

## ESL Meeting Minutes on 9/6/22

Attendance: A. Carr, E. Geraghty, M. Kline, R. Loya, D. Mochidome, J. Simon, E. Uyemura  
S. Atoofi, L. Dellapasqua, N. Nitchen  
D. Breckheimer, S. Kushigemachi, H. Wada

- **Reminder: Division No Show Deadline Today**
  - Scott will send add/drop link for problems with no show report. Let Scott know if you have any problems.
- **Enrollment (Debra)**
  - Mirrored Classes – Trying to hold out as much as possible before deciding to let classes go or cancel.
    - This semester able to lower caps to help with mirrored class.
    - Rosa, ESL coordinator and Lindsey, ECLA coordinator, is helping push ESL. Hopeful that ESL will grow in the future.
- **Noncredit and Mirrored Attendance Reporting Update (Scott)**
  - Active Enrollment for Online/Hybrid classes – Use MyECC to make sure that roster is correct. Scott will send dates to check rosters with instructions.
  - Face to Face classes – Positive Attendance
  - NC and Mirrored can now submit grades as Pass/No Pass
- **ESL Placement Guidance (see attached) (Scott)**
  - See page 2 of memo from Chancellor's office regarding approved ESL assessment instruments. Previously approved assessment instruments will remain approved until June 2023.
  - Further discussion at future meeting.

- Native Speakers in ESL Classes (Matt)
  - Concerns brought up regarding native English speakers taking ESL classes.
    - Counselors or SRC suggesting to students to take ESL for a number of reasons – learning disabilities, hearing impaired, lower level English classes no longer available. Pervasiveness of counselors directing native speaking students to ESL uncertain. Deb will discuss with Counseling and/or SRC
    - Having native speakers in class helps ESL students with learning and helps with ESL enrollment.
    - Direct students to LRC for late start NPAS classes.



**TO:** Chief Executive Officers  
Chief Instructional Officers  
Chief Student Services Officers  
Academic Senate Presidents  
Institutional Research, Planning and Effectiveness Professionals  
ESL Department Chairs and Faculty  
Articulation Officers  
Curriculum Chairs

**FROM:** Dr. Aisha Lowe, Vice Chancellor, Educational Services and Support

**RE:** Approved ESL Assessment Instruments and Updates on the Chancellor's Office  
Assessment Advisory Committee

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As we continue to work toward fulfillment of the *Vision for Success* and the diversity, equity and inclusion at the heart of the *Call to Action*, effective implementation of Assembly Bill 705 (AB 705) is essential and remains an important priority for the Board of Governors and all California Community Colleges. As a reminder, under title 5, §55522.5 *English as a Second Language Placement and Assessment*, ESL students with a goal of transfer to a four-year institution or an associate degree should enter and complete a transfer-level English composition course or an ESL course equivalent to transfer-level English composition within a three-year timeframe of declaring a transfer- or degree-seeking goal.

Memorandum [ESS 21-200-004](#) (February 3, 2021) provided the requirements of the Equitable Placement and Completion (AB 705) ESL Adoption Plans (due July 1, 2021), in which colleges detailed plans to innovate local practices to meet the ESL AB 705 requirements. Per title 5, §55522.5 (b)(2), students who have acquired a United States high school diploma or the equivalent should be placed according to §55522. Therefore, colleges'/districts' adoption planning and implementation should primarily focus on ESL students without a U.S. high school diploma or U.S. high school data (e.g., international students, adult immigrants, refugees, and F1 Visa students).

Colleges' ESL implementation of AB 705 may include the use of ESL placement exams. Under title 5, §55522.5(c), the Chancellor shall establish and update a list of the approved assessment tests and instruments for use in placing students in credit English as a Second Language courses and guidelines for their use by community college districts. When using an ESL assessment test for placement into credit ESL coursework, the assessment must be used with one or more other measures to comprise multiple measures. Districts and colleges are required to use the Chancellor's guidelines for the validation of all assessment tests used for placement to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner.

ESL placement assessments are reviewed by the Assessment Advisory Committee (AAC), which makes recommendations concerning all assessment instruments used by districts and colleges.

## Approved ESL Assessment Instruments and Updates on the AAC

June 27, 2022

The AAC works with the Chancellor's Office and psychometric consultants for the Chancellor's Office, who conduct the psychometric review of assessment instruments and provide other technical expertise as required. The AAC then advises the Chancellor's Office on assessments presented for approval and provides recommendations regarding those approvals, which are then reviewed and approved by the Board of Governors.

This memorandum addresses:

- The 2021-2022 activities of the Chancellor's Office Assessment Advisory Committee (AAC);
- The recommendations of the AAC on current second-party vendor ESL assessments, approved by the Board of Governors in January 2022;
- An updated list of approved ESL assessment instruments; and
- 2022-23 goals and activities of the Chancellor's Office AAC.

### 2021-2022 Activities of the Chancellor's Office Assessment Advisory Committee

The Assessment Advisory Committee (AAC) conducts the review of assessment instruments submitted by colleges and test publishers to the Chancellor's Office for Board of Governors approval.

During the 2021-2022 academic year, the AAC convened on September 17, 2021 and December 2, 2021 to complete the following:

- Re-establish the Assessment Advisory Committee
- Full training on the psychometric standards for the review of an assessment's validity, reliability, and fairness (guided by a set of assessment standards and resulting in four possible types of approval)
- Review of the existing second-party vendor ESL assessments approved for use in CCCs
- Recommend approval and approval level of those ESL assessments

### Approved ESL Assessment Instruments

The Assessment Advisory Committee conducted a review of second-party vendor ESL assessment instruments submitted by test publishers for approval during their December 2, 2021 meeting. A careful deliberation was conducted guided by a set of assessment standards and facilitated by psychometric experts from the Buros Center for Testing at the University of Nebraska-Lincoln. That psychometric review considers evidence of assessment validity, reliability and fairness and results in four possible types of approval (see table in the appendix).

During the December 2, 2021 meeting, the Assessment Advisory Committee determined by majority vote of its members, the approval status of the currently authorized second-party vendor ESL assessments as follows:

- CASAS English as a Second Language (ESL) Appraisal Tests for Reading (80R) and Listening (80L): Probationary approval
- Combined English Language Skill Assessment (CELSA) tests: Not approved
- ACCUPLACER ESL Tests:
  - Sentence Meaning: Probationary approval
  - Reading Skills: Probationary approval
  - Language Use: Probationary approval
  - Listening: Not approved

**Approved ESL Assessment Instruments and Updates on the AAC**

June 27, 2022

- WritePlacer: Not approved

All current ESL assessments (vendor & locally developed assessments) previously approved and on the list of approved assessments will remain approved through the ESL AB 705 implementation innovation timeframe (2021-22 and 2022-23). The list of approved ESL assessment instruments is maintained by the Chancellor's Office and published to the Assessment [webpage](https://assessment.cccco.edu/what-is-assessment) [https://assessment.cccco.edu/what-is-assessment]. Approval expiration dates will be updated as assessments are re-reviewed and dis/approved.

**Upcoming Activities of the Chancellor's Office Assessment Advisory Committee (2022-2023)**

In addition to the review of second-party vendor ESL assessments, the AAC also began the process of reviewing and updating the 2017 assessment standards and manual in spring 2022. That process will conclude in fall 2022 and the revised standards will be ratified by the AAC.

During the 2022-2023 academic year, the Chancellor's Office and AAC will collaborate to accomplish the following goals:

- Finalize the *CCC Standards for Assessment Test Instruments* review
- Publish the revised standards for vendors and local colleges
- Provide training on the new assessment standards for new AAC members, vendors and local colleges
- Conduct a review and reassessment of all currently approved locally developed ESL assessments
- Review new and renewal approval requests for ESL assessments from second-party publishers and local colleges using updated standards

If you have questions about this guidance, please email [AssessmentAdvisory@cccoco.edu](mailto:AssessmentAdvisory@cccoco.edu).

cc: Eloy Ortiz Oakley, Chancellor  
Dr. Daisy Gonzales, Deputy Chancellor  
Marty Alvarado, Executive Vice Chancellor, ESLEI  
CCCCO Staff

Attachments: CCCCCO Approved ESL Assessments ([linked here](#))

Appendix: List of Assessment Approval Types

<p><b>Full Approval</b></p> <p>Test instruments in this category <b>fully meet all relevant standards and criteria</b>. The available evidence indicates a high probability of yielding test scores useful in assisting decision making for a particular community college student.</p> <ul style="list-style-type: none"> <li>• Fall 2027 re-review</li> </ul>	<p><b>Provisional Approval</b></p> <p>Test instruments in this category <b>meet most but not all relevant standards and criteria</b>, and the tests lack sufficient or recent information to assign the unequivocal Full Approval rating. The expectation of the Instrument with Provisional Approval is that the necessary clarifying information to attain Full Approval can and will be provided within one academic year. Failure to submit the required data and/or clarification within one year will result in reclassification into either a two-year Probationary Approval or the Not Approved category (if the test had Probationary Approval prior to the current Provisional Approval).</p> <ul style="list-style-type: none"> <li>• Fall 2022 submission for spring 2023 review</li> </ul>	<p><b>Probationary Approval</b></p> <p>Test instruments in this category <b>are missing critical information, or noticeable deficiencies are found</b> in the documentation provided. The intended use of these instruments is clearly stated, and some positive information supporting its use is available, but the necessary evidence available for a final judgment is incomplete. To attain this minimal approval standard, the test must satisfy at least one form of validity as well as the fairness/test bias standard. Instruments can only maintain Probationary Approval for a maximum of two years. Failure to submit the required satisfactory evidence within two years will result in reclassification into the Not Approved category.</p> <ul style="list-style-type: none"> <li>• Fall 2023 submission for spring 2024 review</li> </ul>	<p><b>Not Approved</b></p> <p>Test instruments in this category <b>have failed to meet one or more of the essential standards (validity and fairness/test bias as well as a plan to address disproportionate impact) or have failed to meet a condition of title 5</b>.</p> <ul style="list-style-type: none"> <li>• Use ends Spring 2023</li> <li>• Vendors can resubmit a new proposal</li> </ul>
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