descriptions ARE NOT comprehensive. There are many other outcomes or skills developed in the courses at individual college locations, but which are not necessarily represented statewide and therefore not included as a part of the rubric.
4. The rubrics DO NOT dictate anything regarding the classification of the course as to transferability, degree applicability or even coding as a basic skills course or not.
5. The rubrics ARE NOT the final authority. They are a referential guide representing what we have determined is common practice statewide; they do NOT dictate any course's assignment to any particular level. Coding of the course levels IS a local decision.
6. There is no obligation to use the CB 21 coding as indicated in the rubric; it is merely a guide or reference indicating agreement among colleges in the state regarding a core commonality. Each local college may code the basic skills courses at their college appropriately to fit their student population, curriculum and program descriptions. If their basic skills course looks like a level 2 on the rubric, but the college decides to code the course at level 1 or level 3 or any other level, it may do so. This is a local decision.
7. Faculty will continue to develop and determine what they teach as discipline experts about their student audiences, retaining curricular and program primacy.
8. This process is not designed as an obstacle to curriculum, curricular or programmatic development. It WAS developed as a data coding activity to improve the data reported to the Legislature concerning student success and improvement in basic skills.
9. When the process is completed a protocol will be developed for recoding the basic skills levels. This process will include local discipline faculty working collaboratively with the person coding MIS curriculum elements at their college.



## Rubric Development: We Have a DRAFT!

The faculty were then divided into groups based upon their teaching expertise and experience by discipline, either English, mathematics, reading or ESL. Each group first determined the common number of course levels in their discipline. Currently CB 21 coding allows for 3 levels below transfer with the fourth level being non-descript as something lower or equal to transfer. Each of the disciplines independently determined their own common course level below transfer.

Here is what happened:

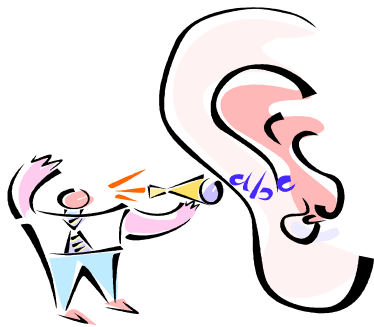
English described three levels below English 1A or Freshman composition with great care and worked diligently to describe a fourth level but were unsure of its usefulness and content. The English faculty created a rubric based upon the major skills or exit competencies common to these levels of courses. They decided to write the rubric contents in outcomes language to indicate that these skills are what a student leaves each level able to do.

Reading described four levels as well. Reading is an interesting discipline with distinct skills and philosophies built into each level of their rubric. Because most of the research about reading nationwide is described by grade levels, reading faculty initially created descriptions with grade equivalencies, but were not committed to leaving these in the final rubric.

Mathematics faculty described a four level rubric beginning with basic mathematics and going up to Intermediate Algebra. Although these courses were previously fairly well-defined in CB21, the discussion about the skills and how they related to each course were very helpful. The mathematics rubric still needs input as to the location of non-algebra courses such as geometry.

Finally, the ESL faculty decided to use English 1A or Transferable ESL courses as the description for the transferable level. However, because ESL skills are so defined and multiple in nature, they developed 3 rubrics in line with the CATESOL methodology. This meant the production of three rubrics: the ESL writing rubric, the ESL reading rubric and the ESL speaking and listening rubrics. The ESL faculty felt that they needed to include six levels to accommodate the progress of students in California credit ESL courses. The average number of levels below transfer in the Academic Senate survey did reveal much greater variety than the other disciplines. Some schools had as few as two or three while others had as many as nine. However, six levels seemed to be the most common and most easily defined. This will require some major changes in the coding metrics because it goes outside of the present design which easily allows four levels. However, the ESL outcomes data had resulted in some of the most inconsistent data, so faculty made strong arguments about the need for all 6 levels based upon our population of students and to more accurately measure progress.

This was a phenomenal work done by faculty; they were professional, inclusive and worked hard with people from 56 colleges around the state, all with programs that were independently created based upon local populations. Appendix 6 contains comments from the participants which describe the faculty enthusiasm in working as discipline groups to complete something they valued.



## Vetting the Rubrics

The next step in the process was designed to vet and improve the draft rubrics. This process also served to validate the information regarding its usefulness. First, the background information, DRAFT rubrics, guidelines and current CB21 coding for colleges was posted on the BSI website at <http://www.cccbsi.org/bsi-rubric-information>.

Then a survey was designed to gather feedback about the draft rubrics. The survey link was sent to discipline faculty and others associated with the Basic Skills Initiative around the state and published in the Academic Senate for California Community College's quarterly magazine the *Rostrum*. The Academic Senate contacted professional discipline organizations (such as CATESOL, ECTYCC and CMC<sup>3</sup>) and asked them to discuss, distribute and comment on the rubrics using the website. Presentations were made to various groups of community college partners such as SACC (System Advisory Committee on Curriculum), ARCC (Accountability Reporting for Community Colleges), CIO/CSSO's (Chief Instructional Officers and Chief Student Services Officers, etc. Feedback was also collected by key discipline faculty at professional meetings such as CATESOL (April 09) and at Academic Senate Fall 08 and Spring 09 Plenary sessions and at BSI regional meetings.

Once the rubrics were subjected to this extensive vetting, small groups of faculty from each discipline were then involved in modifying them to incorporate any comments or modifications suggested via the survey and presentations.

## Where are We Now?

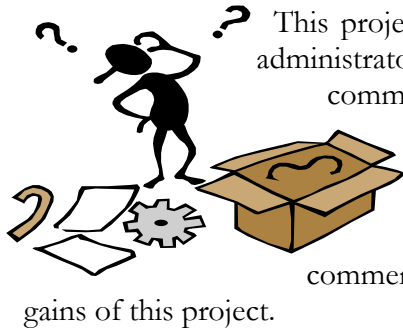


The vetting portion of the project is still under construction but coming rapidly to an end. Appendix 7 shows the overwhelmingly positive response to the project. Every rubric received over 90% approval with only a few comments. Some comments were from people who did not understand the project and wanted to impose their institution's curricular patterns on others, ignoring the over-riding goal to remain universal. Remember, the purpose was not to fashion the descriptions as comprehensive documents but as tools for coding. Helpful comments are in the process of being incorporated into the final rubrics.

Because of the low number of responses in ESL, an entire breakout at the CATESOL meeting in April 2009 will provide the final vetting for the three ESL rubrics. As a result, their process for being finalized is behind the rest.

You can take a look at the rubrics. They are included in Appendix 8 and are being modified and improved even as this goes to press.

## What Did We Learn?



This project is an example of what can happen when faculty, researchers and administrators combine their extensive expertise and creativity to solve a common mystery. As a result, we have a clearer picture of what students are learning in basic skills courses throughout the state. Recoding the courses will enable us to see how students are actually moving through the basic skills sequence. Most importantly, this work will provide vital clues to how we can serve them better. Perhaps three comments from the people who helped to create the rubrics best sums up the

gains of this project.

*Faculty in every college ... will be aware of what needs to be done for students needing basic skills. We will make better decisions when developing our curriculum because we have a very detailed document to fall back on, especially, when we don't know where to start from; the descriptors and the levels are all in one place. It is like we have a road map for a very complex and demanding journey-helping limited English proficient students transfer, own businesses, or reaching any goal they have in mind in this English speaking society.*

*This is an historic moment. People at my table felt that our discussion was purposeful and healthy but nearly impossible on our home campuses.*

*C'mon! Hundreds of faculty agreeing simultaneously on issues of extreme importance? I am surprised that people weren't flocking to the Doubletree to witness the miracle.*



We hope this is only the beginning of many other projects where faculty, researchers and administrators across the state can join together to probe other educational mysteries and work to solve them. Stay tuned!

## Appendix Chapter 12

### Tracking Student Progress through Basic Skills: A Discipline



**Appendix 1:** Annual Number of Statewide Credit Basic Skills Improvement

**Appendix 2:** Annual Basic Skills College Course Completion/Success Definition

**Appendix 3:** Basic Skills College Improvement Rate Definition

**Appendix 4:** ESL College Improvement Rate Definition

**Appendix 5:** Definition of CB 21 from the Data Element Dictionary

**Appendix 6:** Faculty Comments from Rubric Development Process

**Appendix 7:** Vetting Data and Faculty Details

**Appendix 8:** English Rubrics and Steps for Recoding English Below Transfer

**Appendix 9 :** Reading Rubrics and Steps for Recoding Reading Below Transfer

**Appendix 10:** Math Rubrics and Steps for Recoding Math Below Transfer

**Appendix 11:** ESL Rubrics and Steps for Recoding ESL Below Transfer

**Appendix 12:** Resources for Chapter 12

## Appendix 1

### Annual Number of Credit Basic Skills Improvement

#### Appendix B: Methodology for Systemwide and College Performance Indicators

**TABLE 13: ANNUAL NUMBER OF CREDIT BASIC SKILLS IMPROVEMENTS**

**Methodology:** R&P and the CCCCO MIS staff extracted the annual statewide number of students completing credit coursework at least one level above their prior credit basic skills enrollment. Students in the cohorts for this indicator (2003-2004 to 2005-2006, 2004-2005 to 2006-2007, and 2005-2006 to 2007-2008) must have enrolled in a credit basic skills English, ESL, or Mathematics course, then in a subsequent term enrolled in a higher-level credit course (basic skills or not basic skills).

Basic skills courses are those with a COURSE-BASIC-SKILLS-STATUS (CB08) of "B".

To be counted as "improved" a student must have enrolled in a credit basic skills course, then in a subsequent term, the student must enroll in a credit course with a course program code in the same discipline (English, ESL, or Math), but which is at a higher level.

The criterion for improvement was that the student completed the higher level course with a grade of C or better.

A student is counted only once in Mathematics and/or English regardless of how many times they improve.

**Data Source:** Chancellor's Office Management Information System (COMIS)

(CCCCO, 2009, p. 630)

## Appendix 2

### Annual Basic Skills Course Completion/Success Definition

#### Appendix B: Methodology for College Performance Indicators

##### TABLE 1.4: ANNUAL SUCCESSFUL COURSE COMPLETION RATE FOR CREDIT BASIC SKILLS COURSES

**Methodology:** The cohorts for basic skills course completion rate consisted of students enrolled in credit basic skills courses in the academic years of interest (2005-2006, 2006-2007, 2007-2008). These cohorts excluded “special admit” students, i.e., students currently enrolled in K-12 when they took the basic skills course. Basic skills courses were those having a course designation of B in CB08 (basic skills course). (Note that the CB08 = P for “Pre-collegiate basic skills” designation is no longer used under Title 5 or in COMIS and has been eliminated from these specifications). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR/P.

**Data Source:** Chancellor’s Office Management Information System (COMIS)

##### Cohort

All of the following must be true:

1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB04 COURSE-CREDIT-STATUS = C
3. CB08 COURSE-BASIC-SKILLS-STATUS = B
4. SX04 ENROLLMENT-GRADE = A, B, C, D, F, CR/P, NC/NP, I\*, W, DR

##### Outcome

The student must complete the course with:  
SX04 ENROLLMENT-GRADE = A, B, C, or CR/P

**Calculation:** Successful Course Completion Rate = Outcome/Cohort

(CCCCO, 2009, p. 637)

## Appendix 3 Basic Skills Improvement Rate Definition

### Appendix B: Methodology for College Performance Indicators

**TABLE 1.5: IMPROVEMENT RATE FOR CREDIT BASIC SKILLS COURSES**

**Methodology:** The basic skills improvement rate cohorts consisted of students enrolled in a credit basic skills English or Mathematics course who successfully completed that initial course. Excluded were “special admit” students, i.e., students currently enrolled in K-12 when they took the basic skills course. Only students starting at two or more levels below college level/transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify Math and English courses. Basic skills courses were those having a course designation of B in CB08 (basic skills course). (Note that the CB08 = P for “Pre-collegiate basic skills” designation is no longer used under Title 5 or in COMIS and has been eliminated from these specifications). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

Students who successfully completed the initial basic skills course were followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level course in the same discipline within three academic years of completing the first basic skills course.

Cohorts were developed and followed for academic years 2003-2004 to 2005-2006, and 2004-2005 to 2006-2007, and 2005-2006 to 2007-2008.

**Data Source:** Chancellor’s Office Management Information System (COMIS)

**Cohort**

All of the following must be true for cohort selection:

1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB03 COURSE-TOP-CODE =  
     For Math: 4930.40, 4930.41, 4930.42  
     For English: 4930.21, 4930.70
3. CB04 COURSE-CREDIT-STATUS = C
4. CB08 COURSE-BASIC-SKILLS-STATUS = B
5. CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL NE A
6. SX04 ENROLLMENT-GRADE = A, B, C, CR/P

**Outcome**

Within 2 years from the qualifying enrollment for the cohort, the student completes a course with:

- CB03 COURSE-TOP-CODE =  
     For Math: 17\*\*, \*\*, 4930.40, 4930.41, 4930.42  
     For English: 1501.\*\*, 1503.\*\*, 1504.\*\*, 1507.\*\*, 4930.21, 4930.70, 4930.71
- CB04 COURSE-CREDIT-STATUS = C, D  
 CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher level than CB21 for cohort course.  
 SX04 ENROLLMENT-GRADE = A, B, C, CR/P

**Calculation: Credit Basic Skills Improvement Rate = Outcome/Cohort**

(CCCCO, 2009, p. 639)

## Appendix 4

### ESL Improvement Rate Definition

**Appendix B: Methodology for College Performance Indicators**

**TABLE 1.5: IMPROVEMENT RATE FOR CREDIT ESL COURSES**

**Methodology:** The ESL improvement rate cohorts consisted of students enrolled in credit ESL courses who successfully completed that initial course. Excluded were “special admit” students, i.e., students currently enrolled in K-12 when they took the ESL course. Only students starting at two or more levels below college level/transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify ESL courses. Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR/P.

Students who successfully completed the initial ESL course were then followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level ESL course or college level English course within three academic years of completing the first ESL course.

Cohorts were developed and followed for academic years 2003-2004 to 2005-2006, 2004-05 to 2006-2007, and 2005-2006 to 2007-2008.

**Data Source:** Chancellor’s Office Management Information System (COMIS)

**Cohort**

All of the following must be true for cohort selection:

1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB03 COURSE-TOP-CODE = 4930.80, 4930.81, 4930.82, 4930.91, 4931.00
3. CB04 COURSE-CREDIT-STATUS = C
4. CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL NE A
5. SX04 ENROLLMENT-GRADE = A, B, C, CR/P

**Outcome**

Within 2 years from the qualifying enrollment for the cohort, the student completes a course with:

- CB03 COURSE-TOP-CODE = 4930.80, 4930.81, 4930.82, 4930.83, 4931.00, 1501.\*\*, 1503.\*\*,  
1504.\*\*, 1507.\*\*
- CB04 COURSE-CREDIT-STATUS = C, D
- CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher level than CB21 for cohort course
- SX04 ENROLLMENT-GRADE = A, B, C, CR/P

**Calculation: Credit ESL Improvement Rate = Outcome/Cohort**

(CCCCO, 2009, p. 638)

**Appendix 5**  
**CB 21 Coding Definition**  
**CALIFORNIA COMMUNITY COLLEGES**  
**MANAGEMENT INFORMATION SYSTEM**  
**DATA ELEMENT DICTIONARY**

**Course Data Elements**

<u>DED#</u>	<u>DATA ELEMENT NAME</u>	<u>FORMAT</u>
CB21	COURSE-PRIOR-TO-COLLEGE- LEVEL	X(01)

This element indicates course level status for English, writing, ESL, reading and mathematics courses.

<u>CODING</u>	<u>MEANING</u>
A	= English, writing, ESL, reading or mathematics course one level below the transferable level of a corresponding English, writing, ESL, reading or mathematics course.
B	= English, writing, ESL, reading or mathematics course 2 levels below the transferable level of a corresponding English, writing, ESL, reading or mathematics course.
C	= English, writing, ESL, reading or mathematics course 3 levels below the transferable level of a corresponding English, writing, ESL, reading or mathematics course.
Y	= Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**NOTES:**

- 1) Courses at level A should be specified as prerequisites for the transfer level English composition and mathematics courses and/or may be recommended as preparation for other level A courses. An example of an English course at level A would be Subject A; an example of a mathematics course at level A would be Intermediate Algebra.
- 2) Courses at level B should be specified and/or recommended as prerequisites or preparation for level A courses and/or other level B courses. An example of a mathematics course at level B would be equivalent to Algebra I/Elementary Algebra.
- 3) Courses at level C should be specified and/or recommended as prerequisites or preparation for level A courses and/or other level B courses. An example of an English course at level C would be Reading Fundamentals; an example of a mathematics course at level C would be Arithmetic.
- 4) Courses coded as Y may include credit, noncredit, vocational, transferable, basic skills more than 3 levels below the transfer level. Course Attributes such as credit/noncredit (CB04), basic skills (CB08), transfer (CB05) and vocational (CB09) along with program (CB03) are reported in other MIS data elements which can be linked with this element to provide a more complete view of the various course levels offered at a college.
- 5) If a course is reported as transferable where CB05 = A or B than this element must equal Y.

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ADDED: 08/01/94

IMPLEMENTATION SUMMER 1995

## Appendix 6

### Faculty Comments From The Rubric Development Process

Faculty in every college present in the conference will be aware of what needs to be done for students needing basic skills. We will make better decisions when developing our curriculum because we have a very detailed document to fall back on, especially, when we don't know where to start from; the descriptors and the levels are all in one place. It is like we have a road map for a very complex and demanding journey-helping limited English proficient students transfer, own businesses, or reaching any goal they have in mind in this English speaking society

We had a well-defined task that had immediate applicability.

C'mon! Hundreds of faculty agreeing simultaneously on issues of extreme importance? I am surprised that people weren't flocking to the Doubletree to witness the miracle.

People were given a chance to work on specific meaningful tasks. Although, since reading had no historical point of reference, it really did require more time even in this initial process. We were often rushing and felt pressure to simply get the job done. This is not really good enough.

This is an historic moment. People at my table felt that our discussion was purposeful and healthy but nearly impossible on our home campuses.

We were a group of experts in the field who genuinely care about our students and realize that the first step is to obtain correct data.

We worked TOGETHER with a wide range of perspectives from different colleges.

I think this meeting was important and the issue of coding IS a very important one, given the emphasis on reporting. We certainly want the reports to mean something. I thank the organizers for the concept; I am concerned, however, that the product of our efforts will be given more credence than it should have given our rushed efforts.

It finally feels as though the work that is being done will be used for definite purposes that will benefit all community colleges. It is fine to give time to complete something this worthwhile.

The conference was a very necessary gathering. There was a time constraint, yet every step of the workshops were done very systematically. We need to go back to finish the task. I feel it was done in a rush. However, I feel somewhat confident because every decision we made was based on the descriptors from California Pathways. The staff in charge was a group of highly qualified professionals. My best regards for every single one of them

This is one of the best uses of time I have participated in for a very long time. It was informative, productive and focused. Good job.

I was telling my VP Instruction today about this and what it set us up to do. He raised his eyebrows at the ambitious plan, and was VERY surprised when I was able to tell him we accomplished the goals. His remark? "Wow! You must have had some GREAT facilitators!" Indeed we did! Thanks all for a really productive and thought-provoking day.

## Appendix 7

### CB 21 Rubric-Vetting Data Results as of February 18, 2009

Discipline	Number of participants	Approval	Contingent Approval	Doesn't work	other	4 levels adequate	6 levels adequate	comments on levels	other comments
Math	83	57 (74%)	18 (23.4%)	1 (1.3%)	1 (1.3%)	85.7%	none	6.5% wanted 3 levels, 5.2% five levels	need to deal with geometry 1 or 2 levels below
Reading	33	12 (42.9%)	14 (50%)	1 (3.6%)	2 (7.1%)	50%	few	25% want only 3 levels & 10.7% more than 4	78.6% want grade levels included
ESL	35								
ESL writing	25	7 (36.8%)	10 (52.6%)	1 (5.3%)	1 (5.3%)	3 (15.8%)	14 (73.7%)	some decisions based on local course offerings	including word count 63.2% yes 36.8% no
ESL listening & speaking	10	5 (50%)	5 (50%)	0	0		100%		
ESL reading	3	2(66.7%)	1(33.3%)	0	0	0	100%		
English	70	37 (56.1%)	26 (39.4%)	3 (4.5%)	0	29 (43.9%)	3 (4.5%)	much relates to ESL & student population 40.9% 3 levels	word counts 52.7% helpful; 47.3% not helpful
other	5								
<b>total</b>	<b>226</b>								

## Faculty Taking Part in the Vetting Process

Faculty experience teaching basic skills						Courses taught transfer and below (select all that apply)		
Full load	72	32%				transfer	150	66.70%
> 50% of load	70	31.3%				1 level below	197	87.6%
25-50% load	64	28.4%				2 levels below	199	88.4%
<25%	9	4%				3 levels below	145	64.4%
no basic skills	*10	4.4%				4 levels below	79	35.1%
comments:						5 levels below	29	12.9%
coding issues -teach geometry but not classified as basic skills etc						6 levels below	20	8.9%
assignment issues: adjuncts have varying loads, senate pres						7 levels below	10	4.4%
*some are chairs this semester						8 levels below	3	1.3%

## Appendix 8

### Guide for Proper CB 21 Coding of ENGLISH Courses below Transfer-Level

**Step 1: Begin with Curriculum for Developmental English Sequences** – Start with your highest course in the sequence that leads to Freshman Composition/English 1A . The transfer level writing course description was developed primarily from the IMPAC English Composition/English 1A descriptor, however, ICAS competencies and other English state and national standards also contributed to the rubric development.

**Step 2: Understanding the Contents of the Rubric** - The descriptions in the rubric represent the exit skills or outcomes for the courses indicated. The purpose of this project is to direct coding, not to comprehensively cover all curricular components; the rubric is both simplified and universal, so every course will not fit perfectly on the rubric. There will be nuances in local institutional practices. Therefore, courses should be coded where they *mostly* fit; realizing they may not fit entirely into a specific level. The goal is to code the courses in order to capture student success and progress in each higher level course prior to transfer.

Because the rubrics are not prescriptive we have not included details such as grammar and word count. This rubric is intended to guide coding based on general curricular outcomes, not as rubrics to grade students or to change curriculum. The rubric does not attempt to include best pedagogical practices (such as reading strategies and the writing process), these robust discussion should occur in local English departments.

**Step 3: The Rubric for Coding Developmental Sequences.** The purpose of properly coding these developmental sequences is to promote meaningful ARCC data comparisons among community colleges, whether a college has a two-stage or an eight-stage developmental sequence. Proper coding will contribute to more accurate ARCC data reports about student progress from one level to the next at among the California Community Colleges, presently there is no comparison and the data fail to accurately indicate what levels and progress students are attaining in their mathematical development. Yet we are required to report this data to the legislature, so this process will create more accurate reporting.

You need not have a course in every level; it is acceptable to have two courses on one level. It is acceptable to have fewer levels of English courses than described. About 50% of the institutions surveyed have fewer levels, but we wanted to give every opportunity to track student success in the other 50% of institutions that have 4 levels. Sample course titles were used, but titles for reading vary between the 110 community colleges. These names were used in an attempt to clarify the process. In some institutions ESL courses lead into the developmental English courses, these ESL courses will be coded using the ESL rubrics by ESL instructors.

Course Sequence	Suggested CB 21 LEVEL Coding for courses below transfer courses			
	CB21-4 levels below	CB21-3 levels below	CB21-2 levels below	CB21-1 level below
single course developmental sequence				English
2 course developmental sequence			Basic Writing→	English
3 course developmental sequence		English Skills→	Writing Fundamentals→	English
4 course developmental sequence	Basic Vocabulary and Grammar	Writing II→	Writing III→	Writing IV
5 course developmental sequence	Writing Fundamentals→ Paragraph Writing → (two courses coded on one level)	Introduction to Reading and Writing Skills →	Improving Writing and Reading Skills→	Introduction to College Level Reading and Writing

The transfer level writing course description was developed primarily from the IMPAC English Composition English 1A descriptor. The purpose of this project is to direct coding, not to comprehensively cover all curricular components; the rubric is both simplified and universal.

Every course will not fit perfectly on the rubric. There will be nuances in local institutional practices. Therefore, courses should be coded where they *mostly* fit; realizing they may not fit entirely into a specific level. The goal is to code the courses in order to capture student success and progress in each higher level course.

It is acceptable to have two courses on one level. It is acceptable to have fewer levels of English courses than described. About 50% of the institutions surveyed have fewer levels, but we wanted to give every opportunity to track student success in the other 50% of institutions that have 4 levels.

Because the rubrics are not prescriptive we have not included details such as grammar and word count. This rubric is intended to guide coding based on general curricular outcomes, not as rubrics to grade students or to change curriculum. The rubric does not attempt to include best pedagogical practices (such as reading strategies and the writing process), these robust discussion should occur in local English departments.

English	Writing Assignments	Reading	Voice Audience	Organization Development, and Thesis/ central idea	Sentences and Vocabulary	Mechanics and Grammar	Resources
<b>Freshman Composition (English 1 A)</b>  <b>TRANSFER LEVEL</b>  Source: IMPAC Document w/ minor revisions	Write a unified, well-developed essay, consisting of introduction, body, and conclusion, with an arguable thesis and persuasive support  Use a variety of rhetorical strategies, which may include argument, analysis, textual analysis, comparison/contrast, and causal analysis.	Analyze and evaluate a variety of primarily non-fiction texts for their rhetorical and technical merit, with consideration of the principles of unity, coherence, tone, persona, purpose, methods, and the effects on a target audience.	Demonstrate a sophisticated awareness of audience using a consistent voice.	Organize paragraphs into a logical sequence, developing the central idea of the essay to a logical conclusion.	Employ a variety of sentence structures consistently, using college level diction.	Proofread, and edit essays for public presentation so they exhibit no gross errors in English grammar, usage, or punctuation.	Find, read, analyze, interpret, use, synthesize & evaluate outside sources, including online information.  Incorporate sources as appropriate.  Use MLA or APA documentation format.
English	Writing Assignments	Reading	Voice Audience	Organization Development, and Thesis/ central idea	Sentences and Vocabulary	Mechanics and Grammar	Resources
<b>CB21 1 level below transfer</b>	Write essays including argumentation which integrate & synthesize course readings & are clearly focused, fully developed & logically organized  Produce in-class essays that demonstrate organizing, composing, revising, editing & time management skills.	Analyze and paraphrase texts, drawing a conclusion, making generalizations and analyzing arguments.  Apply reading skills to multiple texts.	Write essays to specific audiences using an appropriate voice for those readers.	Formulate an essay with a thesis statement or central idea.  Organize essays in which the topic sentences and paragraph details support the thesis.	Construct sentences that demonstrate control of sentence variety and effective word choice, using mostly college level diction.  Uses strategies to tackle unfamiliar vocabulary.	Proofread, and edit essays for public presentation so they exhibit limited errors in English grammar, usage, or punctuation.	Identify & evaluate supporting evidence.  Demonstrate and apply an emerging competence with documentation methods and simple usage of outside sources.

English	Writing Assignments	Reading	Voice Audience	Organization Development, and Thesis/ central idea	Sentences and Vocabulary	Mechanics and Grammar	Resources
<p><b>CB21</b> 2 levels below transfer</p>	<p>Write coherent essays and paragraphs, about course readings and/or other subjects.</p> <p>Demonstrate the ability to summarize, analyze and make a simple synthesis between two readings or ideas.</p> <p>Complete in- class writings that demonstrate some organizing, composing, revising, editing &amp; time management skills.</p>	<p>Read, identify, and summarize short expository texts for the purposes of writing and discussion.</p> <p>Distinguish between fact and opinion, identify author's purpose and recognize author's tone.</p>	<p>Direct writings to a specific audience using a fairly consistent voice.</p>	<p>Construct writings with a central idea and paragraphs that support it.</p> <p>Write paragraphs with supporting sentences that relate to the topic sentence.</p>	<p>Recognize and begin to apply sentence variety and appropriate word choice.</p> <p>Demonstrate an awareness of and emerging competence with vocabulary strategies.</p>	<p>Proofread and edit their essays for public presentation so that they exhibit various high level errors in English grammar, usage, or punctuation.</p>	<p>Use some outside sources and begin to use quotes to attribute those sources.</p> <p>Differentiate between one's own ideas and those of others.</p>
<p><b>CB21</b> 3 levels below transfer</p>	<p>Write short, topic-based papers with a main idea.</p> <p>Write guided in-class assignments based on a variety of prompts that attempt to organize, compose, revise and edit.</p>	<p>Read relevant texts and learn to respond in writing with clarity and commitment.</p> <p>Identify the author's purpose and conclusions.</p> <p>Express personal opinions about texts.</p>	<p>Direct writings to an audience considering voice.</p>	<p>State a topic and use details to support a central idea.</p>	<p>Apply basic sentence variety.</p> <p>Recognize the importance of accurate word choice.</p> <p>Distinguish between standard American English and vernacular.</p> <p>Construct writings w/ mostly effective sentence structure.</p>	<p>Proofread and edit their essays for public presentation so that they exhibit various high level and only a few gross errors in English grammar, usage, or punctuation.</p>	<p>Use a variety of outside sources.</p>

English	Writing Assignments	Reading	Voice Audience	Organization Development, and Thesis/ central idea	Sentences and Vocabulary	Mechanics and Grammar	Resources
<b>CB21</b> 4 levels below Transfer	Write short, topic-based assignments with a main idea.  Write guided in-class assignments.	Read, identify, summarize & restate the main idea of the text in writing.  Identify the author's write for different purposes with guided assistance from the instructor.  Express personal opinions about reading.	Demonstrate the use of a writing voice.	Use details to support a central idea.	Recognize and imitate basic sentence models.  Use familiar vocabulary correctly.  Identify slang.	Write grammatically correct simple sentences.	Identify a variety of outside sources.

## Appendix 9

### Guide for Proper CB 21 Coding of READING Courses below Transfer-Level

**Step 1: Begin with Curriculum for Developmental Reading Sequences** – Start with your highest course in those sequences of courses that lead to English 1A . While there are transferable reading courses, the most common goal of transfer students among the community colleges was English 1A, therefore the rubric was created with that in mind, acknowledging transferable reading courses with specific functions.

**Step 2: Understanding the Contents of the Rubric** - The descriptions in the rubric represent the exit skills or outcomes for the courses indicated. The purpose of this project is to direct coding, not to comprehensively cover all curricular components; the rubric is both simplified and universal, so every course will not fit perfectly on the rubric. There will be nuances in local institutional practices. Therefore, courses should be coded where they *mostly* fit; realizing they may not fit entirely into a specific level. The goal is to code the courses in order to capture student success and progress in each higher level course prior to transfer.

Because the rubrics are not prescriptive we have not included some details found in reading courses. This rubric is intended to guide coding based on general curricular outcomes, not as rubrics to grade students or to change curriculum. The rubric does not attempt to include best pedagogical practices (such as strategies or processes), these robust discussion should occur in local departments. This rubric was created after review of ICAS competencies, CRLA documents, Reading Apprenticeship program standards and rubrics, and state and national reading standards.

**Step 3: The Rubric for Coding Developmental Sequences.** The purpose of properly coding these developmental sequences is to promote meaningful ARCC data comparisons among community colleges, whether a college has a two-stage or an eight-stage developmental sequence. Proper coding will contribute to more accurate ARCC data reports about student progress from one level to the next at among the California Community Colleges, presently there is no comparison and the data fail to accurately indicate what levels and progress students are attaining in their mathematical development. Yet we are required to report this data to the legislature. SO this process will create more accurate reporting.

Sample course titles were used, but titles for reading vary between the 110 community colleges. These names were used in an attempt to clarify the process. You need not have a course in every level but they should be numbered sequentially as they prepare students for transfer. If the reading sequence is contains more than (and perhaps many more than) four courses, each level may contain one, two, or more courses. Use the outcomes rubrics to match the courses to the level.

Course Sequence	Suggested CB 21 LEVEL Coding for courses below transfer courses –			
	CB21-4 levels below	CB21-3 levels below	CB21-2 levels below	CB21-1 level below
single course developmental sequence				Reading
2 course developmental sequence			Developmental Reading	Effective Reading Skills
3 course developmental sequence		Developing Basic Reading Skills	Improving Reading Skills	Reading for Academic Success
4 course developmental sequence	Beginning Reading →	Reading Fundamentals→	Reading Skills→	Effective Reading
5 course developmental sequence	Foundations of Reading → Fundamentals of Reading → (two courses coded on one level)	Basic Reading skills→	Advanced Reading →	Proficient Reading

Again these are general descriptions, don't be too concerned if your course descriptions don't exactly match the descriptions in the rubric.

Reading Vocabulary		Literal and Inferential Comprehension	Critical Thinking	Fluency
Transfer Level		Grade 12+		
<b>CB21</b> <b>1 level</b> <b>Below</b> <b>Transfer</b>  <b>Grade</b> <b>Equivalency</b> <b>10-12</b>	<p>Expand knowledge of academic/specialized/ technical vocabulary.</p> <p>Use contextual references effectively.</p> <p>Differentiate between informal/formal language use.</p> <p>Employ appropriate language/audience.</p>	<p>Analyze longer, more complex passages.</p> <p>Paraphrase the central point.</p> <p>Summarize, map and outline stated and /or implied main ideas, major and minor supporting details.</p> <p>Distinguish among patterns of organization.</p>	<p>Begin to analyze the logic of texts.</p> <p>Differentiate between <i>reaction</i> and <i>evaluation</i>.</p> <p>Synthesize/Analyze/Apply information from non-fiction text and literature.</p> <p>Draw a conclusion and make generalizations.</p> <p>Analyze arguments and recognize logical fallacies.</p> <p>Apply reading skills to multiple informational and non fiction texts and literature.</p>	<p>Exhibit fluency in longer, more complex passages.</p> <p>Evaluate strategies for enhancing reading rate (i.e. skimming, scanning, adjusting rate according to purpose and materials).</p> <p>Make and evaluate predictions in reading.</p> <p>Use and evaluate usage of schema and other metacognitive strategies to construct meaning from text with the intention of achieving self-regulation in learning through reading.</p> <p>Create and evaluate summaries, maps and outlines to monitor comprehension of material.</p>

<b>Reading</b>	<b>Vocabulary</b>	<b>Literal and Inferential Comprehension</b>	<b>Critical Thinking</b>	<b>Fluency</b>
<b>CB21</b> <b>2 levels below Transfer</b>  <b>Grade Equivalency 8-10</b>	Acquire general academic vocabulary.  Use contextual analysis to decipher unknown words.  Use structural analysis to decipher unknown words.  Employ dictionary/reference skills.	Identify the central point.  Recognize stated main ideas.  Determine implied main ideas.  Identify major and minor supporting details.  Demonstrate ability to summarize, map, and outline main ideas and details in readings.  Distinguish among patterns of organization.	Distinguish between fact and opinion.  Identify the author's purpose (persuade, inform, entertain).  Recognize the author's tone.	Apply strategies for enhancing reading rate (i.e. skimming, scanning, adjusting rate according to purpose).  Makes predictions in reading.  Utilize schema and other metacognitive strategies to construct meaning from text.  Introduce notion of self-regulation in learning through reading.  Create summaries, maps and outlines to monitor comprehension of material.
<b>CB21</b> <b>3 levels below Transfer</b>  <b>Grade Equivalency 6-8</b>	Increase acquisition of academic vocabulary.  Use structural analysis to decode words.  Employ denotation and connotation techniques  Employ dictionary skills.	Recognize topics and implied and stated main idea, and supporting details (in longer readings).  Learn graphic organizers to assist in comprehension, including mapping, outlining and summarizing.  Recognize signal words in context of patterns of organization.  Begin to recognize inferences.	Independently recognize that authors write for different purposes.  Express personal opinion about reading.  Recognize conclusions.	Demonstrate automaticity of word recognition.  Understand strategies for enhancing reading rate appropriate to reading level.  Explore metacognition as a means of constructing meaning from text and creating self regulation in learning through reading.
<b>CB21</b> <b>4 levels below Transfer</b> <b>Grade Equivalency 6 and below</b>	Increase acquisition of academic vocabulary  Use decoding techniques on unfamiliar words.  Recognize word patterns and phonetically regular and irregular words.  Employ some dictionary skills.	Follow written directions  Distinguish b/w general and specific categories  Recognize topics and stated main idea, and supporting details	Recognize that authors write for different purposes, with guided assistance from instructor  Begins to express personal opinion about reading.	Demonstrate automaticity of sight words  Increase reading rate appropriate to reading level by decreasing word by word reading, sub-vocalization and regressions in reading.

## Appendix 10

### Guide for Proper CB 21 Coding of MATH Courses below Transfer-Level

**Step 1: Begin with Curriculum for Developmental Mathematics Sequences** – those sequences of courses that lead to intermediate algebra. If you have other courses, for example, geometry or specific topical courses meant to be equivalent to the intermediate algebra Fall 2009 graduation requirements, set these aside for the moment.

**Step 2: Understanding the Contents of the Rubric** - The descriptions in the rubric represent the exit skills or outcomes for the courses indicated. The purpose of this project is to direct coding, not to comprehensively cover all curricular components; the rubric is both simplified and universal, so every course will not fit perfectly on the rubric. There will be nuances in local institutional practices. Therefore, courses should be coded where they *mostly* fit; realizing they may not fit entirely into a specific level. The goal is to code the courses in order to capture student success and progress in each higher level course prior to transfer.

Because the rubrics are not prescriptive we have not included some mathematical details. This rubric is intended to guide coding based on general curricular outcomes, not as rubrics to grade students or to change curriculum. The rubric does not attempt to include best pedagogical practices (such as strategies or processes), these robust discussion should occur in local departments.

**Step 3: The Rubric for Coding Developmental Sequences.** The purpose of properly coding these developmental sequences is to promote meaningful ARCC data comparisons among community colleges, whether a college has a two-stage or an eight-stage developmental sequence. Proper coding will contribute to more accurate ARCC data reports about student progress from one level to the next at among the California Community Colleges, presently there is no comparison and the data fail to accurately indicate what levels and progress students are attaining in their mathematical development. Yet we are required to report this data to the legislature, so this process will create more accurate reporting.

Some schools have developmental sequences containing more than (and perhaps many more than) four courses. In such developmental sequences, each level may contain one, two, or more courses. Some have sequences with only 2 or 3 courses. The majority had 4 course sequences. Sample sequences with the suggested coding are below.

Course Sequence	Suggested CB 21 LEVEL Coding for courses below transfer courses			
	CB21-4 levels below	CB21-3 levels below	CB21-2 levels below	CB21-1 level below
4 course developmental mathematics sequence	Arithmetic →	Pre-Algebra →	Introductory (Elementary, Beginning) Algebra →	Intermediate Algebra
6 course developmental mathematics sequence	Arithmetic →	Pre-Algebra →	Intro Algebra I → Intro Algebra II → (two courses in one CB level)	Intermediate Algebra → Intermediate Algebra II → (two courses in one CB level)
5 course developmental mathematics sequence	Math P → (like Arithmetic →)	Math Q → Like Pre-Algebra →	Math R → Between pre & intro to algebra → and Math S → Intro Algebra II → (two courses in one CB level)	Intermediate Algebra
3 course developmental mathematics sequence		Pre-Algebra →	Introductory (Elementary, Beginning) Algebra →	Intermediate Algebra
2 course developmental mathematics sequence			Introductory (Elementary, Beginning) Algebra →	Intermediate Algebra

Don't be too concerned if your course descriptions don't exactly match the descriptions in the rubric.

Step 4: **GEOMETRY:** Since geometry most often has an introductory algebra prerequisite, its coding should be either CB21-two levels below transfer or CB21-one level below transfer. If geometry is a prerequisite for any transfer-level course, its coding should be CB21-one level below transfer. Coding two-semester geometry sequences is left to individual schools, similar to the other courses which have 2 semesters to complete.

Step 5: **Alternative Mathematics Courses to Meet Graduation Requirements:** Math courses designed to satisfy the new associate degree mathematical competency requirements (beginning Fall 2009) should be coded CB21-one level below, as these courses are supposed to be at the same level and rigor as intermediate algebra.

<b>Mathematics</b>	<b>Define and Manipulate</b>	<b>Solve</b>	<b>Graph</b>	<b>Applications</b>
<b>Intermediate Algebra</b> CB21 – 1 level Below Transfer	Define and manipulate nonlinear and linear functions and relations.	Solve a variety of nonlinear equations, e.g. logarithmic, inverse, quadratic equations, absolute value, rational	Create, analyze and interpret graphs of linear and non-linear relations.	Apply algebra skills to a variety such as: Growth and decay Logic reasoning Geometry Optimization  Quadratic Applications such as: motion, mixture, work
<b>Elementary/Introductory Algebra</b> CB21 - 2 levels below Transfer	Define and manipulate linear expressions and polynomials	Solve any linear equation, a variety of 2 variable linear equations (systems) and factorable quadratic equations.	Plot points and graph linear equations on a Cartesian coordinate system.	Set up linear equations representing situations, solve, justify and interpret the solution in the context of the problem.
<b>Pre-Algebra</b> CB21 – 3 levels below Transfer	Define and manipulate signed numbers and variables.	Solve simple linear equations in one variable.	Introduction to the number line.	Apply a known formula to a given situation.
<b>Basic Mathematics (Arithmetic)</b> CB21 – 4 levels below Transfer	Define and manipulate nonnegative rational numbers.	Introduce concepts and symbols of equality and inequality.	-----	Apply the correct operation to a given situation.

## Appendix 11

### Cover Sheet: Draft Rubrics for CB 21 Coding of ESL as of March 5, 2009

#### Purpose of Rubrics and Guidelines for Use

The purpose of this project is to direct coding, not to comprehensively cover all curricular components; the rubric is both simplified and universal. The ESL faculty felt that it was essential to consider 6 levels below transfer in order to adequately address the population of California community college students, rather than the 4 CB 21 levels that presently exist.

Every course will not fit perfectly on the rubric. There will be nuances in local institutional practices and therefore courses should be coded where they *mostly* fit, realizing they may not fit entirely into a specific level. It is acceptable to have two courses on one level. It is acceptable to have fewer—or more— levels of ESL courses than described. The goal is to code the courses in order to capture student success and progress in each higher level course.

Because the rubrics are not prescriptive and there are many diverging opinions about the degree to which grammar should be emphasized at various levels, we have not included detailed descriptions of grammar. These rubrics are to guide coding based on general curricular outcomes, not as rubrics to grade students or to change curriculum.

Faculty suggest that in the coding process, colleges should begin by finding which descriptor fits their top level ESL class and then work downward in order to consider the appropriate coding comparison. For example, if the top level ESL course appears to match the descriptors for three levels below, then it is likely that the next lower course would fall into the four levels below category, and so on.

#### Reference Point for Top Level of ESL

The faculty decided to use English 1A (Freshman Composition) as the initial point of reference from which to begin coding ESL courses at the level just below English 1A. This decision was based on significant discussion and focused around three main issues.

- 1) Although some colleges have ESL courses that are transferable as electives, not all colleges do. Further, those with transferable ESL do not necessarily agree on which level or how many courses are considered transferable in comparison with other California community colleges. Using “transferable ESL” as the coding standard for the top level would create too much variability in the coding process and potentially greater confusion rather than clarifying the starting point for coding.
- 2) The purpose of the coding and data collection is to document students' progress. Because many—perhaps most—ESL students who complete the highest level of ESL plan to continue on to English courses, looking at the alignment of ESL to English will allow colleges to get a better idea of the “improvement rate” of students.
- 3) English 1A (Freshman Composition) is a universal course which is required of all students who seek degrees or wish to transfer. As such, it serves as a useful touchstone for tracking a student's progress toward his/her academic language goals.

English 1A is used as a reference for all three skill areas (Reading, Writing, and Listening/Speaking). Although only ESL Writing feeds into English, the assumption is that development of the other skills also support a student's success in English courses; therefore, referencing English 1A is useful in all skill areas.

#### Source Documents

This rubric was based upon the *California Pathways* CATESOL document on ESL competencies. Consideration of the IMPAC English 1 A document was also integrated into this rubric. The ICAS (Intersegmental Committee of Academic Senates – UC, CSU, and CCC's) document on Academic Literacy was referenced along with other state and national competencies for ESL education. Consideration was also given to the emerging CB 21 rubrics being created in other disciplines, including English.

The rubrics on the following pages represent those kinds of outcomes generally found in credit ESL courses. These represent exit—not entry—skills.

<i>ESL Writing</i>	Writing Type and Length	Organization/ Coherence	Development	Vocabulary	Sentence/Structure Spelling, Mechanics
<b>CB21 1 level below Freshman Composition or English 1A</b>	Write expository essays which reference outside sources, including non-fiction, using a variety of rhetorical strategies. (500-750 words)	Organize paragraphs into a logical sequence, developing the central idea of the essay to a logical conclusion.	Integrate the ideas of others through paraphrase, summary, and quotation into a paper that expresses the writer's own opinion, position, or analysis as developed through multiple revisions.	Utilize a wide range of vocabulary, including academic vocabulary.	Use sentences of varying structure and type, including subordination, coordination, and transitional devices.
<b>CB21 2 levels below</b>	Write essays with clear thesis statements using various rhetorical modes. (350+ words).	Write an essay including introduction, body, and conclusion.	Write well developed essays based on their emerging competence in writing.	Attempt a wide range of vocabulary; word choice sometimes interferes with meaning.	Correctly use a variety of sentence structures, including mastery of perfect tenses.
<b>CB21 3 levels below</b>	Write one or more paragraphs with a clear topic sentence.	Organize paragraphs that have a clear, beginning, middle, and end exhibiting paragraph mastery.	Write topic sentences with relevant support, main points and specific supporting details and examples.	Utilize core vocabulary with emerging accuracy.	Attempt a variety of sentence structures with emerging control over perfect tenses.
<b>CB21 4 levels below</b>	Write one paragraph on familiar topics.	Write a focused, unified paragraph, including a topic sentence.	Demonstrate emerging control of supporting details.	Use general vocabulary on familiar topics.	Correctly use simple and compound sentences, including simple and continuous tenses, with regular and irregular verbs.

<i>ESL Writing</i>	Writing Type and Length	Organization/ Coherence	Development	Vocabulary	Sentence/Structure Spelling, Mechanics
<b>CB21 5 levels below</b>	Write brief text in paragraph-like form on one topic.	Write sentences which relate to each other in meaning.	Write sentences containing descriptive language.	Use basic everyday vocabulary.	Exhibit control over simple sentences, including sentence boundaries and mechanics. Produce simple sentences in the simple tenses and the correct use of the verb "to be." Identify parts of speech.
<b>CB21 6 levels below</b>	Write several simple sentences, primarily biographical, with guidance.	Write individual sentences which demonstrate standard word order.	Write simple sentences that contain subjects, verbs and objects.	Use very limited vocabulary.	Demonstrate emerging control over simple sentences with frequent punctuation and spelling errors. Produce simple sentences in the present tenses.

<b>ESL Reading</b>	<b>Reading Type and Length</b>	<b>Vocabulary</b>	<b>Comprehension</b>	<b>Reading Strategy and Speed</b>	<b>Cultural References</b>
<b>CB21 1 level below Freshman Composition or English 1A</b>	<p>Read and usually understand most of a wide range of personal, professional, academic and literary non-adapted/authentic texts written for native English speakers.</p> <p>Readings are predominantly expository, including argumentative, research-based, and abstract ideas.</p> <p>Articles range from 1-10 pages.</p> <p>In addition to a main text, includes at least one book-length work.</p>	<p>Have a working knowledge of the majority of word roots, including affixes.</p> <p>Understand most new words given in a clear context.</p> <p>Have receptive and productive understanding of many academic words such as on the Academic Word List.</p>	<p>Identify the author's theme, purpose, point of view, and tone.</p> <p>Accurately summarize and paraphrase the theme, purpose, and point of view of reading.</p> <p>Understand argumentation and supported opinion.</p> <p>Comprehend unfamiliar and abstract texts under time constraints.</p> <p>Evaluate the credibility of a text.</p>	<p>Read most texts fluently and rapidly.</p> <p>Adjust reading speed according to the text and the task.</p> <p>Be able to use a wide range of complex textual cues to comprehend the meaning and structure of a text.</p> <p>Interpret and analyze single and multiple charts, graphs, and timelines.</p>	<p>Understand a wide range of common North American cultural references.</p>
<b>CB21 2 levels below Freshman Composition or English 1A</b>	<p>Read and generally understand a range of personal, professional, academic and literary texts, predominantly non-adapted/authentic texts written for native English speakers, with possible inclusion of adapted texts.</p> <p>Readings include both expository and narrative texts, with some level of abstraction.</p> <p>Articles range from 1-6 pages in length. In addition to a main text, may include one book-length work.</p>	<p>Have a working knowledge of many word roots, including affixes.</p> <p>Often understand most new words given in a clear context.</p> <p>Have receptive understanding of some academic words such as on the Academic Word List, with developing proficiency at using these academic words to discuss and write about readings.</p>	<p>Identify the author's theme, purpose, point of view, and tone with assistance.</p> <p>Distinguish between main and supporting ideas in texts which have familiar content and/or language.</p> <p>Comprehend familiar and semi-abstract texts under time constraints.</p> <p>Often use textual cues such as sentence connectors and transitional devices to comprehend the meaning and structure of a text.</p> <p>Develop the awareness of a need to evaluate text credibility.</p>	<p>Read many texts fluently and rapidly, but may be significantly slowed by academic or abstract material.</p> <p>Usually adjust rate according to the text.</p> <p>Use a variety of textual cues such as sentence connectors and pronoun reference to comprehend the meaning and structure of a text.</p>	<p>Usually understand cultural references.</p>
<b>CB21 3 levels</b>	<p>Read and moderately understand a range of personal, professional,</p>	<p>Have a developing understanding of word</p>	<p>Sometimes use textual cues such as sentence connectors and</p>	<p>Read narrative, familiar, or simplified texts fluently and rapidly, but will slow</p>	<p>Often understand common cultural</p>

<b>ESL Reading</b>	<b>Reading Type and Length</b>	<b>Vocabulary</b>	<b>Comprehension</b>	<b>Reading Strategy and Speed</b>	<b>Cultural References</b>
below Freshman Composition or English 1A	<p>academic and literary texts, which may include non-adapted/authentic texts written for native English speakers. Authentic texts are usually supported by context and/or vocabulary notes to aid understanding.</p> <p>Expository texts are short and/or simplified and narrative elements may predominate.</p> <p>Articles range from 1-4 pages in length. In addition to a main text, may include a book-length work, either a simple, authentic work or a simplified book.</p>	<p>roots, including affixes.</p> <p>Sometimes understand new words from context.</p> <p>Understand most general vocabulary but know only a few academic words, such as on the Academic Word List.</p>	<p>transitional devices to comprehend the meaning and structure of a text.</p> <p>Usually distinguish between main and supporting ideas in texts which have familiar content and/or language.</p> <p>Often understand new information from texts with familiar language.</p>	<p>and retrace reading for most authentic texts.</p> <p>Occasionally use textual cues such as sentence connectors and transitional devices to comprehend the meaning and structure of a text.</p>	<p>references.</p>
CB21 4 levels below Freshman Composition or English 1A	<p>Understand simplified personal, professional, academic and narrative texts on familiar and concrete topics.</p> <p>Articles are usually 1-3 pages in length. If a supplemental book is used in addition to the main text, it is a simplified version.</p>	<p>Have little knowledge of word roots, including affixes.</p> <p>Sometimes understand new words and/or phrases when the context supports meaning.</p> <p>Have little or no receptive knowledge of academic words.</p>	<p>With support, use textual cues such as sentence connectors and transitional devices to comprehend the meaning and structure of a text.</p> <p>Sometimes distinguish between main and supporting ideas in texts which have familiar content and/or language.</p> <p>Understand some new information from texts with familiar language.</p>	<p>Read in short phrases with developing fluency.</p>	<p>Sometimes understand common cultural references.</p>

<b>ESL Reading</b>	<b>Reading Type and Length</b>	<b>Vocabulary</b>	<b>Comprehension</b>	<b>Reading Strategy and Speed</b>	<b>Cultural References</b>
CB21 5 levels below Freshman Compositi on or English 1A	<p>Generally understand simplified personal, professional, academic and narrative texts on familiar and concrete topics if teacher and text support is provided.</p> <p>Articles are usually 1-2 pages in length. If a supplemental book is used in addition to the main text, it is a graded reader.</p>	<p>Understand simple sentences which contain familiar words and phrases.</p> <p>Sometimes understand clearly related sentences when context, background knowledge, or visual information supports meaning.</p> <p>Have no knowledge of academic words. English vocabulary ranges from 700-1000 words.</p>	<p>Often locate facts in short, simple texts.</p> <p>Occasionally understand the central meaning and/or details of texts when content and language are familiar.</p> <p>Sometimes understand new information from texts with familiar language.</p>	Read word by word or in short phrases.	Rarely understand common cultural references.
CB21 6 levels below Freshman Compositi on or English 1A	<p>Understand simplified narrative texts on familiar and concrete topics if teacher and text support is provided.</p> <p>Articles are usually 1-2 pages in length. A supplemental book-length work is usually not required aside from the main text.</p>	<p>Comprehend familiar words and/or phrases which may appear in lists, labels, signs, forms, and directions, as well as in very simplified texts.</p> <p>English vocabulary ranges from 400-700 words.</p>	<p>Sometimes locate facts in short, simple texts.</p> <p>With help, understand new information from texts with familiar language.</p>	Usually read slowly, word by word.	Lack understanding of common cultural references.

<b>ESL Listening</b>	<b>Speaking Type and Length</b>	<b>Listening</b>	<b>Speaking</b>	<b>Pronunciation</b>
<b>CB21 1 level below Freshman Composition or English 1A</b>	<p>Give speeches and participate in classroom discussions on complex and often controversial topics incorporating research and/or secondary sources to support one's own opinion.</p> <p>Speeches may range from 5-10 minutes.</p> <p>Classroom discussions are extended and can sustain in-depth analysis of a complex topic for 20-30 minutes or more.</p>	<p>Sustain understanding of essential message and most details of lengthy extended discourse on a variety of professional and academic topics (e.g., lectures) beyond the immediacy of the situation.</p> <p>May not be able to sustain comprehension in extended unfamiliar discourse that is both conceptually and linguistically complex.</p> <p>Have awareness of culturally implied meanings beyond the surface meanings of the text but may not understand the social nuances of the message.</p> <p>Usually able to comprehend reduced speech.</p> <p>Take accurate notes while listening to complex discourse.</p>	<p>Use a wide variety of concrete and abstract vocabulary.</p> <p>Communicate shades of meaning much as native speakers might.</p> <p>Use differentiated vocabulary and the use of communicative strategies such as pause fillers, stalling devices, paraphrasing and circumlocutions.</p> <p>Use smoothly connected sentences to narrate and describe in detail.</p> <p>Be easily understood.</p> <p>Communicate facts and talk casually about topics of current public and personal interest and academic relevance.</p> <p>Have control over most basic and complex grammatical structures.</p> <p>Use situational and culturally appropriate language.</p> <p>Communicate effectively in many social, professional and academic situations.</p> <p>Handle with confidence and some facility such complicated tasks and social situations as those calling for elaboration, complaint or apology.</p>	<p>Be generally comprehensible with some errors in pronunciation.</p> <p>Make occasional non-native pronunciation errors.</p> <p>Use speech that is smooth and mostly fluent.</p> <p>Exhibit control over basic stress and intonation patterns as they relate to situations and contexts.</p>
<b>CB21 2 levels below Freshman Composition</b>	<p>Give speeches and participate in classroom discussions on a range of topics, which include informative and argumentative presentations.</p>	<p>Often understand new information in sustained personal interactions.</p> <p>Sometimes understand speech on abstract or academic topics, especially if there is support.</p>	<p>Successfully handle most uncomplicated communicative tasks in social situations.</p> <p>Initiate, sustain and close a general conversation with a number of strategies appropriate to the circumstances and topic.</p>	<p>Be usually intelligible with frequent errors in pronunciation.</p> <p>Exhibit some errors in phonemic and non-native</p>

<b>ESL Listening</b>	<b>Speaking Type and Length</b>	<b>Listening</b>	<b>Speaking</b>	<b>Pronunciation</b>
<b>or English 1A</b>  <b>CB21 2 levels below Freshman Composition or English 1A continued</b>	<p>For at least one speech, presentation or discussion, incorporate research and/or secondary sources to support one's own opinion.</p> <p>Speeches are usually less than 5 minutes or longer if done with partners.</p> <p>Classroom discussions are extended and can sustain a topic for 15-20 minutes or more.</p>	<p>Demonstrates understanding that is often affected by length, topic familiarity and cultural knowledge.</p> <p>Sometimes understand implications beyond the surface meaning.</p> <p>Usually identify subjects and details when listening to extended speech and rarely misunderstand the central message.</p> <p>Take notes focusing on key supporting details of extended adapted discourse that is conceptually and linguistically accessible.</p>	<p>Use some non-native speaker phrasing.</p> <p>Be able to connect discourse for a variety of purposes such as simple narration, description and reports.</p> <p>Generally be understood by attentive listeners.</p> <p>Have control over many basic and complex grammatical structures.</p>	<p>stress and intonation patterns.</p> <p>Use some non-native pauses but with a near-native flow so that the pauses do not interfere with intelligibility.</p>
<b>CB21 3 levels below Freshman Composition or English 1A</b>	<p>Give speeches and participate in classroom discussions on topics ranging from personal to academic.</p> <p>May begin to incorporate one or more sources to augment information included in the presentation.</p> <p>Speeches are about 3-5 minutes.</p> <p>Classroom discussions require significant assistance from the instructor in order to sustain a topic beyond 10 minutes.</p>	<p>Often understand new information in brief personal interactions.</p> <p>Demonstrates understanding that is uneven and generally affected by length, topic familiarity, and cultural knowledge.</p> <p>Often identify subjects and details when listening to extended speech, but sometimes misunderstand the central message.</p> <p>Usually understand natural speech when the situation is familiar or fulfills immediate needs.</p> <p>Take notes on unfamiliar topics with extra linguistic support.</p>	<p>Perform basic communication tasks in many social situations.</p> <p>Often demonstrate awareness of target culture by choosing language appropriate to context.</p> <p>Use basic concrete and abstract vocabulary.</p> <p>Use a limited range of grammatical structures correctly.</p> <p>Maintain a face-to-face conversation on a familiar topic.</p> <p>Occasionally express original ideas with limited grammatical accuracy.</p> <p>Sometimes use language that is not situational or culturally appropriate.</p> <p>Be occasionally misunderstood even by attentive listeners.</p>	<p>Be generally intelligible with significant errors in pronunciation.</p> <p>Exhibit frequent errors in phonemic and non-native stress and intonation patterns.</p> <p>Use non-native pauses that occasionally interfere with intelligibility.</p>

<b>ESL Listening</b>	<b>Speaking Type and Length</b>	<b>Listening</b>	<b>Speaking</b>	<b>Pronunciation</b>
<b>CB21</b> <b>4 levels below Freshman Composition or English 1A</b>	<p>Share experiences, ideas, and some opinions in small and large group settings. May give one or more speeches, with or without outside information.</p> <p>Oral presentations may be 2-3 minutes.</p> <p>Classroom discussions are usually limited.</p>	<p>Understand familiar information in interactions that fulfill immediate personal needs.</p> <p>Sometimes understand new information when the situation is strongly supported by context and interaction.</p> <p>Often misunderstand when information is unfamiliar or when cultural knowledge is required.</p> <p>Sometimes identify subjects and details when listening to extended speech, but often misunderstand the central message.</p> <p>Have uneven understanding of natural speech and often require repetition or rephrasing.</p>	<p>Use strategies to clarify messages.</p> <p>Ask and answer both yes/no and "Wh" questions.</p> <p>Initiate and respond to simple statements.</p> <p>Successfully communicate in familiar situations that are unrehearsed, interactive, task-oriented or social in nature.</p> <p>Use basic vocabulary and a limited range of grammatical structures correctly.</p> <p>Maintain a face-to-face conversation on a familiar topic with support from the other speaker.</p>	<p>Exhibit frequent phonemic errors and non-native stress and intonation patterns that sometimes interfere with communication.</p> <p>Speak with numerous non-native pauses and/or non-native flow which sometimes interfere with intelligibility.</p>
<b>CB21</b> <b>5 levels below Freshman Composition or English 1A</b>	<p>Share experiences mostly in pairs or small groups. Topics are usually personal and familiar.</p> <p>Produce language functions and conversation needed for daily life.</p> <p>Most student language production is limited to 1-2 minutes per turn. It is difficult to produce extended language on even personal topics.</p>	<p>Usually understand familiar information in interactions that fulfill immediate personal needs.</p> <p>Misunderstand new information on unfamiliar topics.</p>	<p>Produce simple and occasional compound sentences in simple present, simple past, and future tenses.</p> <p>Answer simple questions with occasional misunderstanding; ask very basic questions with some accuracy.</p>	<p>Exhibit frequent phonemic errors and non-native stress and intonation patterns which often interfere with communication.</p> <p>Speak with numerous non-native pauses and/or non-native flow which often interfere with intelligibility.</p>

<b>ESL Listening</b>	<b>Speaking Type and Length</b>	<b>Listening</b>	<b>Speaking</b>	<b>Pronunciation</b>
<b>CB21 6 levels below Freshman Composition or English 1A</b>	<p>Produce language functions and conversation needed for survival.</p> <p>Share a limited range of personal experiences.</p> <p>Speak in a combination of phrases and sentences, usually of less than a minute in length.</p>	Understand only simple sentences, basic instructions or descriptions of personal experience.	<p>Produce simple sentences in simple present and simple past tense with beginning understanding of future tense.</p> <p>Answer simple questions in incomplete sentences with frequent misunderstanding.</p>	<p>Exhibit frequent phonemic errors and non-native stress and intonation patterns which usually interfere with communication.</p> <p>Speak with numerous non-native pauses and/or non-native flow which usually interfere with intelligibility.</p>

## Appendix 12

### Resources for Chapter 12

- California Community Colleges State Chancellor's Office (CCCCO). (2008). *Focus on results: Accountability reporting for California community colleges*. Retrieved April 23, 2008, from California Community Colleges State Chancellor's Office:  
<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>
- California Community Colleges State Chancellor's Office (CCCCO). (2009). *Accountability Report for the Community Colleges Draft Report: A Report to the Legislature, pursuant to AB 1417*. Retrieved February 26, 2009 from  
[http://www.cccco.edu/Portals/4/TRIS/research/ARCC/ARCC\\_2009\\_Jan2009\\_Draft.pdf](http://www.cccco.edu/Portals/4/TRIS/research/ARCC/ARCC_2009_Jan2009_Draft.pdf)
- California Community Colleges State Chancellor's Office (CCCCO). (1994). *Course Element Dictionary*. Retrieved March 3, 2009 from the CCCCCO TRIS Webpage at  
<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/MIS/DED/CourseDataElements/tabid/267/Default.aspx>
- California Community Colleges State Chancellor's Office (CCCCO). *Datamart*. Retrieved [https://misweb.cccco.edu/mis/onlinestat/ret\\_sucs.cfm](https://misweb.cccco.edu/mis/onlinestat/ret_sucs.cfm) ARCC Data for Basic Skills and ESL Courses 2009

#### Links for more information on:

- AMATYC (American Mathematical Association of Two-Year Colleges) <http://www.amatyc.org/>
- CATESOL (California Teachers of English to Speakers of Other Languages) <http://www.catesol.org/>
- California Department of Education standards <http://www.cde.ca.gov/be/st/ss/>
- CMC<sup>3</sup> (California Mathematics Council of Community Colleges) <http://www.cmc3.org/>
- ECCTYC (English Council of California Two-Year Colleges) <http://ecctyc.org/>
- ICAS (Intersegmental Committee of Academic Senates) <http://www.asccc.org/icas.html>
- IMPAC (Intersegmental Major Preparation Articulated Curriculum) <http://www.cal-impac.org/>