

City College of San Francisco



Non-Credit ESL Placement Test

Procedure Manual

Fall, 2002

Table of Contents

Part One:	Introduction	1
Part Two:	The Non-Credit ESL Placement Test: Content	1
Part Three:	The Non-Credit Placement Test Procedure:	
	Duties and Responsibilities	2
	Test Examiner Duties	3
Part Four:	Registration Procedures	7
Part Five:	Successful Techniques	9
Part Six:	Summary	10

Part One: Introduction:

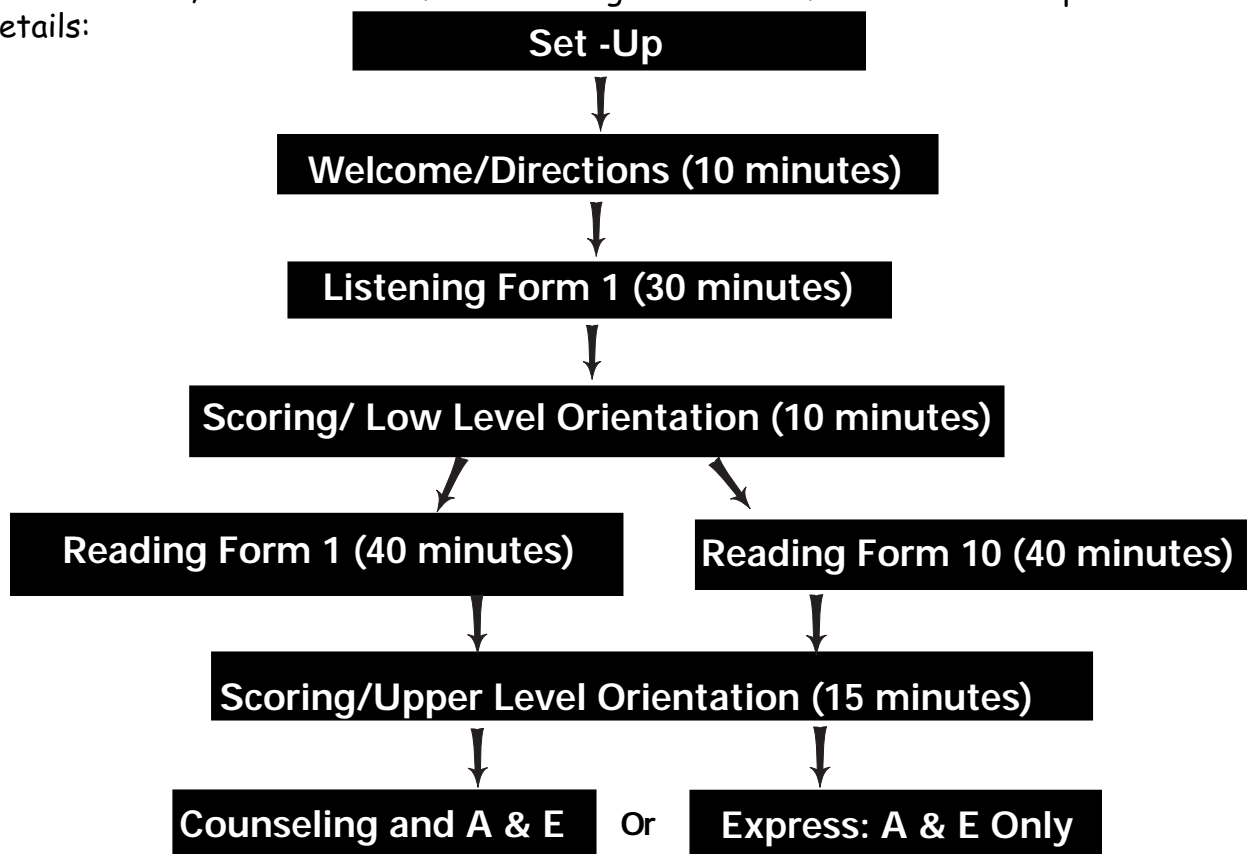
City College of San Francisco has one of the largest English as a Second Language (ESL) populations in the country. A staff comprised of hundreds of instructors, counselors and staff members work to serve the needs of 20,000 non-credit and 5,000 credit ESL students.

Non-credit ESL instruction is provided on an open entry/open exit basis, and as a result, several hundred students are given the placement test each week throughout the semester. During the 1993-94 academic year, the curriculum for non-credit ESL classes underwent changes to conform to the State Department of Education's *Model Standards for Adult Education Populations*. The new state mandated curriculum de-emphasizes grammar in favor of a more balanced presentation of the four major skill areas: listening and reading, as well as speaking and writing. To conform with these new standards, the non-credit curriculum was completely overhauled and the old Master Plan replaced with the new Curriculum Guide.

The implementation of the new curriculum demanded that the placement test utilized for non-credit students be changed as well. This handbook provides a summary of the content and administrative process involved in the Non-Credit ESL Placement Test.

Part Two: The Non-Credit ESL Placement Test: Content

The Non-Credit ESL Placement test has two major components: the Listening Test, and two Reading Tests. All students will take the Listening Test, and then, depending on their score, will take one of two Reading Tests. The flow chart below provides details:



Part Three: The Non-Credit ESL Placement Test: Procedure

Duties and Responsibilities:

A number of individuals are responsible for a variety of duties concerning the administration of the Non-Credit ESL Placement Test:

School Dean/Campus Deans:

Coordinate testing and enrollment process at their site. Work with Counseling, Counseling Clerk, A&E, and ESL Site Coordinator to set up testing schedule. Also responsible for campus security, and room/equipment availability on day of testing.

Dean of Matriculation:

Coordinates master testing schedule and schedule of Test Examiners. Responsible for availability/security of testing materials.

ESL Department Chair:

Makes all policy decisions about the testing instruments and oversees all work involved in the test development process.

Assessment Resource Instructor:

Coordinates activities of test content development and revision process, including validity/reliability studies and other validation requirements mandated by the State Chancellor's Office. Conducts test-related training.

Non Credit Matriculation Coordinator:

Assists with coordination and quality control and consistency of testing activities across campuses. Works with Campus Deans, Assessment Resource Instructor, Test Examiners, Counselors, A&E clerks, A&R, Instructors, and Campus Coordinators.

Counselors:

Welcome and provide low level and upper level group orientations to students on day of test. Provide individual counseling sessions at the end of the test or set up appointments for counseling services at a later date. Make placement modifications if necessary.

A&E Staff:

Register any Literacy or Level 1 students (who are not required to test) when they arrive at campus seeking enrollment in ESL classes. Assist Test Examiners in identifying Literacy or Level 1 students at the beginning of the test so they may be registered directly into classes. Assist Test Examiners during test: translate test examiners welcome/ introduction/and test directions if requested, assist students and Test Examiner with filling out forms, and proctoring test. Register students at end of testing session.

Test Examiners:

Set up testing room. Write test schedule, guide for filling out answer form information, and examples of correct answer sheet markings on chalkboard. Welcome students and introduce A&E staff and Counselors. Describe the testing and matriculation

policies/procedures to students. Administer the tests. Score tests and record test results. Responsible for maintaining test security.

Counseling Clerks:

Assist where needed and assign counseling appointments.

ESL Faculty Advisors: Assist in identification of Literacy and Level 1 students. Assist Counselors in interpretation of placement results.

The Testing Process

While some variety exists across campuses, in general, students are either given appointments for specific test sessions, or come the day of the test on a "first-come-first-served" basis. Test Examiners maintain statistics of the number of students tested per session. The testing process occurs in six major steps:

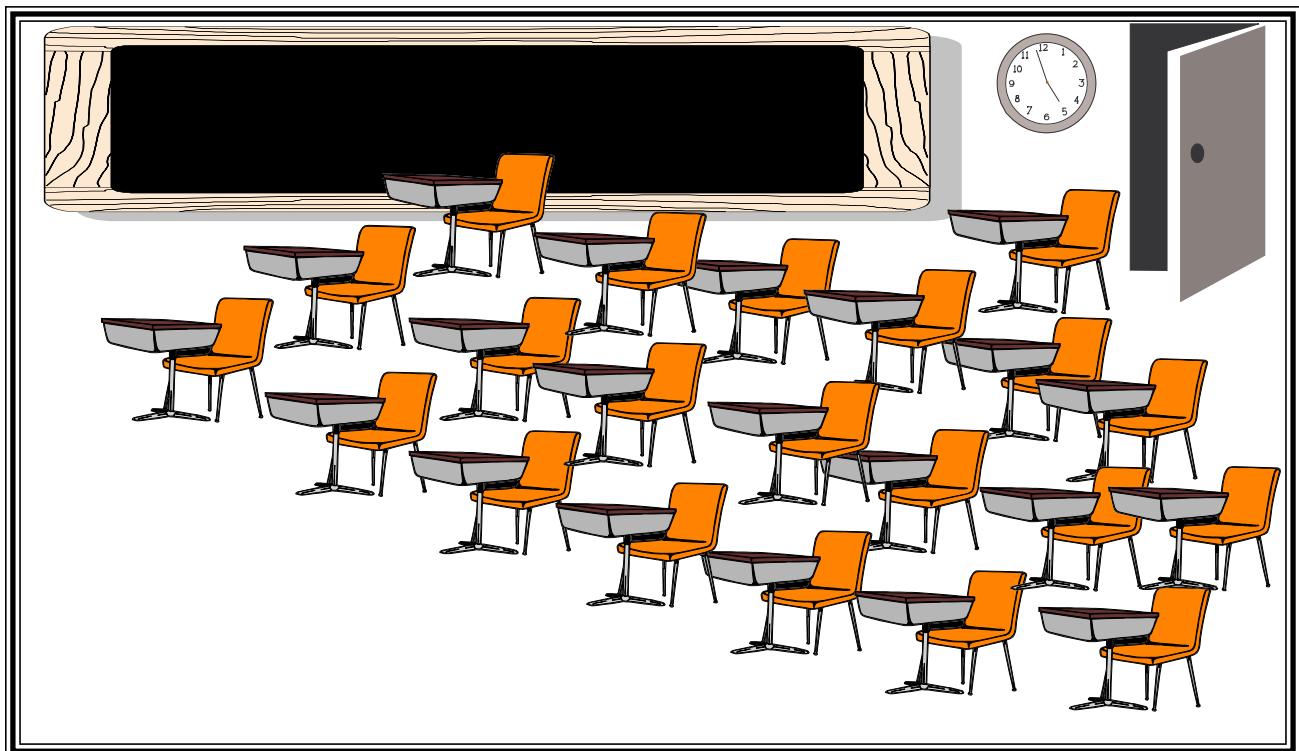
Set Up

Test examiners are responsible for test set-up. The steps of set-up include:

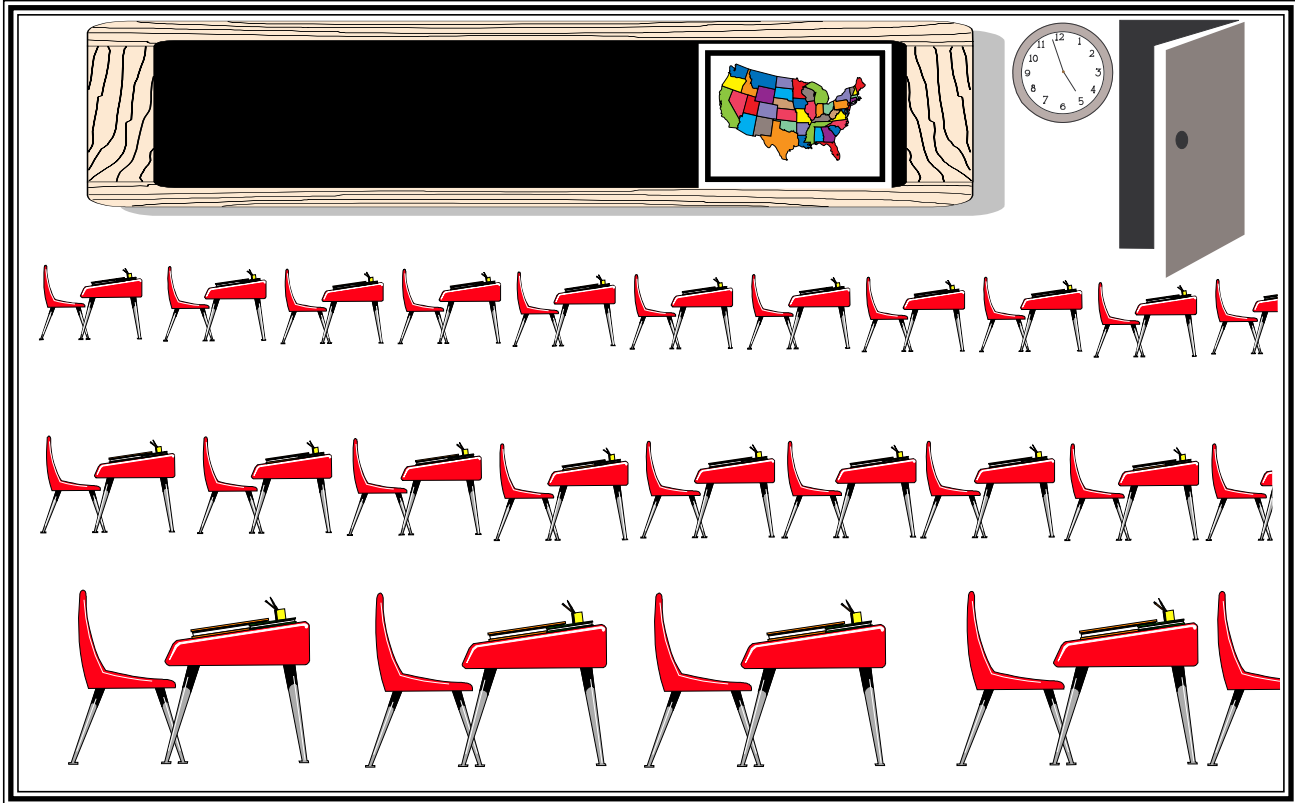
- Check-in with A & E and Counseling
- Gather materials for testing (pencils, CD player, answer sheets, test booklets, etc.)
- Go to assigned room. Set up room.



Arrange the desks into long rows. This will make it easier for you to get to students who need help and also discourage cheating. If the classroom looks like this, it will be difficult to get to students if they have a question or need help.



Rearrange the desks into long rows. That way, you can get to the students easily.



- Write information on the chalkboard. Include:
 - Testing schedule for the day
 - Guide for filling out answer form information
 - Examples of correct answer sheet markings

Test Schedule:

Welcome/directions (10 min.):	9:00-9:10
Listening Test (30 min.):	9:10-9:40
Scoring/Orientation (10 min.):	9:40-9:50
Reading Test (40 min.):	9:50-10:30
Scoring (15 min.):	10:30-10:45
Counseling:	10:45 +

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Step One: Welcome/Directions (10 minutes)

- Students arrive and are seated. The Test Examiner welcomes students and explains the process/rules:

Good morning/afternoon/evening. My name is _____ and I am going to give you a placement test. This is _____, an A & E clerk at this campus, and _____, a counselor here. They are going to help with testing today.

(Pointing to the chalkboard schedule) First, you will take a listening test. It is thirty minutes.

Then, we will score the tests and a counselor will come talk to you about the ESL classes here. This will take about 10 minutes.

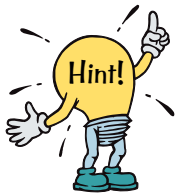
Then, you will take a reading test. It is forty minutes.

You can take a short break after the reading test.

All of this will take about two hours. Are you okay? Can you stay for two hours? If you cannot stay for two hours, please raise your hand now*.

After the testing is finished, you will know your ESL class level.

Do you understand this test schedule?



*If anyone raises their hand to indicate that they can't stay, have A & E clerk escort them from the room.

- Have students remove everything from their desks and turn off cell phones.
- Pass out pencils and answer sheets
- Have students fill out answer sheets. Have them fill in these fields:

Today's Date

Name

Social Security Number (if available)

Date of Birth

Ethnic Background

Sex

- Circulate to ensure all have done it correctly



If a student has a lot of trouble filling out the answer sheet, s/he might be a literacy student who shouldn't have to sit through the test. If you find a student having a lot of trouble, discreetly ask the A & E clerk or counselor to talk to the student.

- Describe the test

First, you will take the listening test. This is a placement test. Some of the questions will be easy for you. Some of the questions will be so-so. And, some of the questions will be too difficult for you. Don't worry! We want to find the right class for you, so this test has many ESL levels. If you know the answer to the question, great! If you don't know the answer, no problem. Remember, this is a no problem test, so you should just relax and try your best!

- Pass out the test booklets

I'm going to pass out the test booklets now. Each booklet has a number up here in the corner (demonstrate). When I put the test on your desk, I'm going to tell you the number. Write the number here on your answer sheet (Point to the white space at the top of the answer sheet to the left of the FOR OFFICE USE ONLY box). Please do not open the test booklet.

Pass out the booklets in numerical order, and as you place a booklet on each student's desk, call out the number in a voice loud enough for all to hear. This alerts students to the fact that you are handing out the booklets in an orderly fashion.

After you have passed out the booklets, go back around and check each answer sheet to ensure that the number has been written in the correct space. Then, take any extra booklets and place them back in the administrative envelope and put the envelope in a desk drawer or other location out of sight of students.

Once students have test booklets and answer sheets, explain to them that they will be writing the answers to this test in Column A. Begin playing the tape/CD. All directions for the test are on the tape.

At the end of the test, ask students to close their booklets and put their pencils down. Then, first collect all the answer sheets. Next, collect the test booklets in numerical order. That is, do not have students pass them up to the front of their rows! Go to each desk, pick up the booklet, and call out the number. This way you'll be able to keep track if a booklet is missing. Once you've collected all the tests, put them in the envelope and put the envelope out of sight.

Step Three: Scoring/Low Level Orientation (10 minutes)

- Test Examiners score the tests
- Counselors distribute Orientation handbook and give low-level orientation to the students.



If the counselor isn't already in the test room at this point, please alert her/him that it's their time to do the orientation.

- Get printout of test scores and highlight the names of students taking Reading Form 10 test.
- Bring printout page back to the test room.



When you return to the test room with the printout sheet, that's the signal for the counselor to wrap up her/his orientation.

- Divide students into two groups: Reading Form 1 and Reading Form 10.

Step Four: Reading Form 1 and Form 10 (40 minutes)

- Pass out the answer sheets.
- Explain which column students use:
Reading Form 1= Column B
Reading Form 10= Column C
- Pass out the reading test booklets. Follow same procedure that you used for the Listening Test (numerical order, etc.)
- Have students open test booklets and go over examples.
- Begin the test. Write down the beginning and ending times on the chalkboard. Circulate around, especially during the first two minutes of the test, to make sure that the students are okay.
- When time is up, have students close their test booklets. First, collect the answer sheets, then collect the test booklets in numerical order. Place test booklets in envelope and put away. Finally, collect pencils.

Step Five: Scoring/Break/Upper Level Orientation (15 minutes)

- Tell students that they may take a short break. Be sure to emphasize that they need to come back to speak with a counselor and receive their classes.
- Take the answer sheets to be scored.
- After scoring the answer sheets, give the printouts to the counselor/A & E
- Put testing equipment away.

Part Four: Registration Procedures

Time constraints, numbers of students, outside site issues, Counselor and A & E schedules, and time of the semester are some of the variables which may impact the

counseling and registration processes. To optimize student success and provide for a smooth testing, counseling, and registration process, Campus Deans, Counselors, A & E, ESL Coordinators and Test Examiners must work cooperatively to maximize the placement process for the students.

There are three suggested procedures available: **Regular Preferred**, **Semi-Express**, and **Express**. It is imperative that, for the placement process to work, Deans communicate regularly and fully with Counselors and A & E regarding all placement procedure decisions.

The following is a brief description of the three procedures and some logistical suggestions, all gathered from the various campuses. Please note: The testing process is the same up to the second scoring. There are three procedures to choose from.

Regular Preferred:

The procedure we are most familiar with. In this track, all students, after testing and the second scoring, are seen individually by a counselor and receive their program of courses on that day. A & E assist in the registration process. Regular Preferred represents the complete matriculation process and should be followed unless there is strong justification to use either Express procedure.

Semi-Express: This procedure is an option if time is short, or there is a limited number of classes available to students. The students are divided into two groups: In the first group, students who have placed into Level Three or lower are immediately registered by A & E. They do not receive an individual counseling session at this time, but schedule an appointment for a later date. The second group, the upper level students, Level Four and above, are seen individually by counselors. They receive their program of ESL courses and learn what other non-ESL programs and resources are available.

Semi-Express Steps:

1. At the second scoring during the restroom break, the Test Examiner first scores the Form 1 tests, and gives these placement results to an "assistant" (A & E or counseling). The Test Examiner then begins to score the Form 10 tests.
2. The "assistant" takes the Form 1 placement results immediately back to the testing room, and directs students who have placed into Levels 1, 2, and 3 to A & E where they will be registered for classes. They do not see a counselor at this time.
3. The Counselor begins the upper level orientation. The Test Examiner returns to the testing room with Form 10 results. These students, Level 4 and above, are seen individually by the counselor and are registered by A & E.

Express: In this track, all students, after testing, are immediately placed according to the test results and registered by A & E. The students do not receive individual counseling the day of the test. Arrangements are made at this time for students who need additional individual counseling to return within two weeks. This is obviously the least preferred option and should be utilized only in the most dire circumstances (e.g. during "crunch" times).

Part Five: Successful Techniques and Helpful Suggestions Gathered from Various Campuses:

Maximizing Space and Time:

At times it is preferable to move A & E and/or Counseling into the testing room to do placement and registration. It is more efficient than having students walk to another office, or wait in an area with limited seating. Counselors and A & E may sit together at a table or desk in the front of the testing room, apart from the group of tested students, and register students individually. While waiting to see a Counselor, students should be encouraged to review the orientation materials to better understand what campus programs are available and at what times. They should decide on their first, second or third choice of class times and programs and circle the times of the classes they want to take in their Orientation Handbooks. The handbooks can thus become worksheets for the students. In these ways, students will be prepared to make decisions which help expedite the enrollment process.

Orientations and Counselor Contact

Counselors provide numerous opportunities for students to receive orientations and additional information needed to become successful students. During the Introduction and Welcome component of the testing session, Counselors are introduced and students are immediately informed of counseling services, told how Counselors can assist students, and how to make appointments with a Counselor. Counseling services are also made available to students by providing Low-level Orientation during the first scoring session, and an Upper-level Orientation during the second scoring section of the test. Low-level and Upper-level Orientation Handbook materials* are also distributed to students so they can follow along with the Counselor and take the material home for reference.

If it is necessary to utilize the **Semi-Express** or **Express** enrollment procedures, students may still receive additional Counseling services in a variety of ways. Students can make an appointment to see a counselor individually, or a counselor may request to see a student or group of students. Counselors also provide in-class orientations and/or workshops during the semester. The testing session is not the last contact students will have with counseling. It is just the beginning.

*It is a Counseling/Matriculation goal to have the Orientation Handbooks available in many languages. At present, Chinatown/North Beach and Mission campus Orientation Handbooks are in English, Chinese, and Spanish. We hope to have the campuses' orientation materials in these three languages by the middle of the Spring 2003 semester, with the addition of Russian and Vietnamese at the end of the semester. Additionally, the counseling office is responsible for updating the handbook each semester.

Part Six: Summary

The Non-Credit ESL Placement Test provides a valid and reliable means for placing stu-

dents into non-credit ESL classes. As can be seen, the successful application of this test depends on the cooperative skills of numerous individuals. Hopefully, this manual provides a clear delineation of the roles played by all the individuals involved.