

Testing Committee Report April 15,2010

I) Committee Members:

Jo Gielow, Kathy Vodarka, Susan Coakley, Walt Babich, Mary Beth Worrilow, Ken Cranker

II) Accomplishments and Progress in Reaching Goals and Fulfilling Plan

- 1) Goal 1: That the Michigan Aural and LCT paper-based listening assessments be replaced with the computer-based ACT COMPASS ESL test.**

This has not been done. However, once the new ELI facility is built on Main Street, this goal will become more feasible since we will have a computing center that will be able to accommodate the form of the test.

- 2) Goal 2 : That the committee continue working to create an evaluation procedure for teacher-created assessments.**

This has been accomplished. We now have guidelines in place for teacher-created assessments in all the skill areas.

- 3) Goal 3 That the Committee continue to consider ways to thwart organized cheating attempts**

The committee has worked on this throughout the year.

Additional Work:

The committee's ongoing work included preparing and packaging the reading finals. The committee has overseen the training procedures for both new and full-time faculty for assessing the final reading essays. Three training exercises were held. In addition, a norm referencing component of the training was included to ensure that the tests were evaluated according to the standards set by the rubric.

The Committee has also overseen the two-rater essay rating procedure as part of the Conditional Admissions Program. Two qualified raters now rate each final essay from a CAP candidate. Neither rater is the regular teacher of the CAP student. The ratings are blind, so that the rater does not know whose essay he or she is rating. This relatively complex operation is overseen by the Chair of the Testing Committee.

III) Results of Data Gathering

- Data was collected on faculty rating of a set of sample writing finals. This data was made available electronically to the faculty and staff.

The purpose was to allow the instructors to see if their scores were in step with those of the other raters .

- Data from the final reading tests were analyzed in order to assess the quality of the questions and to create conversion charts.

IV) Recommendations for This Year

- 1) That the Committee work with the administration to facilitate the replacement of the paper –based listening assessments with the computer-based ACT COMPASS ESL test.
- 2) That the Committee reexamine and update score to grade conversions when needs arise..
- 3) That the Committee develop at least one new reading final to replace one which is currently being used for retesting .
- 4) That data be collected and analyzed to determine if completion of the EAP program is a reliable predictor of academic success at UD.
- 5) That the double rating system for final essays be expanded to include other levels.

V) Contributions of Committee Members

The Committee meets three to four times each session to proofread and revise testing materials and package them. In addition, committee members participate in the training and norm-referencing exercises. The members of the committee work as a team, and the contributions of all the members are highly valued as each member has special expertise and experience in dealing with students from different levels and interests. Kathy Vodvarka's experience with beginning students is invaluable, as is Mary Beth Worrilow's experience with intermediate and business track students. Jo Gielow brings her understanding of the challenges that intermediate students face to the committee. Ken Cranker and Susan Coakley's experience with EAP students is also important. All the members of the Committee are civil toward each other and hard working. They have all requested this Committee assignment knowing full well that this is a very active committee and that this is not one of the easier service options.