

Coding the Student Progress Pathway through Basic Skills English, ESL, Mathematics and Reading Courses in California Community Colleges

This project represents the collaborative work of hundreds of discipline faculty, the Academic Senate for California Community Colleges (ASCCC) and the Chancellor's Office (CCCCO) in order to improve, update and correct current coding used to track and report student progress through basic skills. The work involved professional deliberation and was developed by over 350 faculty and vetted using online survey by over 300 credit and noncredit faculty. The final product from this work is a collection of rubrics that display the pathway through basic skills credit and noncredit English (writing), ESL, mathematics, and reading. (Appendix A describes the CB codes in general and CB21.) The purpose of this project is to direct coding, not to comprehensively cover all curricular components; the rubric is both simplified and universal in order to accommodate a statewide coding. None of this recoding will initiate a CRCC number (single course identifier) change.

All background and resource documents on this work, including the final electronic copies of the rubrics can be found at the Basic Skills Initiative website (<http://www.cccbsi.org/bsi-rubric-information>). The impetus of this work was to provide accurate data for two accountability reports;

- Accountability Report for Community Colleges (ARCC) pursuant to Assembly Bill (AB)1417 which reports metrics on Basic Skills success and Basic Skills and ESL progression
- Basic Skills Supplemental report required by Senate Bill (SB) 361 and AB 194 to provide accountability for the outcomes produced through supplemental Basic Skills and Enhanced noncredit funding.

Outcomes of this work:

1. Better data for reporting and analysis locally.
2. Clearer documentation of the Basic Skills credit and noncredit pathways for institutions, students, and others.
3. New reporting metrics for student progress and assessment levels were developed using CB21 to provide:
 - specific feedback to faculty and institutions by discipline and level
 - statewide comparability along the basic skills pathway due to common curricular descriptions
4. Robust discussion about what basic skills courses are, how they align, and what faculty expect.
5. Taxonomy of Program (TOP) coding was corrected for Basic Skills courses – refer to Appendix B.
6. This single re-coding change will correct ALL coding and reporting backwards into history automatically.

Principles for Recoding:

1. **Courses below transfer only** - The CB 21 code indicates the levels of courses prior to transfer; therefore NO transfer courses should have CB 21 designations. But may include degree applicable courses in some credit courses per Title 5 § 55062. Types of Courses Appropriate to the Associate Degree.
2. **Basic Skills Courses in a sequence only** - This re-coding involves only credit and noncredit Basic Skills courses in English, ESL, mathematics, and reading, below transfer level, that are taught in a sequence. Non-sequential courses should not be coded with CB 21.
3. **Matching course levels to curriculum** - The rubrics describe general outcomes for the various levels that may not match exactly with courses at individual colleges. Look for the best fit on a particular level with the majority of outcomes. For credit courses start at transfer and work down; for noncredit start at the bottom and work up.
4. **Rubric levels guide coding** - Rubrics are not intended to standardize, change, over-ride or drive curriculum, but rather to provide a standard reference for the coding process among the 110 colleges.

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5. **Participants in recoding** - It is important that the recoding process involve discipline faculty experts in each discipline, the CIO and the person who does the coding. Including the researcher is also important in order to create a better understanding of the metrics and reporting using this coding element
6. **CB 21 Levels vary by Discipline and vary whether credit or noncredit courses.** The table below summarizes the CB 21 levels. (ABE and ASE courses need more work and will not be coded with CB 21 until later when TOP codes are created to accommodate them appropriately.)

Discipline	Credit	Noncredit
Math	Four levels CB 21 A, B, C, D	Six levels CB 21 A, B, C, D, E, F
English	Four levels CB 21 A, B, C, D	Seven levels CB 21 A, B, C, D, E, F, G
Reading	Four levels CB 21 A, B, C, D	Five levels CB 21 A, B, C, D, E
ESL	6 levels ESL Reading CB 21 A, B, C, D, E, F	8 levels ESL Integrated CB 21 A,B,C,D,E, F, G, H Includes Vocational and Cultural skills
	6 levels ESL Writing CB 21 A, B, C, D, E, F	
	6 levels ESL Speaking & Listening CB 21 A, B, C, D, E, F	

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Final Rubrics for CB 21 Coding Updated September 2009

Guide for Proper CB 21 Coding of ENGLISH (writing) Courses below Transfer-Level

The following guide was developed to help determine the CB 21 coding for credit and noncredit English courses prior to transfer taught in a sequence. The credit rubric describes 4 writing levels prior to transfer level English Composition while the noncredit rubric describes 7 levels prior to transfer. (ABE and ASE courses need more work and will not be coded with CB 21 until later when TOP codes are created to accommodate them appropriately.)

Step 1: TOP Coding for English

TOP code 4930.21 (Writing) has been deleted and courses in this TOP code should be coded as 1501.00.

The new TOP codes should be used in conjunction with re-coding CB 21

1501.00 English- Written expression and the writing process including critical reading, critical writing, research practices, literature, and literary criticism.

Credit courses in this TOP code might be transferable, degree or non-degree applicable, although Title 5 only allows the course one level prior to transfer to be identified as degree applicable (refer to Title 5 § 55062). Compliant coding combinations are found in Appendix C.

Step 2: Reference Point for Developmental English (writing) Sequences –Credit faculty suggest using Freshman Composition/English 1A as the transfer reference point to determine CB 21 levels and working down from the highest course in the writing sequence. Noncredit faculty suggests starting with the lowest writing course and working up. The transfer level writing course description was developed primarily from the IMPAC (Intersegmental Major Preparation Articulated Curriculum) English Composition/English 1A descriptor, however, ICAS (Intersegmental Committee of Academic Senates) competencies and other English state and national standards also contributed to the description. (Other resources used in the rubric developmental process are found in Appendices D and E). Prerequisite courses within the discipline should also be considered when looking at the course levels prior to transfer.

Step 3: Using the English Rubric - 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. **The rubric represents those kinds of outcomes generally found in credit and noncredit English courses. The statements represent exit—not entry—skills.**

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. There are nuances and differences between the credit and noncredit rubrics which indicate the varying mission, student populations and goals of the different pedagogical approaches.

Step 4: Coding the Developmental Sequence - The purpose of properly coding these developmental sequences is to promote meaningful ARCC (*Accountability Reporting for Community Colleges*) data comparisons among community colleges, whether a college has a two-stage or an eight-stage developmental sequence. 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. Proper coding will contribute to more accurate ARCC data reports about student progress from one level to the next 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 writing development. Changing this coding to reflect curricular content and student pathways will provide data to the legislature that is accurate and create valuable information to inform local discussions.

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It is acceptable to have two courses on one level. You should not have gaps between the levels as this would indicate a difficulty for students to progress.

It is acceptable to have fewer levels of English courses than described. About 50% of the credit English programs surveyed have fewer levels, but in order to give every opportunity to track student success in the other 50% of institutions the final rubric has 4 levels. In some institutions ESL courses lead into the developmental English courses, these ESL courses will be coded using the ESL rubrics by ESL instructors.

Below is a visual example of developmental course sequences randomly selected from colleges, Sample course titles were used, but titles for English developmental courses vary widely among the 110 community colleges. The course titles are not important. Your courses are probably called something different, so please ignore the course names if they are distracting.

After determining the CB 21 codes go to Appendix C to check the overall coding compliance.

Course Sequence	Examples of Potential English Sequences for courses below transfer courses –			
	CB21-4 levels prior to transfer	CB21-3 levels prior to transfer	CB21-2 levels prior to transfer	CB21-1 level prior to transfer
single course developmental sequence				Preparatory Composition
2 course developmental sequence			Pre - Collegiate Composition →	Preparatory Composition
3 course developmental sequence		Fundamental Writing Skills→	Pre - Collegiate Composition →	Preparatory Composition
4 course developmental sequence	Basic Writing	Writing I→	Writing II→	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

Notes on the English CB 21 rubric:

There was debate about whether there should be 3 or 4 levels prior to transfer in credit English. While most colleges have 3 levels, it was determined that the 4th level is relevant and should be retained. Many colleges leave the lower levels to the noncredit instruction. Credit faculty choose not to include grade levels whereas noncredit faculty particularly that who work with ABE/ASE programs felt it was important to include grade levels in the noncredit English rubric.

There was debate about including the number of words for the assignments. Some felt this was helpful, and others felt this was too prescriptive. Noncredit faculty felt that there were some criteria which were not addressed in great detail in noncredit coursework (i.e., Organization Development, Thesis/Central Idea and Voice/Audience) so these criteria remain static (show no progression) through some of the noncredit levels.

(ABE and ASE courses need more work and will not be coded with CB 21 until later when TOP codes are created to accommodate them appropriately.)

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Final English WRITING RUBRIC							
English	Writing Assignments	Reading	Voice Audience	Organization Development, and Thesis/ central idea	Sentences and Vocabulary	Mechanics and Grammar	Resources
Transfer level Freshman Composition or English 1 A 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.
Credit English CB21 - A 1 level prior to transfer	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 so they exhibit few gross 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.

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Final English WRITING RUBRIC							
English	Writing Assignments	Reading	Voice Audience	Organization Development, and Thesis/ central idea	Sentences and Vocabulary	Mechanics and Grammar	Resources
<p>Credit English</p> <p>CB21 - B</p> <p>2 levels prior to 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 and 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.</p> <p>Identify some 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>Credit English</p> <p>CB21 - C</p> <p>3 levels prior to 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>Identify basic errors in English grammar, usage, or punctuation.</p> <p>Construct writings w/ mostly effective sentence structure.</p>	<p>Use a variety of outside sources.</p>

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Final English WRITING RUBRIC

English	Writing Assignments	Reading	Voice Audience	Organization Development, and Thesis/ central idea	Sentences and Vocabulary	Mechanics and Grammar	Resources
Credit English CB21 - D 4 levels prior to 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.

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Noncredit/ABE/ASE English WRITING RUBRIC							
English	Writing Assignments	Reading	Voice Audience	Organization Development, and Thesis/ Central Idea	Sentences and Vocabulary	Mechanics and Grammar	Resources
English 1 A Source: IMPAC Document w/ minor revisions Transfer level	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 major syntactical errors in English grammar, usage, or punctuation.	Find, read, analyze, interpret, use, synthesize and evaluate outside sources, including online information. Incorporate sources as appropriate. Use MLA or APA documentation format.
Noncredit and ASE/ABE Rubric follows							
Noncredit ABE/ASE English CB21 - A 1 level Prior to Transfer (12th grade HS Senior English)	Write a non formulaic expository essay synthesizing multiple works of literature. Write persuasive essays. Create a cover letter and resume. Write scholarship & internship applications, personal statements and autobiography.	Read level-appropriate literature, articles, etc.	Identify different audiences and choose an appropriate voice for each group.	Use paragraph-level transitions. Apply proof-reading and editing skills. Select and organize relevant information to maintain paragraph unity and coherence within essays. <i>(same as below)</i>	Choose effective diction appropriate to college-preparatory composition. Structure sentences to express complex ideas.	Compose, edit and revise written responses, letters, reports, and/or essays.	Use outside resources as applicable for essays.

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Noncredit/ABE/ASE English WRITING RUBRIC

English	Writing Assignments	Reading	Voice Audience	Organization Development, and Thesis/ Central Idea	Sentences and Vocabulary	Mechanics and Grammar	Resources
Noncredit ABE/ASE English CB21 - B 2 levels Prior to Transfer (11 th grade HS Junior English)	Write a non-formulaic expository essay synthesizing one work of literature. Write a letter of interest for employment.	Read level-appropriate literature, articles, etc.	Awareness of point of view. (same as below)	Use paragraph-level transitions. Apply proof-reading and editing skills. Select and organize relevant information to maintain paragraph unity and coherence within essays. (same as below)	Integrate concepts and ideas with effective word choice and complex sentence types.	Review and proofread compositions for errors in English grammar, syntax usage, spelling and punctuation.	Use outside resources as application for essays.
Noncredit ABE/ASE English CB21 - C 3 levels Prior to Transfer (10 th grade Sophomore English)	Write expository essays analyzing appropriate-level literature, i.e., compare and contrast, and cause and effect essays.	Read level-appropriate literature, articles, etc.	Awareness of point of view. (same as below)	Use paragraph-level transitions. Apply proof-reading and editing skills. Select and organize relevant information to maintain paragraph unity and coherence within essays. (same as below)	Demonstrate effective use of active and passive voice. Apply sentence boundary concepts such as fragments, run-ons and comma splices.	Identify basic errors in English grammar usage and punctuation.	Learn to access the library, a computer, and the Internet.

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Noncredit/ABE/ASE English WRITING RUBRIC

English	Writing Assignments	Reading	Voice Audience	Organization Development, and Thesis/ Central Idea	Sentences and Vocabulary	Mechanics and Grammar	Resources
Noncredit ABE/ASE English CB21 – D 4 levels Prior to Transfer (9th grade Freshman English)	Write expository essays summarizing appropriate-level literature.	Read level-appropriate literature, articles, etc.	Awareness of point of view. <i>(same as below)</i>	Use paragraph-level transitions. Apply proof-reading and editing skills. Select and organize relevant information to maintain paragraph unity and coherence within essays.	Use of more advanced qualifiers and sentence construction. Build vocabulary and usage bank.	Demonstrate appropriate use of parts of speech and punctuation.	Incorporate resources as appropriate.
Noncredit ABE/ASE English CB 21 – E 5 levels prior to Transfer (Grades 7-8)	Write a simple, logically structured 3 to 5 paragraph composition Write a minimum of basic narrative and descriptive essays. Write a business letter. Fill out a job application.	Read level-appropriate books, short stories and essays.	Awareness of point of view.	Compose separate paragraphs for introduction, body, and conclusion. Develop and support a thesis statement. Begin using transitional words.	Use appropriate word choice. Distinguish between figurative and literal language. Use a variety of sentence types.	Use standard punctuation, including quotations and semicolons in addition to forms previously learned. Proofread for and write grammatically correct sentences (including verb forms).	Use online research for topics, writing resources, etc. Use workplace documents. Use encyclopedias

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Noncredit/ABE/ASE English WRITING RUBRIC

English	Writing Assignments	Reading	Voice Audience	Organization Development, and Thesis/ Central Idea	Sentences and Vocabulary	Mechanics and Grammar	Resources
Noncredit ABE/ASE English CB 21 - F 6 levels prior to Transfer - (Grades 4 -6)	<p>Write a 3 to 8 sentence paragraph with a topic sentence, supporting details and conclusion.</p> <p>Write a personal letter.</p>	<p>Read level - appropriate fiction and non-fiction passages.</p>	<p>Demonstrate awareness of audience.</p>	<p>Employ the writing process to develop organized level-appropriate paragraphs.</p>	<p>Use compound and complex sentences with level-appropriate vocabulary.</p> <p>Use a variety of sentence types e.g. declarative, interrogative, imperative and exclamatory.</p>	<p>Use basic standard writing conventions (e.g., basic comma rules, apostrophes, etc.)</p> <p>Apply more advanced spelling rules and use homophones correctly.</p> <p>Identify subject and predicate.</p> <p>Use present, past and future verb tense with standard subject /verb agreement.</p>	<p>Use a dictionary, thesaurus, and encyclopedias.</p>
Noncredit ABE/ASE English CB 21 – G 7 levels prior to Transfer (Grades 0-3)	<p>Write letters of alphabet, basic sight vocabulary, Write sentences from dictation. Compose simple complete sentences.</p> <p>Complete simple forms (e.g., basic information, library card, simple notes, etc.)</p>	<p>Recognize letters of the alphabet and sight vocabulary. Recognize survival signs, coupons, and medicine labels.</p>	<p><i>Intentionally left blank</i></p>	<p><i>Intentionally left blank</i></p>	<p>Compose complete simple sentences.</p> <p>Use level appropriate vocabulary correctly.</p>	<p>Correctly and legibly write and space upper and lower case letters. Use basic sentence mechanics (capitalization, end punctuation, basic spelling).</p> <p>Apply level-appropriate spelling rules.</p>	<p>Use a print and online dictionary.</p>

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

The following guide was developed to help determine the CB 21 coding for credit and noncredit ESL courses taught in a sequence. The credit rubric describes 6 ESL levels prior to transfer level English Composition / English 1A, while the noncredit rubric describes 8 levels prior to transfer. ESL TOP codes were corrected to reflect the ESL course discipline more accurately. The ESL faculty determined that many credit ESL courses are taught as reading, writing, and speaking/listening with an average of 6 levels prior to transfer. Not all programs have all 6 levels. It is okay to have more levels or fewer levels. It was also acknowledged that up to 50% of the credit ESL courses may be integrated courses to different degrees. Credit ESL programs with integrated ESL courses may look at the focus of the course and determine the appropriate level on any combination of the ESL rubrics, or they may use the integrated ESL rubric. The noncredit ESL faculty determined that the majority of noncredit courses were integrated and created a single integrated rubric describing 8 levels prior to transfer level English Composition. Noncredit faculty agreed that noncredit ESL commonly stopped 2 levels prior to transfer level. The integrated rubric also contains columns discussing Life Skills and Vocational Skills, but these should be considered optional and used only as appropriate. Feedback on the utility of these two criteria will be collected to review the noncredit rubric in Spring 2010.

Step 1: TOP Coding for ESL

The ESL TOP codes have been completely changed in order to better accommodate the curriculum and to determine whether coding corrections have been made. ESL coding needed the most attention. The following TOP codes have been deleted ^B4930.80 – English as a Second Language–Intermediate, ^B4930.81 – English as a Second Language–Advanced (not degree-applicable) , ^B4930.82 – English as a Second Language–Elementary, 4930.83 – English as a Second Language–Degree-applicable, ^B4930.91 – ESL Civics will now be classified as 4930.90 Citizenship (and ESL Civics).

The new TOP codes should be used in conjunction with re-coding CB 21. Compliant coding combinations are found in Appendix C. These new TOP codes make it possible to track student progress through the various components of ESL, such as through levels of Writing ESL, Reading ESL, and Listening/Speaking ESL or through a single integrated ESL series. The new TOP codes will also allow reporting on any progress through ESL civics, Citizenship, or Vocational ESL (VESL) taught in a sequence.

4930.84 ESL Writing - Instructional programs that predominantly study and develop skills related to writing English as a Second language, including organization, coherence, development, vocabulary, structure and mechanics.

4930.85 ESL Reading - Instructional programs that predominantly study and develop skills related to reading English as a Second language, including types of literature, vocabulary, comprehension, reading strategies and speed and cultural references.

4930.86 ESL Speaking/Listening - Instructional programs that predominantly study and develop skills related to listening to and speaking English as a Second language, including pronunciation, a variety of speaking modes, listening skills, and comprehension.

4930.87 ESL Integrated - Instructional programs that integrate reading, writing, speaking, listening and life and work skills for development of English as a Second language .

4930.88 Citizenship and ESL civics - Programs of study designed to teach skills and knowledge required to lead to citizenship or to become more civic minded, knowledgeable or engaged in community or political activities.

***4931.00 – Vocational ESL** – This program of study, usually referred to as VESL, is designed to provide English as a Second language skills specifically tailored to vocational applications

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Step 2: Reference Point for Top Level of ESL -

The ESL 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 was used as a reference for all ESL rubrics (Reading, Writing, Listening/Speaking and Integrated ESL) as well as for the reading and writing rubrics. Although only ESL Writing feeds into English 1A, the assumption is that development of the other skills also supports a student’s success in English courses; therefore, referencing English 1A was useful in all skill areas.

The credit ESL rubrics were based upon the *California Pathways* CATESOL document on ESL competencies. The noncredit faculty referred to *English-as-a-Second-Language Model Standards for Adult Education Programs* while developing the ESL integrated rubric. Consideration of the IMPAC English 1A document and 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. (Other resources, including ESL-specific references, used in the rubric developmental process are found in Appendices D and E).

Reference points while using the rubrics - Credit faculty suggest using Freshman Composition/English 1A as the beginning reference point to determine CB 21 levels and working down from the highest course in the sequence. Noncredit faculty suggest starting with the lowest ESL course and working up. Prerequisite courses within the ESL discipline should also be considered when looking at the course levels prior to transfer.

Step 3: Using the ESL Rubrics - 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. **The rubric represents those kinds of outcomes generally found in credit and noncredit ESL courses. The statements represent exit—not entry—skills.** There are nuances and differences between the credit and noncredit rubrics which indicate the varying mission, student populations and goals of the different pedagogical approaches.

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.

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Step 4: Coding the Developmental Sequence - The purpose of properly coding these developmental sequences is to promote meaningful ARCC (*Accountability Reporting for Community Colleges*) data comparisons among community colleges, whether a college has a two-stage or an eight-stage developmental sequence. 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. Proper coding will contribute to more accurate ARCC data reports about student progress from one level to the next. Presently there is no comparison and the data fail to accurately indicate what levels and progress students are attaining in their ESL development. Changing this coding to reflect curricular content and student pathways will provide data that is accurate and create valuable information to inform local discussions.

You need not have a course at every level; it is acceptable to have two courses on one level. You should not have gaps between the levels as this would indicate a difficulty for students to progress. The courses should be coded sequentially as they prepare students for transfer. If the ESL sequence 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 as closely as possible to the level.

Step 5: For ESL courses coded as transfer level do not use CB21 –

Degree applicable, transferable level ESL can not be coded with CB 21 because CB 21 codes refer to levels prior to transfer, therefore transferable level ESL courses would be coded CB 21 Y. However, progress from any CB 21 ESL level to a transferable course in ESL will be counted as progress in the same way as progress from any CB 21 level ESL course to English 1A.

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Final English as a Second Language (ESL) WRITING RUBRIC

ESL Writing	Writing Type and Length	Organization/ Coherence	Development	Vocabulary	Sentence Structure & Mechanics
CB21 -A 1 level prior to transfer level Freshman Composition or English 1A	Write expository essays which reference outside sources, including non –fiction, using a variety of rhetorical modes. Demonstrate familiarity with MLA or APA formats. (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.	Utilize a wide range of vocabulary, including academic vocabulary.	Use sentences of varying structure and type, including subordination, coordination, and transitional devices.
CB21 -B 2 levels prior to transfer	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 control of most perfect tenses.
CB21- C 3 levels prior to transfer	Write one or more paragraphs with a clear topic sentence.	Organize paragraphs that have a clear, beginning, middle, and end exhibiting paragraph mastery.	Write paragraphs with topic sentences, relevant support, and specific supporting details and examples.	Utilize core vocabulary with emerging accuracy.	Attempt a variety of sentence structures with emerging control over perfect tenses.
CB21-D 4 levels prior to transfer	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.
CB21-E 5 levels prior to transfer	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.
CB21-F 6 levels prior to transfer	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.

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ESL	Final English as a Second Language (ESL) Listening and Speaking Rubric			
	Speaking Type & Length	Listening	Speaking	Pronunciation
<p>ESL Listening and Speaking Rubric</p> <p>CB21 –A</p> <p>1 level prior to transfer level Freshman Composition or English 1A</p>	<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>

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Final English as a Second Language (ESL) Listening and Speaking Rubric				
ESL Listening	Speaking Type & Length	Listening	Speaking	Pronunciation
<p>ESL Listening and Speaking Rubric</p> <p>CB21 -B</p> <p>2 levels prior to transfer</p>	<p>Give speeches and participate in classroom discussions on a range of topics, which include informative and argumentative presentations.</p> <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>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>Demonstrate 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>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>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>Be usually intelligible with frequent errors in pronunciation.</p> <p>Exhibit some errors in phonemic and non-native 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>
<p>ESL Listening and Speaking Rubric</p> <p>CB21- C</p> <p>3 levels prior to transfer</p>	<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>Demonstrate 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 grammatically 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>

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Final English as a Second Language (ESL) Listening and Speaking Rubric

ESL	Final English as a Second Language (ESL) Listening and Speaking Rubric			
Listening	Speaking Type & Length	Listening	Speaking	Pronunciation
ESL Listening and Speaking Rubric CB21 -D 4 levels prior to transfer	<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 which sometimes interfere with communication.</p> <p>Speak with numerous non-native pauses and/or non-native flow which sometimes interfere with intelligibility.</p>
ESL Listening and Speaking Rubric CB21 - E 5 levels prior to transfer	<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 with emerging understanding of basic verb tenses.</p> <p>Answer simple questions with occasional misunderstanding; ask very basic questions with limited 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>

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Final English as a Second Language (ESL) Listening and Speaking Rubric

ESL	Final English as a Second Language (ESL) Listening and Speaking Rubric			
Listening	Speaking Type & Length	Listening	Speaking	Pronunciation
ESL Listening and Speaking Rubric CB21 - F 6 levels prior to transfer	Produce language functions and conversation needed for survival.	Understand only simple sentences, basic instructions or descriptions of personal experience.	Produce simple sentences with beginning understanding of basic verb tenses.	Exhibit frequent phonemic errors and non-native stress and intonation patterns which usually interfere with communication.
	Share a limited range of personal experiences.		Produce simple sentences in simple present and simple past tense with beginning understanding of future tense.	
	Speak in a combination of phrases and sentences, usually of less than a minute in length.		Answer simple questions in incomplete sentences with frequent misunderstanding.	Speak with numerous non-native pauses and/or non-native flow which usually interfere with intelligibility.

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FINAL English as a Second Language (ESL) Reading Rubric					
ESL Reading	Reading Type and Length	Vocabulary	Comprehension	Reading Strategy and Speed	Cultural References
<p>ESL Reading</p> <p>CB21 - A</p> <p>1 level prior to transfer level Freshman Composition or English 1A</p>	<p>Read and usually understand most of a wide range of personal, professional, academic and literary non-adapted/authentic texts, including online sources, 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 or more.</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>
<p>ESL Reading</p> <p>CB21 - B</p> <p>2 levels prior to transfer</p>	<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. 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>

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FINAL English as a Second Language (ESL) Reading Rubric					
ESL Reading	Reading Type and Length	Vocabulary	Comprehension	Reading Strategy and Speed	Cultural References
<p>ESL Reading</p> <p>CB21 - C</p> <p>3 levels prior to transfer</p>	<p>Read and moderately understand a range of personal, professional, 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>Have a developing understanding of word 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>Sometimes use textual cues such as sentence connectors and 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>Read narrative, familiar, or simplified texts fluently and rapidly, but will slow 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>Often understand common cultural references.</p>
<p>ESL Reading</p> <p>CB21 - D</p> <p>4 levels prior to transfer</p>	<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>

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FINAL English as a Second Language (ESL) Reading Rubric					
ESL Reading	Reading Type and Length	Vocabulary	Comprehension	Reading Strategy and Speed	Cultural References
ESL Reading CB21 - E 5 levels prior to transfer I	<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>	<p>Read word by word or in short phrases.</p>	<p>Rarely understand common cultural references.</p>
ESL Reading CB21 - F 6 levels prior to transfer	<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>	<p>Usually read slowly, word by word.</p>	<p>Lack understanding of common cultural references.</p>

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Integrated ESL CB 21 Rubric						
	Listening	Speaking	Reading	Writing	Life Skills/ American Culture	Vocational ESL Skills
Integrated ESL Advanced CB 21 –A One level prior to transfer level English	<p>Decipher descriptions and narrations of factual and technical material.</p> <p>Take accurate notes while listening to a complex discourse.</p> <p>Identify the essential message and most details of a lengthy extended discourse on a variety of professional and academic topics.</p> <p>Sustain comprehension in familiar discourse that may be both conceptually and linguistically complex.</p>	<p>Give organized speeches on academic topics which reference outside sources.</p> <p>Communicate facts and talk casually about topics of current public and personal interest and academic relevance Use situational and culturally appropriate language.</p> <p>Use sophisticated vocabulary and communicative strategies such as pause fillers, stalling devices, paraphrasing and circumlocutions.</p> <p>Exhibit comprehensible speech with native-like stress and intonation patterns, pauses and or flow which facilitate communication.</p> <p>Communicate shades of meaning much as native speakers might.</p>	<p>Read articles ranging from 1-10 pages or more.</p> <p>Demonstrate a working knowledge of the majority of word roots, including affixes.</p> <p>Understand most new words given in a clear context.</p> <p>Identify the author's theme, purpose, point of view, tone, characters and setting.</p> <p>Accurately summarize and paraphrase the theme, purpose and point of view of reading.</p> <p>Understand argumentation and supported opinion.</p> <p>Evaluate the credibility of a text/source.</p> <p>Use a wide range of complex textural cues to comprehend the meaning and structure of a text.</p> <p>Read and understand a wide range of personal, professional, academic and literary non-adapted/authentic texts, including online sources, written for native English speakers.</p>	<p>Write expository essays which reference outside sources.</p> <p>Display mastery of a writing process.</p> <p>Organize paragraphs into a logical sequence, developing the central idea of the essay to a logical conclusion.</p> <p>Integrate the ideas of others through paraphrase, summary, and quotation into a paper that expresses the writer's own opinion, position, or analysis.</p> <p>Use a wide range of vocabulary, including academic vocabulary.</p> <p>Use sentences of varying structure and type, including subordination, coordination, and transitional devices.</p> <p>Express ideas in a full array of verb tenses appropriately.</p>	<p>Understand a wide range of common North American cultural references.</p> <p>Self-asses needs and link to a variety of sources to locate additional support.</p> <p>Successfully navigate the resources, protocols and culture of an academic environment.</p> <p>Demonstrate an awareness of culturally implied meanings beyond the surface meanings in texts. This may not include an understanding of the social nuances of the message.</p>	<p>Create a detailed résumé.</p> <p>Write more sophisticated documents such as regulations or draft policy.</p> <p>Comprehend nuances of implied writing containing inferred details.</p> <p>Synthesize various opinions.</p> <p>Interact effectively with the public.</p> <p>Articulate detailed or complex thoughts such as detailed answers to interview questions.</p> <p>Employ conflict management, soft skills.</p> <p>Evaluate complaints such as formal grievances.</p> <p>Focus on details of longer meetings.</p>

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Integrated ESL CB 21 Rubric

	Listening	Speaking	Reading	Writing	Life Skills/ American Culture	Vocational ESL Skills
Integrated ESL Low Advanced CB 21 –B Two levels prior to transfer level English	<p>Follow majority of face-to-face speech in standard dialect and at a normal rate; although some repetition will be required.</p> <p>Comprehend reduced speech.</p> <p>Make sense of most of the language used in electronic media of a non-technical or very general nature.</p> <p>Discover the meaning of new vocabulary in context through guessing strategies.</p> <p>Take notes while listening to a discourse.</p>	<p>Give oral presentations on academic topics.</p> <p>Communicate facts and talk casually about most topics of current public and personal interest and academic relevance. Use situational and culturally appropriate language in most situations.</p> <p>Use differentiated vocabulary and communicative strategies and conventions in real life and academic situations.</p> <p>Be generally comprehensible with few errors in pronunciation and intonation; speech is smooth and mostly fluent.</p>	<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. Articles range from 1-6 pages in length. In addition to a main text, may include one book-length work.</p> <p>Demonstrate a working knowledge of many word roots, including affixes.</p> <p>Often understand most new words given in a clear context.</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>Use textual cues, with support, such as sentence connectors and transitional devices or pronoun references to comprehend the meaning and structure of a text.</p> <p>Develop the awareness of a need to evaluate text credibility.</p>	<p>Use a writing process approach to write a well-developed essay including introduction, body, and conclusion.</p> <p>Write essays with clear thesis statements using various rhetorical modes. 350 words.</p> <p>Use a wide range of vocabulary.</p> <p>Use a variety of sentence structures, including control of most perfect tenses.</p>	<p>Discuss topics such as taboos and politics by contrasting different cultures.</p> <p>Follow basic steps involved in finding and obtaining employment.</p> <p>Express possibility/probability.</p> <p>Offer to do something.</p> <p>Recommend ideas.</p> <p>Solve problems.</p> <p>Instruct others.</p> <p>Function independently in most situations.</p> <p>Handle oral communication skills that are both technical/non-technical.</p> <p>Follow written directions and use materials if simplified or clarified orally.</p>	<p>Create a moderately detailed résumé.</p> <p>Employ multiple strategies to look for and secure employment.</p> <p>Interpret company policy.</p> <p>Serve in liaison and entry-level supervisory roles.</p> <p>Follow more open-ended or abstract requests such as sharing of opinions or answering multi-answer interview questions.</p> <p>Recognize formal versus informal register.</p>

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	Listening	Speaking	Reading	Writing	Life Skills/ American Culture	Vocational ESL Skills
Integrated ESL High Inter- mediate CB21 - C Three levels prior to transfer	<p>Identify main ideas and most supporting detail in factual material relating to everyday topics.</p> <p>Detect the mood of a message, determining to a limited degree such components as the attitudes and feelings of the speakers or the urgency of the message.</p> <p>Demonstrate understanding of stories and other passages when vocabulary and structures are in familiar contexts.</p> <p>Have uneven understanding of natural speech and require repetition or rephrasing.</p>	<p>Give one or more presentations on topics of interest, with or without outside information.</p> <p>Share experiences, ideas, and some opinions in small and large group settings with some misunderstanding and some misuse of appropriate language.</p> <p>Frequently apply varied vocabulary and communicative strategies and conventions to communicate in many real life situations.</p> <p>Exhibit increasing control over basic native stress and intonation patterns as they relate to situations and contexts.</p>	<p>Read authentic printed material and prose on familiar topics.</p> <p>Read short stories and other recreational literature.</p> <p>Interpret main ideas and key points from content-based texts.</p> <p>Apply appropriate reading strategies for understanding content on unfamiliar topics or technical information.</p> <p>Use syntactic clues to interpret meaning of complex sentences or new vocabulary.</p> <p>Analyze an author's point of view by making inferences.</p> <p>Have a developing understanding of word roots, including affixes.</p> <p>Often understand new words and new information from context.</p> <p>Usually distinguish between main and supporting ideas in texts which have familiar content and/or language.</p>	<p>Write compositions of two or more paragraphs with topic sentences and supporting details.</p> <p>Use a variety of sentence structures and verb tenses.</p> <p>Use specific vocabulary related to the topic.</p> <p>Write personal letters and fill out authentic applications.</p>	<p>Discuss topics by contrasting different cultures.</p> <p>Describe some of the basic steps involved in finding employment</p> <p>Express possibility/probability</p> <p>Function independently in most familiar situations</p> <p>Handle oral communication skills that are non-technical.</p> <p>Follow written directions.</p>	<p>Create a basic résumé.</p> <p>Compare data from sources such as graphs, charts, and brief correspondence.</p> <p>Demonstrate language skills that allow for supervisory training and responsibilities; i.e. lead group discussions.</p> <p>Understand instructions from public address (P.A.) systems or in meetings containing multiple details.</p> <p>Function as a passive listener to work-related announcements with good comprehension.</p>

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Integrated ESL CB 21 Rubric

	Listening	Speaking	Reading	Writing	Life Skills/ American Culture	Vocational ESL Skills
Integrated ESL Inter- mediate Low CB 21 –D Four levels prior to transfer level English	<p>Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations in standard dialect containing some unfamiliar vocabulary.</p> <p>Identify familiar subjects and details when listening to a passage.</p> <p>Understand a familiar central message of a speech.</p> <p>Distinguish basic constructions, such as subject-verb agreement (“He work” versus “He works”).</p>	<p>Request and provide clarification and information in classroom and real-world contexts-with frequent misunderstanding.</p> <p>Attempt to apply limited vocabulary and communicative strategies and conventions to communicate in familiar situations.</p> <p>Initiate and respond to simple statements in the context of a conversation on a familiar topic with support from the other speaker</p> <p>Exhibit comprehensible speech with some non-native stress and intonation patterns, pauses and or flow which may interfere with communication.</p>	<p>Interpret both authentic and edited materials, such as prose fiction, on familiar topics.</p> <p>Identify main ideas and supporting details or examples from familiar material.</p> <p>Guess meaning from context by analyzing words’ prefixes and suffixes.</p> <p>Make inferences.</p> <p>Summarize reading passages.</p>	<p>Write a paragraph on a familiar topic including a topic sentence and supporting details.</p> <p>Write simple and compound sentences, using simple and continuous tenses, and regular and irregular verbs.</p> <p>Use common vocabulary on familiar topics.</p> <p>Fill out paper or online forms requiring detailed personal information on varied topics.</p>	<p>Practice appropriate classroom policies and procedures.</p> <p>Identify different occupations.</p> <p>Respond appropriately to students from other countries and cultures during classroom activities.</p> <p>Demonstrate respect for other cultures.</p> <p>Demonstrate awareness of community programs and strategies which can help them live successfully in the USA.</p>	<p>Write paragraph containing summary of skills using one or two-clause sentences.</p> <p>Follow inventory lists and can get basic information from graphs and charts.</p> <p>Demonstrate language skills that include limited problem-solving skills and less linguistic reliance on others.</p> <p>Follow basic ideas of work or shift meetings.</p>

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Integrated ESL CB 21 Rubric

	Listening	Speaking	Reading	Writing	Life Skills/ American Culture	Vocational ESL Skills
<p>Integrated ESL Beginning High CB 21 –E Five levels prior to transfer level English</p>	<p>Follow simplified personal and work-related speech on familiar and concrete topics.</p> <p>Comprehend non-face-to-face speech in familiar contexts, such as simple phone conversations and routine announcements.</p> <p>Grasp new information when the situation is strongly supported by context and interaction; often require repetition or rephrasing.</p> <p>Recognize words that signal differences between present, past, and future events.</p> <p>Figure out the central message of a short listening passage.</p>	<p>Share ideas and some opinions in group settings with limited grammatically accuracy.</p> <p>Demonstrate understanding of and use basic vocabulary and conversational strategies and conventions.</p> <p>Initiate and respond to simple questions and statements with complete sentences.</p> <p>Exhibit comprehensible speech with non-native stress and intonation patterns.</p>	<p>Interpret simple authentic materials on familiar topics.</p> <p>Sometimes distinguish between the main and supporting ideas of a paragraph on a familiar topic.</p> <p>Decipher the meaning of unfamiliar vocabulary and phrases from context.</p> <p>Identify relationships within a passage by using syntactic clues, such as transitional words or pronoun references.</p> <p>Interpret simple narrative and descriptive passages on unfamiliar topics if material includes visuals or other aids that orient students to the passage.</p> <p>Scan for specific information.</p> <p>Predict meanings of unfamiliar vocabulary in material rich in contextual clues.</p>	<p>Write simple sentences about everyday activities.</p> <p>Write a loosely organized paragraph based on personal experiences and familiar material.</p> <p>Write a short note or message.</p> <p>Fill out simplified forms that require personal or work-related information.</p> <p>Use basic verb tenses.</p>	<p>Demonstrate understanding of basic classroom etiquette.</p> <p>Begin to develop awareness of basic cultural behavior including appropriate modes of formality for the situation.</p>	<p>Create a bulleted list of personal skills and experience.</p> <p>Compile task lists.</p> <p>Write work schedules.</p> <p>Read memos or emails that are one brief paragraph in length.</p> <p>Follow simple manual instructions, especially those containing visual aids.</p> <p>Communicate and work independently at times without the need for translation.</p> <p>Respond to beginning customer- service needs.</p> <p>Follow job-related task instructions.</p>

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Integrated ESL CB 21 Rubric

	Listening	Speaking	Reading	Writing	Life Skills/ American Culture	Vocational ESL Skills
Integrated ESL Beginning Low CB 21 –F Six levels prior to transfer level English	<p>Comprehend simple words in common everyday situations.</p> <p>Demonstrate multiple strategies to check for understanding.</p> <p>Follow simple face-to-face conversations.</p> <p>Understand simple sentences, basic instructions or descriptions of personal experience.</p> <p>Respond appropriately to commands of urgency.</p>	<p>Occasionally express original ideas with limited grammatically accuracy.</p> <p>Recognize basic vocabulary and conversation strategies and conventions: greetings, pardons, etc.</p> <p>Produce and answer simple questions in short phrases and simple sentences.</p> <p>Exhibit frequent phonemic errors and non-native stress and intonation patterns which usually interfere with communication.</p>	<p>Scan for key numerical information.</p> <p>Use strategies such as predicting or phonics decoding to interpret new words in familiar contexts.</p> <p>Demonstrate understanding of short, simple narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns.</p> <p>Identify the sequence of a simple narrative passage.</p> <p>Follow directions that range from 2-4 steps.</p>	<p>Write simple sentences in the present tenses.</p> <p>Write lists and very simple messages.</p> <p>Write sentences which include subject, verb and object.</p>	<p>Access community services.</p> <p>Demonstrate awareness of appropriate cultural behaviors, both in class and out.</p> <p>Demonstrate awareness of other cultures through limited reading, discussion, and interaction.</p>	<p>Provide a narrative of personal life experience.</p> <p>Read a work schedule.</p> <p>Display verbal interaction in the workplace, which may be limited by fluency.</p> <p>Comply with instructions for routine workplace tasks that are limited to one or two steps.</p>

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Integrated ESL CB 21 Rubric

	Listening	Speaking	Reading	Writing	Life Skills/ American Culture	Vocational ESL Skills
Integrated ESL High Literacy CB21 – G Seven levels prior to transfer	<p>Understand words, phrases, and questions drawn from familiar material.</p> <p>Respond to high frequency commands and social expressions.</p> <p>Pick out previously learned words in slow speech.</p> <p>Clarify by attempting to reproduce what is heard.</p> <p>Demonstrate understanding of a conversation on familiar topics.</p>	<p>Speak about immediate needs with short phrases.</p> <p>Use simple verbal strategies to communicate.</p> <p>Answer simple questions in short phrases.</p> <p>Exhibit frequent phonemic errors and non-native stress and intonation patterns which usually interfere with communication.</p>	<p>Relate phonological sounds to letters and clusters of letters (sound/symbol correspondence).</p> <p>Recognize basic sight words.</p> <p>Match basic vocabulary (printed) with pictures or real objects.</p> <p>Interpret sentences using vocabulary and structures previously learned orally.</p> <p>Distinguish between questions and answers.</p> <p>Interpret simple forms inquiring about biographical information.</p>	<p>Write words and phrases.</p> <p>Print numbers.</p> <p>Fill out forms about personal information.</p> <p>Write simple lists.</p> <p>Write words to represent images displayed.</p> <p>Write words or simple sentences about biographical information with limited accuracy.</p>	<p>Access survival level community services.</p> <p>Demonstrate understanding of basic classroom behaviors.</p> <p>Demonstrate awareness of appropriate cultural behaviors.</p>	<p>Fill out forms.</p> <p>Read time and calendar dates.</p> <p>Exhibit workplace communication, minimal.</p> <p>Initiate various greetings, including introduction of others.</p> <p>Understand directions that use the imperative form; i.e. one-step directions.</p>
Integrated ESL Beginning Literacy CB 21 –H Eight levels prior to transfer level English	<p>Discriminate between phonemes.</p> <p>Respond appropriately to single word commands.</p> <p>Match sound symbol correspondence.</p> <p>Understand simple expressions of courtesy.</p> <p>Demonstrate understanding of simple words drawn from the immediate physical setting.</p> <p>Give a physical response to one step commands.</p>	<p>Speak with one-word phrases about immediate needs.</p> <p>Use simple verbal and nonverbal strategies to communicate.</p> <p>Answer simple questions with yes/no or one-word responses with frequent misunderstanding.</p>	<p>Discriminate between shapes and letters and both upper and lowercase letters.</p> <p>Demonstrate eye movement from top to bottom and left to right.</p> <p>Discriminate among numerals.</p> <p>Relate phonological sounds to letters.</p> <p>Recognize signs with one word or symbol.</p> <p>Identify key words that ask for name, address and phone numbers.</p>	<p>Copy/transcribe words or simple phrases with limited accuracy.</p>	<p>Access most basic survival-level services,</p> <p>Demonstrate politeness through basic gestures and basic expressions.</p>	<p>Write basic biographical information (name, address, etc.)</p> <p>Recognize forms and documents such as bills, advertisements, forms, parking tickets.</p> <p>Display and understand routine greetings and introductions.</p> <p>Respond to critical safety words.</p>

Final Rubrics for CB 21 Coding Updated September 2009

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

The following guide was developed to help determine the CB 21 coding for credit and noncredit mathematics courses prior to transfer. The credit rubric describes 4 levels prior to transfer while the noncredit rubric describes 6 levels prior to transfer level mathematics.

Step 1: TOP Coding for Mathematics

TOP codes ^B4930.41 – Pre-Algebra (Basic Math/Arithmetic) and ^B4930.42 – Elementary Algebra (if it is not degree-applicable) have been deleted. The following TOP codes should be used in conjunction with re-coding CB 21 for mathematics

1701.00 – Mathematics, General

Science of numbers and space configurations and their operations, measurements, computations, relationships, applications and abstractions. Theoretical topics in computer science, statistics, astronomy, or other sciences may be included when treated as mathematical constructs or used as examples for the application of mathematical concepts and operations

1702.00 – Mathematics Skills to Support Traditional Mathematics Courses

Designed to clarify and develop specific supplementary skills to help students succeed in particular concepts fundamental to mathematics, such as math anxiety, word problems, scientific and graphing calculators, etc. Credit courses in this TOP code might be

Credit courses in this TOP code might be transferable, degree or non-degree applicable, although Title 5 only allows the course one level prior to transfer to be identified as degree applicable (refer to Title 5 § 55062). Compliant coding combinations are found in Appendix C.

Step 2: Reference Point for Developmental Mathematics Sequences – Intermediate algebra is the CB 21A course, one level prior to transfer, used in this rubric. 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.

The development of the rubric involved a review of California Department of Education standards, CMC³ (California Mathematics Council of Community Colleges) and AMATYC (American Mathematical Association of Two-Year Colleges) mathematics standards.

Step 3: Using the Mathematics Rubric - 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. **The rubric represents those kinds of outcomes generally found in credit mathematics courses. These represent exit-not entry-skills.**

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. Mathematics faculty suggest looking at prerequisite courses to help determine levels in conjunction with the rubric.

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Step 4: Coding the Developmental Sequence - The purpose of properly coding these developmental sequences is to promote meaningful ARCC (*Accountability Reporting for Community Colleges*) data comparisons among community colleges, whether a college has a two-stage or an eight-stage developmental sequence. 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. Proper coding will contribute to more accurate ARCC data reports about student progress from one level to the next 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 skills development. Changing this coding to reflect curricular content and student pathways will provide data to the legislature that is accurate and create valuable information to inform local discussions.

You need not have a course at every level; it is acceptable to have two courses on one level. You should not have gaps between the levels as this would indicate a difficulty for students to progress.

Some colleges 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. It is acceptable to have two courses on one level. Some colleges have sequences with only 2 or 3 courses. The majority of colleges had 4 course mathematics sequences with a few courses that fit somewhere on the rubric, such as geometry, based upon either prerequisites or content in relation to the transfer course, but not necessarily content on the rubric.

Below is a visual example of developmental course sequences randomly selected from colleges. Sample course titles were used, but course names and delivery differ among the 110 community colleges. The course titles are not important. Your courses may be called something different, so please ingot the course names if they are distracting.

Examples of Potential Mathematics Sequences

Course Sequence	Suggested CB 21 LEVEL Coding for courses below transfer courses			
	CB21-4 levels prior to transfer	CB21-3 levels prior to transfer	CB21-2 levels prior to transfer	CB21-1 level prior to transfer level math
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 sequence		Pre-Algebra →	Introductory (Elementary, Beginning) Algebra →	Intermediate Algebra
2 course sequence			Introductory (Elementary, Beginning) Algebra →	Intermediate Algebra

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Step 5: GEOMETRY: Since geometry most often has an introductory algebra prerequisite and is sometimes a prerequisite for a transfer-level course, most math faculty felt that it should be coded at CB21-one level below transfer. If your geometry is a two-semester sequences you should determine whether it should be coded as to levels prior to transfer the first semester and one level below for the second semester or both on one level below transfer.

Step 6: 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. A recent curriculum listserv discussion indicated that many such courses were being developed and considered one level below transfer.

Step 7: Alternative Transfer Level Mathematics Courses or Alternative transfer level mathematics courses should be coded as transfer and do not have a CB 21 coding.

(ABE and ASE courses need more work and will not be coded with CB 21 until later when TOP codes are created to accommodate them appropriately.)

Final Rubrics for CB 21 Coding Updated September 2009

Final Credit Mathematics Rubric				
Mathematics	Define and Manipulate	Solve	Graph	Applications
Intermediate Algebra CB21 – A 1 level prior to 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.	A variety of applications such as: Growth and decay Logic reasoning Geometry Optimization Quadratic Applications such as motion, mixture, work.
Introductory Algebra CB21 - B 2 levels prior to transfer Transfer	Define and manipulate linear expressions and polynomials	Solve a variety of 2 variable linear equations (systems), any linear equation, 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.
Pre-Algebra CB21 – C 3 levels prior to transfer	Define and manipulate signed numbers and variables.	Solve simple linear equations in one variable.	Introduce to the number line.	Apply a known formula to a given situation.
Basic Mathematics (Arithmetic) CB21 - D 4 levels prior to transfer	Define and manipulate nonnegative rational numbers.	Introduce concepts and symbols of equality and inequality.	-----	Apply the correct operation to a given situation.

Notes on the Draft Mathematics Rubric: The mathematics courses were fairly well-defined in the historical CB 21 coding.

Final Rubrics for CB 21 Coding Updated September 2009

Mathematics	Define and Manipulate	Solve	Graph	Applications
Credit/Noncredit Mathematics Intermediate Algebra CB21 – A One level prior to 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
Credit/Noncredit Mathematics Elementary/Introductory Algebra CB21 - B Two levels prior to 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.
Credit/Noncredit Mathematics Pre-Algebra CB21 – C Three levels prior to 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.
Credit/Noncredit Mathematics Pre-Algebra CB21 – C Three levels prior to 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.

Noncredit and Credit Mathematics Levels 1-3 as defined above are identical. Prior to level three, noncredit mathematics programs diverge from the typical credit pattern above, as seen below.

DRAFT Noncredit MATHEMATICS RUBRIC

Introduction to Arithmetic

Levels	Define	Compute	Apply
CB21 – D Four levels prior to Transfer	Understand and use concepts of nonnegative rational numbers.	Demonstrate proficiency with addition, subtraction, multiplication and division of all whole numbers, fractions, decimals, and percents.	Apply the correct operation to a given situation including geometric measurement (e.g. perimeter, area) and formulae. i.e. solve word problems.

Basic Computation and Mathematical Comprehension

CB21 – E Five levels prior to Transfer	Understand and use the concepts of all whole numbers as well as simple fractions, decimals, and percents.	Demonstrate proficiency with addition, subtraction, multiplication and division of all whole numbers. Identify and compare values of simple fractions, decimals, and percents.	Use rounding, estimating, measurement and apply the correct operation to a given situation.
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Numeric Literacy: Understanding Numbers and Counting

CB21 – F Six levels prior to Transfer	Use and understand the concept of ones, tens, hundreds... in the place value number system	Count, compare, describe and sort objects. Conduct single digit computation.	Develop a sense of numerical properties, patterns, and other applications such as time and money.
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Guide for Proper CB 21 Coding of READING Courses below Transfer-Level

The following guide was developed to help determine the CB 21 coding for credit and noncredit Reading courses. The credit rubric describes 4 levels prior to transfer level English or transfer level reading, while the noncredit rubric describes 5 levels.

Step 1: TOP Coding for Reading

TOP codes 4930.70 – Reading Skills Development and 4930.71 – Reading Skills, College Level (including Speed Reading) have been eliminated and need to be re-coded as 1520.00.

1520.00 Reading - Theory and methods of reading including vocabulary, comprehension, fluency, critical and analytical reading.

Credit courses in this TOP code could be transferable, degree or non-degree applicable. However, Title 5 only allows the course one level prior to transfer to be identified as degree applicable refer to Title 5§ 55062. Types of Courses Appropriate to the Associate Degree. Usually only the highest reading level is considered transferable.

Step 2: Reference Point for Developmental Reading Sequences – In credit it is easiest to use Freshman Composition/English 1A as the transfer reference then start with your highest course in the reading sequence and work down. In noncredit it may be easier to start with the lowest reading course and work up. While there are transferable reading courses, the most common goal of transfer students among the community colleges is Freshman Composition/English 1A, therefore the rubric was created with that in mind, acknowledging transferable reading courses with specific functions. If students take a transferable reading course it will be counted as progress. In order to provide the best direction to the majority of California community colleges the most common bright line for coding was the Freshman Composition/English 1A course.

Step 3: Using the Reading Rubric - 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. **The rubric represents those kinds of outcomes generally found in credit and noncredit reading courses. The statements represent exit—not entry—skills.** There are nuances and differences between the credit and noncredit rubrics which indicate the varying mission, student populations and goals of the different pedagogical approaches.

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 integration strategies or other successful pedagogical processes), these robust discussion should occur in local departments. The rubrics were created after review of ICAS (Intersegmental Committee of Academic Senates) competencies, CRLA (College Reading and Learning Association) documents, Reading Apprenticeship program standards and rubrics, and state and national reading standards.

Step 4: Coding the Developmental Sequence - The purpose of properly coding these developmental sequences is to promote meaningful ARCC (*Accountability Reporting for Community Colleges*) data comparisons among community colleges, whether a college has a two-stage or an eight-stage developmental sequence. 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. Proper coding will contribute to more accurate ARCC data reports about student progress from one level to the next. Presently there is no comparison and the data fail to accurately indicate what levels and progress students are attaining in their reading development. Changing this coding to reflect

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curricular content and student pathways will provide data that is accurate and create valuable information to inform local discussions.

You need not have a course at every level; it is acceptable to have two courses on one level. You should not have gaps between the levels as this would indicate a difficulty for students to progress. The courses should be coded sequentially as they prepare students for transfer. If the reading sequence 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 as closely as possible to the level.

Below is a visual example of developmental course sequences randomly selected from colleges. Sample course titles were used, but titles for reading vary among the 110 community colleges. These names were used in an attempt to clarify the process. The course titles are not important. Your courses may be titled differently, please ignore the course names if they are distracting.

Below is a visual example of developmental course sequences randomly selected from colleges, the course titles are not important. Your courses are probably called something different; please ignore the course names if they are distracting

After determining the CB 21 codes go to the final step after the rubrics to check the overall coding compliance.

Examples of Potential Credit Reading Sequences

Suggested CB 21 LEVEL Coding for courses below transfer courses –				
Course Sequence	CB21-4 levels prior to transfer	CB21-3 levels prior to transfer	CB21-2 levels prior to transfer	CB21-1 level prior to transfer level
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 sequence	Beginning Reading →	Reading Fundamentals→	Reading Skills→	Effective Reading
5 course sequence	Foundations of Reading → Fundamentals of Reading → →(two courses on 1 level)	Basic Reading skills→	Advanced Reading →	Proficient Reading

(ABE and ASE courses need more work and will not be coded with CB 21 until later when TOP codes are created to accommodate them appropriately.)

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Final Credit READING RUBRIC				
Reading	Vocabulary	Literal and Inferential Comprehension	Critical Thinking	Fluency
Transfer Level		Grade 12+		
Credit Reading CB21 1 level prior to transfer Grade Equivalency 10-12	<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>
Credit Reading CB21 2 levels prior to transfer Grade Equivalency 8-10	<p>Acquire general/academic vocabulary.</p> <p>Use contextual analysis to decipher unknown words.</p> <p>Use structural analysis to decipher unknown words.</p> <p>Employ dictionary/reference skills.</p>	<p>Identify the central point.</p> <p>Recognize stated main ideas.</p> <p>Determine implied main ideas.</p> <p>Identify major and minor supporting details.</p> <p>Demonstrate ability to summarize, map, and outline main ideas and details in readings.</p> <p>Distinguish among patterns of organization.</p>	<p>Distinguish between fact and opinion.</p> <p>Identify the author's purpose (persuade, inform, entertain).</p> <p>Recognize the author's tone.</p>	<p>Apply strategies for enhancing reading rate (i.e. skimming, scanning, adjusting rate according to purpose).</p> <p>Makes predictions in reading.</p> <p>Utilize schema and other metacognitive strategies to construct meaning from text.</p> <p>Introduce notion of self-regulation in learning through reading.</p> <p>Create summaries, maps and outlines to monitor comprehension of material.</p>

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Final Credit READING RUBRIC				
Reading	Vocabulary	Literal and Inferential Comprehension	Critical Thinking	Fluency
Credit Reading CB21 3 levels prior to transfer Grade Equivalency 6-8	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.
Credit Reading CB21 4 levels prior to transfer Grade Equivalency 6 and below	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.

Notes on the Reading Rubric:

The credit faculty felt that the grade levels were helpful and included grade level equivalents in the credit reading rubric. The noncredit faculty who deal with returning adult students determined it was not as useful to their work and removed the grade levels from the noncredit reading rubric. The noncredit faculty also chose not to differentiate or define inferential and literal comprehension, but chose to refer to comprehension as a single criterion.

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Noncredit and ABE/ASE READING RUBRIC

<i>Reading</i>	<i>Vocabulary</i>	<i>Comprehension</i>	<i>Critical Thinking</i>	<i>Fluency</i>
Transfer Level - College Level Reading and English				
<p>Noncredit Reading CB21 - A 1 level Prior to Transfer</p>	<p>Expand knowledge of academic/specialized/technical vocabulary.</p> <p>Use contextual references effectively.</p> <p>Differentiate between informal/formal languages.</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 reaction and evaluation.</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>Make and evaluate predictions in reading.</p>	<p>Evaluate strategies for enhancing reading speed (i.e. skimming, scanning, adjusting speed according to purpose and materials).</p> <p>Use and evaluate usage of schema and other meta-cognitive 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>
<p>Noncredit Reading CB21 - B 2 levels Prior to Transfer</p>	<p>Acquire general/academic vocabulary.</p> <p>Use contextual analysis to decipher unknown words.</p> <p>Use structural analysis to decipher unknown words.</p> <p>Employ dictionary/reference skills.</p> <p>Recognize root words.</p>	<p>Identify the central point.</p> <p>Recognize stated main ideas.</p> <p>Determine implied main ideas.</p> <p>Identify major and minor supporting details.</p> <p>Demonstrate ability to summarize, map, and outline main ideas and details in readings.</p> <p>Read and understand non-fiction works such as employee and technical manuals.</p> <p>Distinguish among patterns of organization.</p>	<p>Identify the author's purpose (persuade, inform, entertain).</p> <p>Recognize the author's tone.</p> <p>Identify cause and effect relationships.</p> <p>Make predictions in reading.</p>	<p>Apply strategies for enhancing reading rate (i.e. skimming, scanning, adjusting rate according to purpose).</p> <p>Utilize schema and other meta-cognitive strategies to construct meaning from text.</p> <p>Introduce self-monitoring in learning through reading.</p> <p>Create summaries, maps, and outlines to monitor comprehension of material.</p>

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Noncredit and ABE/ASE READING RUBRIC				
Reading	Vocabulary	Comprehension	Critical Thinking	Fluency
<p>Noncredit Reading CB21 - C 3 levels Prior to Transfer</p>	<p>Increase acquisition of academic vocabulary.</p> <p>Use structural analysis to decode words.</p> <p>Employ denotation and connotation techniques.</p> <p>Employ dictionary skills.</p> <p>Use contextual analysis to decipher unknown words.</p>	<p>Recognize topics and implied and stated main idea, and supporting details (in longer readings).</p> <p>Learn graphic organizers to assist in comprehension, including mapping, outlining and summarizing.</p> <p>Recognize signal words in context of patterns of organization.</p> <p>Begin to recognize inferences.</p>	<p>Independently recognize that authors write for different purposes.</p> <p>Express personal opinion about reading.</p> <p>Recognize conclusions.</p> <p>Distinguish between fact and opinion.</p> <p>Recognize themes of different genres.</p>	<p>Demonstrate automaticity of word recognition.</p> <p>Understand strategies for enhancing reading speed.</p> <p>Explore meta-cognition as a means of constructing meaning from text.</p>
<p>Noncredit Reading CB21 - D 4 levels Prior to Transfer</p>	<p>Increase acquisition of academic vocabulary.</p> <p>Use decoding techniques on unfamiliar words.</p> <p>Recognize word patterns and phonetically regular and irregular words.</p> <p>Employ some dictionary skills.</p>	<p>Follow written directions.</p> <p>Distinguish between general and specific categories.</p> <p>Recognize topics and stated main idea, and supporting details.</p> <p>Accurately interpret maps and graphs.</p> <p>Identify and utilize parts of a textbook.</p> <p>Exhibit survival reading competency, such as driver's test manual and job applications.</p>	<p>Recognize that authors write for different purposes, with guided assistance from instructor.</p> <p>Begin to express personal opinion about reading.</p>	<p>Demonstrate automaticity of sight words.</p> <p>Increase reading rate appropriate to reading level by decreasing word by word reading, sub-vocalization and regressions in reading.</p>
<p>Noncredit Reading CB21 - E 5 levels Prior to Transfer</p>	<p>Increase sight vocabulary.</p> <p>Demonstrate understanding of phonics.</p> <p>Begin using decoding techniques on unfamiliar words.</p>	<p>Comprehend the literal focus of reading material.</p> <p>Survival reading, such as signs and medicine labels.</p>		<p>Demonstrate oral reading skills with minimal miscues.</p> <p>Demonstrate silent reading skills using comprehension questions.</p>

Final Rubrics for CB 21 Coding Updated September 2009

Appendix A CB or Course Basic Coding Summary

The following coding is used for CB coding or Course Basic Codes for Curriculum. (There are also student basic and employee basic coding in order to describe these elements in the statewide database.)

Course Data Elements

<u>DED#</u>	<u>DATA ELEMENT NAME</u>	<u>PICTURE</u>
CB00	COURSE-CONTROL-NUMBER	X(12)
CB01	COURSE-DEPARTMENT-NUMBER	X(12)
CB02	COURSE-TITLE	X(68)
CB03	COURSE-TOP-CODE	X(06)
CB04	COURSE-CREDIT-STATUS	X(01)
CB05	COURSE-TRANSFER-STATUS	X(01)
CB06	COURSE-UNITS-OF-CREDIT-MAXIMUM	99v99
CB07	COURSE-UNITS-OF-CREDIT-MINIMUM	99v99
CB08	COURSE-BASIC-SKILLS-STATUS	X(01)
CB09	COURSE-SAM-PRIORITY-CODE	X(01)
CB10	COURSE-COOP-WORK-EXP-ED-STATUS	X(01)
CB11	COURSE-CLASSIFICATION-CODE	X(01)
CB12	COURSE-REPEATABILITY	DELETED
CB13	COURSE-SPECIAL-CLASS-STATUS	X(01)
CB14	COURSE-CAN-CODE	X(06)
CB15	COURSE-CAN-SEQ-CODE	X(08)
CB16	COURSE-SAME-AS-DEPARTMENT-NUMBER1	DELETED
CB17	COURSE-SAME-AS-DEPARTMENT-NUMBER2	DELETED
CB18	COURSE-SAME-AS-DEPARTMENT-NUMBER3	DELETED
CB19	COURSE-CROSSWALK-CRS-DEPT-NAME	X(07)
CB20	COURSE-CROSSWALK-CRS-NUMBER	X(09)
CB21	COURSE-PRIOR-TO-COLLEGE-LEVEL	X(01)
CB22	COURSE-NONCREDIT-CATEGORY	X(01)
CB23	FUNDING-AGENCY-CATEGORY	X(01)
CB24	COURSE-PROGRAM-STATUS	X(01)

The specific details about the major recoding in this project are on the following pages.

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CB 03

Course Data Elements

<u>DED#</u>	<u>DATA ELEMENT NAME</u>	<u>FORMAT</u>
CB03	COURSE-TOP-CODE	X(06)

The Taxonomy of Programs (TOP) code should be assigned which best indicates the subject matter of the course. The T.O.P. code assigned to a course is not to be linked to the T.O.P. code of a particular program for Chancellor's Office approval purposes.

CODING

See Taxonomy of Programs manual for the specific codes and their values.

CB 04

Course Data Elements

<u>DED#</u>	<u>DATA ELEMENT NAME</u>	<u>FORMAT</u>
CB04	COURSE-CREDIT-STATUS	X(01)

This element indicates the credit status of a course. (defined in Title 5, Section 55002)

CODING MEANING

- D = Credit - Degree Applicable
- C = Credit - Not Degree Applicable
- N = Noncredit

Status of course as reported here should be consistent with status of course indicated in (a) the published catalog and (b) the Course Outline of Record on file at the college.

NOTE: If a course is coded as Credit (D or C) then CB22 must be coded as (Y).

 If a course is coded as Noncredit (N) then CB22 can not be coded as (Y).

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CB05

Course Data Elements

<u>DED#</u>	<u>DATA ELEMENT NAME</u>	<u>FORMAT</u>
CB05	COURSE-TRANSFER-STATUS	X(01)

This element indicates whether or not the course is transferable to the University of California (UC) and/or to the California State University (CSU) on the basis of articulation agreements.

<u>CODING</u>	<u>MEANING</u>
---------------	----------------

- | | |
|---|------------------------------------|
| A | = Transferable to both UC and CSU. |
| B | = Transferable to CSU only. |
| C | = Not transferable |

NOTE: If a course is coded as Transferable (A or B) then CB04 must be coded as a (D).

CB 08

Course Data Elements

<u>DED#</u>	<u>DATA ELEMENT NAME</u>	<u>FORMAT</u>
CB08	COURSE-BASIC-SKILLS-STATUS	X(01)

This element indicates whether the course is a basic skills course.

<u>CODING</u>	<u>MEANING</u>
---------------	----------------

- | | |
|---|--|
| B | = Course is a basic skills course. |
| N | = Course is not a basic skills course. |

NOTE: Basic skills courses are those courses which have been designated as such by the district, pursuant to the provisions of Title 5: Section 55035

Total units earned in credit remedial coursework is limited by Title 5, Section 55035.

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

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

<u>CODING</u>	<u>MEANING</u>
---------------	----------------

Y	=	Not applicable.
A	=	One level below transfer.
B	=	Two levels below transfer.
C	=	Three levels below transfer.
D	=	Four levels below transfer.
E	=	Five levels below transfer.
F	=	Six levels below transfer.
G	=	Seven levels below transfer.
H	=	Eight levels below transfer.

NOTES:

1. Only courses with a TOP code listed in the coding instructions can have a value of A through H. All other courses **must** have a value of Y.
2. Except for courses with a TOP code of 4930.84, 4930.85, or 4930.86, transferable credit courses **must** have a code of Y.
3. Noncredit courses with a TOP code listed in the coding instructions will have a code of Y if they are not basic skills.
4. The rubrics for coding CB21 can be found at <http://www.ccebsi.org/bsi-rubric-information>.

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APPENDIX B

Taxonomy of Program Codes for Basic Skills Associated with CB 21 Recoding

TOP 15 – Humanities (Letters)

Instructional programs that study language and literature, philosophy and value systems related to ancient and modern cultures and the expression of those systems in creative works and cultural artifacts.

1501.00 – English

Written expression and the writing process which include critical reading, critical writing, research practices, literature, and literary criticism.

1520.00 Reading

Theory and methods of reading including vocabulary, comprehension, fluency, critical and analytical reading.

TOP 17 – Mathematics

Instructional programs in the science of numbers, space configurations, and their operations, computations, measurements, relationships, applications and abstractions. Mathematics is a broad field of study that examines properties and interactions using numbers, graphing, equations, reasoning and logic for both real utilitarian problems and abstract concepts.

1701.00 – Mathematics, General

Science of numbers and space configurations and their operations, measurements, computations, relationships, applications and abstractions. Theoretical topics in computer science, statistics, astronomy, or other sciences may be included when treated as mathematical constructs or used as examples for the application of mathematical concepts and operations.

1702.00 – Mathematics Skills

Designed to clarify and develop specific supplementary skills to help students succeed in particular concepts fundamental to mathematics, such as factoring, math anxiety, word problems, scientific and graphing calculators, etc.

1799.00 – Other Mathematics

Specify.

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TOP 49 – Interdisciplinary Studies

Specific codes for courses that provide general studies:

Use one of the following six digit codes for courses in orientation, leadership, personal dynamics, study skills, and other subjects that contribute to the capacity of students to succeed in college.

- 4930.09 – Supervised Tutoring
- 4930.10 – Career Guidance and Orientation
- 4930.11 – Interpersonal Skills
- 4930.12 – Job Seeking/Changing Skills
- 4930.13 – Academic Guidance
- 4930.14 – Study Skills
- 4930.30 – Learning Skills, Disabled
- 4930.31 – Living Skills, Disabled
- 4930.32 – Learning Skills, Learning Disabled
- 4930.33 – Learning Skills, Speech Impaired
- 4930.60 – Elementary Education (Grades 1-8)
- 4930.62 – Secondary Education (Grades 9-12) and G.E.D.
- 4930.72 – Leadership Skills Development
- 4930.84 – English as a Second Language–Writing
- 4930.85 – English as a Second Language–Reading
- 4930.86 – English as a Second Language–Speaking/Listening
- 4930.87 – English as a Second Language–Integrated²
- 4930.90 – Citizenship (and ESL Civics)

* 4931.00 – Vocational ESL

* 4932.00 – General Work Experience³

Supervised employment intended to assist students in acquiring desirable work habits, attitudes, and career awareness.

² ESL-Integrated includes courses that integrate reading, writing, and listening/speaking in a single course and are taught in a sequence.

³ Occupational Work Experience, as defined by Title 5, Section 55252 and that are included in an occupational program, should be reported in the T.O.P. code that designates the occupation in which the experience takes place.

09/2009

*Indicates a vocational program.

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APPENDIX C Potential Compliant Coding Combinations for Credit ESL, Mathematics, Writing (English) and Reading

TOP Code (CB03)	Credit Status (CB04)	Transfer Status (CB05)	Basic Skills Status (CB08)	Level Below Transfer (CB21)
Credit				
493084 - ESL Writing	D	A,B,C	N	Y, A,B,C,D,E,F
493084 - ESL Writing	C	C	N	A,B,C,D,E,F
493084 - ESL Writing	C	C	B	A,B,C,D,E,F
493085 - ESL Reading	D	A,B,C	N	Y, A,B,C,D,E,F
493085 - ESL Reading	C	C	N	A,B,C,D,E,F
493085 - ESL Reading	C	C	B	A,B,C,D,E,F
493086 - ESL Listening and Speaking	D	A,B,C	N	Y, A,B,C,D,E,F
493086 - ESL Listening and Speaking	C	C	N	A,B,C,D,E,F
493086 - ESL Listening and Speaking	C	C	B	A,B,C,D,E,F
493087 - Integrated ESL	D	A,B,C	N	Y, A,B,C,D,E,F
493087 - Integrated ESL	C	C	N	A,B,C,D,E,F
493087 - Integrated ESL	C	C	B	A,B,C,D,E,F
170100 - Mathematics, General	D	A or B	N	Y
170100 - Mathematics, General	D	C	N	A,B
170100 - Mathematics, General	C	C	N	A,B,C,D
170100 - Mathematics, General	C	C	B	A,B,C,D
150100 - Writing	D	A or B	N	Y
150100 - Writing	D	C	N	A
150100 - Writing	C	C	N	A,B,C,D
150100 - Writing	C	C	B	A,B,C,D
152000 - Reading	D	A or B	N	Y
152000 - Reading	D	C	N	A
152000 - Reading	C	C	N	A,B,C,D
152000 - Reading	C	C	B	A,B,C,D

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APPENDIX D Potential Compliant Coding Combinations for Noncredit ESL, Mathematics, Writing (English) and Reading

TOP Code (CB03)	Credit Status (CB04)	Transfer Status (CB05)	Basic Skills Status (CB08)	Level Below Transfer (CB21)
Noncredit				
493084 - ESL Writing	N	C	B	A,B,C,D,E,F
493085 - ESL Reading	N	C	B	A,B,C,D,E,F
493086 - ESL Listening and Speaking	N	C	B	A,B,C,D,E,F
493087 - Integrated ESL	N	C	B	A,B,C,D,E,F,G,H
493090 - Citizenship / ESL Civics	N	C	B	A,B,C,D,E,F,G,H
493090 - Citizenship / ESL Civics	N	C	N	Y
4931000 - Vocational ESL	N	C	B	A,B,C,D,E,F
4931000 - Vocational ESL	N	C	N	Y
170100 - Mathematics, General	N	C	B	A,B,C,D,E,F
170100 - Mathematics, General	N	C	N	Y
150100 - Writing	N	C	B	A,B,C,D,E,F,G
152000 - Reading	N	C	B	A,B,C,D,E

Final Rubrics for CB 21 Coding Updated September 2009

Appendix E

Timeline of the Credit CB 21 Rubrics for Recoding

1. November 2008 rubrics developed by over 140 discipline faculty.
2. December 2008 through March 2009 rubrics vetted at professional meetings and via internet survey by over 300 faculties.
3. March and April 2009 rubrics modified per input from discipline faculty and professional organizations by discipline workgroups.
4. April 2009 rubrics unanimously adopted at Plenary Session.
5. May 2009 recoding document developed with final rubrics by ASCCC and MIS.
6. Use survey to get feedback from noncredit rubrics.
7. September 18, 2009 Anaheim meeting to complete noncredit rubrics.
8. September 2009 – November 2009 training of administrators, faculty and researchers in new recoding process.
9. Deadline for recoding is November 30, 2009.
10. New ARCC data used in next ARCC report.
11. Quality control testing on recoding.

Background

A full background document on this work and the final electronic copies of the rubrics can be found at the Basic Skills Initiative website (<http://www.cccbsi.org/bsi-rubric-information>). The purpose of this work is to facilitate reporting of two ARCC metrics Basic Skills progression and ESL progression pursuant to Assembly Bill (AB) 1417 which requires this reporting. The CB 21 coding will also be used in another report required by Senate Bill (SB) 361 to specifically create a supplemental basic skills report as an accountability measure for Basic Skills funding.

When courses were originally coded using the CB 21 data element to indicate the levels prior to transfer/college, it was done without knowledge of the curriculum, without a statewide understanding or comparison of the levels and the courses, without a clear definition of the courses students were progressing towards and without an understanding of how the CB 21 coding was going to be used. The Basic Skills Initiative stimulated increased scrutiny concerning student success and progress. The CB 21 coding, begun as a low impact coding element, became a high profile and important metric to indicate student progression as a result of accountability reporting. When the data associated with CB 21 revealed errors, a plan to correct the statewide standard coding method was developed. Faculty developed the attached rubrics to help classify the courses into the appropriate levels as identified by discipline experts statewide. The levels were clearly defined as those courses below transfer, not college-level or degree applicable courses which had been a choice in the past but varied widely throughout the state. Four levels prior to transfer were defined by English, mathematics and reading. ESL choose to follow discipline guidelines and create rubrics with six levels prior to transfer for the three common disciplines within ESL, ESL speaking and listening, ESL reading, and ESL writing.

Final Rubrics for CB 21 Coding Updated September 2009

Appendix F Rubric Resources

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

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 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/>

CMC³ (California Mathematics Council of Community Colleges) <http://www.cmc3.org/>

CRLA College Reading and Learning Association <http://www.crla.net/>

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/>

California Department of Education. (1992) A