

Intensive English Language Institute Reading Assessment—Fall 2022

On August 24, 2021, the IELI faculty evaluated the performance of Level 4 students who took IELI 2460— Reading from Academic Sources—during Spring 2022.

Procedures

The samples were collected from the students in the IELI 2460 course during the Spring 2022 semester. The samples were a final test in the course. Usually, the samples are randomly selected from the students in the course. However, since there were only 3 students in the class, all three tests were used as the sample. The names and any identifying information were removed and each sample was assigned a letter label. Each sample was independently evaluated by two faculty members. The faculty who collected the sample in her course was excused from evaluating, according to the IELI practice/procedure. The faculty used the rubric in Table 1 below.

Table 1. The Reading Assessment Rubric Reflecting Reading Level 4 Learner Outcomes

IELI Reading Assessment		Student # _____
Assign 0 if you judge that the majority of outcomes <u>were NOT</u> adequately met. Assign 1 if you judge that the majority of outcomes <u>were</u> adequately met. Use N/A (not applicable) if it is not possible to judge an item given the sample paper		
	Rater #1	Criteria
		learn skills and strategies for studying and learning from textbooks and other academic genres <ul style="list-style-type: none"> ● Identify the purpose of text by previewing and stating the relevant ideas ● Taking notes that capture the important content and represent the organization of a text ● Writing coherent summaries ● Locating specific items of information and correctly answering content-relevant questions
		use reading as a source for vocabulary development <ul style="list-style-type: none"> ● Identifying key vocabulary ● Sorting words according to priority ● Providing definitions ● Providing examples of context-relevant usage
		develop information seeking skills <ul style="list-style-type: none"> ● Identifying and locating a variety text-based and electronic articles ● Assessing the genre, purpose, and credibility of the article

IELI Reading Assessment

Student # _____

Results

The rating scale in Table 2 was applied to the evaluations for each sample to determine the extent to which the three learning outcomes listed in the rubric were judged to have been achieved.

Table 2. Rating Scale

Rating	Explanation
2	Both faculty members agreed that the student met the criterion.
1	The two faculty members disagreed as to whether the criterion was met.
0	Both faculty members agreed that the criterion was not met.
N/A	Not applicable, the faculty member felt it was not possible to determine whether the criterion had been met.

Table 3. Number of Samples Receiving Each Rating for Each Outcome

Criteria	Number of samples receiving the rating of:			
	2	1	0	NA
learn skills and strategies for studying and learning from textbooks and other academic genres <ul style="list-style-type: none"> Identify the purpose of text by previewing and stating the relevant ideas Taking notes that capture the important content and represent the organization of a text Writing coherent summaries Locating specific items of information and correctly answering content-relevant questions 	2	1	0	0
use reading as a source for vocabulary development <ul style="list-style-type: none"> Identifying key vocabulary Sorting words according to priority Providing definitions Providing examples of context-relevant usage 	1	1	1	0
develop information seeking skills <ul style="list-style-type: none"> Identifying and locating a variety text-based and electronic articles Assessing the genre, purpose, and credibility of the article 	0	0	0	3

Interpretation

With a small available sample (n=3), it is difficult to make significant conclusions. However, the results still inform our practice of meeting course goals. The columns with labels “2” and “0” (shaded in grey) show the interrater agreement. They either both agreed on criterion met or not met. Out of 9 ratings (3 samples per outcome), faculty members 4 times as well as 3 time all agreed that the outcome was impossible to judge. With such small sample, it is difficult to talk about percentage of agreement. However, the faculty agreed that the interrater agreement was sufficient. The faculty agreed that 2 students accomplished the first learning goal while only 1 student achieved the second learning outcome.

Follow-Up Discussion

The faculty consensus was that the assessment should include tasks that would help judge all the learning outcomes. This may be accomplished by collecting samples from several final assignments (not necessarily the final exam). The faculty also agreed that compiling a collection of reading material for the assessment purposes is necessary. This will be done later in the semester. The procedures of collecting samples were also revised to provide better guidance for future assessments of assessment.

Interpretation

With a small available sample (n=5) and all videos coming from one class, it is difficult to make significant conclusions. However, the results still inform our practice of meeting course goals. The columns with labels “2” and “0” show the interrater agreement. They either both agreed on criterion met or not met. Out of 40 ratings raters agreed 29 times (72%) and disagreed 11 times (27%). With such high percentage of agreement, the interrater agreement was sufficient. However, we discussed the criteria on the rubric and revised it for the next use to reflect the course goals better by adding a criterion about source use and acknowledgement.

With most criteria (34 instances or 83%) marked as met by both or at least one rater, it is evident that students are meeting most of the goals of IELI’s Level 4 speaking curriculum. The areas where both raters agreed the criterion was not met were using visuals (3 instances), reading from notes (2 instances), and making effective use of non-verbal cues (1 instance). This tells us that use of visuals should be emphasized in the IELI 2420 course. The reading from notes and poor use of non-verbal cues might have been a result of the virtual nature of the class and recording mode of the presentation. This is an atypical mode and employed only to accommodate the online nature of courses during the COVID-19 pandemic.

The consensus was that despite the unusual mode of delivery due to the global pandemic and based on this limited sample, the students met the criteria.