DESIGNING PATHWAYS TO TRANSITION ESL STUDENTS TO ACADEMIC AND CAREER PROGRAMS

Presented by
Ruth Gay
Sylvia G. Ramirez
MiraCosta College
AGENDA

✅ Describe MiraCosta College Transition Program

✅ Identify how transition curriculum is linked to CCR Readiness Standards

✅ Develop curriculum activities that integrate CCR reading, writing, and listening/speaking standards.
• More than 12 million adults without a high school credential are in the labor force today

• Key college and career readiness knowledge and skills are closely linked to being able to get training necessary to earn a living wage

• 2 times as many jobs over the next decade will require a postsecondary credential

It is crucial that adult students have the opportunity to acquire skills they need for postsecondary success
The living wage shown is the hourly rate that an individual must earn to support their family, if they are the sole provider and are working full-time (2,080 hours per year). The state minimum wage is the same for all individuals, regardless of how many dependents they may have. The poverty rate is typically quoted as gross annual income. We have converted it to an hourly wage for the sake of comparison. Wages that are less than the living wage are shown in red.

<table>
<thead>
<tr>
<th>Hourly Wages</th>
<th>1 Adult</th>
<th>1 Adult, 1 Child</th>
<th>1 Adult, 2 Children</th>
<th>1 Adult, 3 Children</th>
<th>2 Adults</th>
<th>2 Adults, 1 Child</th>
<th>2 Adults, 2 Children</th>
<th>2 Adults, 3 Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living Wage</td>
<td>$13.05</td>
<td>$26.64</td>
<td>$34.25</td>
<td>$44.01</td>
<td>$19.03</td>
<td>$22.89</td>
<td>$24.26</td>
<td>$28.22</td>
</tr>
<tr>
<td>Poverty Wage</td>
<td>$5.21</td>
<td>$7.00</td>
<td>$8.80</td>
<td>$10.60</td>
<td>$7.00</td>
<td>$8.80</td>
<td>$10.60</td>
<td>$12.40</td>
</tr>
<tr>
<td>Minimum Wage</td>
<td>$7.25</td>
<td>$7.25</td>
<td>$7.25</td>
<td>$7.25</td>
<td>$7.25</td>
<td>$7.25</td>
<td>$7.25</td>
<td>$7.25</td>
</tr>
</tbody>
</table>
Dear Teacher Ramirez,

It has certainly been a long time since we last touched base with each other. I am emailing you to share with you the news of my PhD in Electrical Engineering.

Former ESL Student, Alfredo Martinez-Morales
MCC NONCREDIT PROGRAM

- 11% of total college FTES
- ABE, AHSDP, Noncredit ESL
- Other Noncredit (e.g. classes for seniors, parenting, special education)
MAKING TRANSITIONS HAPPEN

- Program Structure and Faculty Leadership
- Curriculum
- Transition support
PROGRAM STRUCTURE - 1998
PROGRAM STRUCTURE TODAY

• MANAGED ENROLLMENT: 8-week terms and student learning outcomes for each level.
  
  http://www.miracosta.edu/noncreditESL

• Transition class – career and academic focus for ALL Level 7 students

• Advanced level students exit the program when they meet level 7 SLOs
Orientation / Placement

GETTING STARTED Street
Vocational ESL students developed Orientation PowerPoint as a class project.

Welcome messages from the College President, the Dean, and Librarian – All FORMER ESL STUDENTS

Highlights Academic Support Services
MIRACOSTA COLLEGE VESL STUDENTS
HTTP://WWW.MIRACOSTA.EDU/INSTRUCTION/CONTINUINGEDUCATION/ESL/DOWNLOADS/ESLORIENTATION.PDF
FACULTY LEADERSHIP

- Push/Pull Phenomenon – hired full time credit and noncredit faculty members
- Ongoing meetings to discuss curriculum and student needs /goals
- Credit assessments piloted with noncredit students
- Regular visits by credit faculty to transition classes
Some common academic skills identified in multiple studies are:

- Writing
- Reading
- Vocabulary Building Skills
- Critical Thinking/ Problem Solving
- Listening/Note taking
The skills learners need in order to transition successfully to higher levels of education or employment should be integrated at every level of instruction ....

Betsy Parish and Kimberly Johnson
Promoting Learner Transitions to Postsecondary Education and Work (2010)
CURRICULUM ACROSS ALL ESL LEVELS

1) WRITING
   • Writing Process
   • Portfolios

2) READING
   • Vocabulary strategies
   • Identifying main ideas

3) CRITICAL THINKING
   • Making inferences
4) STUDY AND LEARNING SKILLS
• Graded homework and end of term grades
• Encouraging self efficacy skills
• Group work
• Class participation
  ▪ Effective use of technology

5) GRAMMAR AND USAGE

6) ORAL COMMUNICATION SKILLS
  Individual and group presentation

7) LISTENING
• Note taking (guided handouts)
Critical Thinking
- Listening
- Oral Communication
- Reading
- Vocabulary
- Writing

Academic readiness

Career readiness
VESL = VOCATIONAL ESL

- English for Career and Technical Preparation and Exploration
- Days, times: Monday – Thursday, 12 – 3:20 p.m.
- What you learn: English (listening, speaking, reading, writing, vocabulary, pronunciation) and important computer skills for work and college study

For specific career preparation, you can independently study career modules using state-of-the-art software in one of these fields:
  - Administrative Assistant
  - Automotive Technology
  - Certified Nursing Assistant (CNA)
  - Cosmetology
  - Dental Assistant
  - Electrician
  - Flight Attendant
  - HVAC/R Technician
  - Horticulture
  - Pharmacy Technician
  - Plumber
  - Web Developer

Other career modules available for study: Child Development, Horticulture, Hospitality (Hotel & Restaurant Management)
Common Core State Standards

College and Career Readiness Standards for Adult Education

College and Career Anchor Standards
**EXAMPLE OF READING ANCHOR AND LEVEL DESCRIPTORS:**

**CCR ANCHOR 2: DETERMINE CENTRAL IDEAS OR THEMES OF A TEXT AND ANALYZE THEIR DEVELOPMENT; SUMMARIZE THE KEY SUPPORTING DETAILS AND IDEAS.**

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify the main topic and retell key details of a text.</td>
<td>Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
<td>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
<td>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
</tr>
</tbody>
</table>

**NRS LEVELS**

BEG, LIT LOW BEG HIGH BEG

LOW INT

HIGH INT

ADV
SYLLABUS

Level 7 - Transition to College
Writing for Non-native Speakers
Term 4; March 26th – May 17th

Course Description
Level 7 provides a bridge for non-native speakers of English preparing to enroll in credit academic and vocational classes. The course provides a basic introduction to the writing process and the development of critical reading and thinking skills. The course emphasizes fluency and communication by integrating language functions and form with appropriate informational sources, skills and topics. The course may be repeated three times.

Student Learning Outcomes

Listening
Comprehend meaning from a variety of formal and informal media and presentations.
1. Demonstrate understanding of a variety of formal oral presentations (e.g., lectures, broadcasts, verbal directions).
2. Demonstrate understanding of live or recorded informal conversations among speakers of English without much repetition.

Speaking
Communicate fluently in formal and informal conversations and presentations.
1. Prepare and deliver an organized presentation based on a variety of sources (lectures, readings, broadcasts or personal experience).
2. Use a variety of language functional strategies (e.g., ask for and give clarification, ask relevant questions) by participating in formal and informal class discussions and group activities.

Reading
Interpret meaning from a variety of authentic readings in identified areas of interest.
1. Identify main ideas of various types of authentic readings (e.g., short stories, non-fiction, manuals, etc.).
2. Demonstrate comprehension of information using a variety of reading strategies (e.g., interpret vocabulary words and phrases using context clues, making inferences, skimming and scanning).

Writing
Produce a well organized coherent paragraph(s) with appropriate detail and sentence variety.
1. Write a well organized, coherent paragraph(s) demonstrating appropriate sentences variety (e.g., simple, compound, and complex sentences) (5-10 sentences).
2. Edit writing for content, organization, grammar, and mechanics.
3. Demonstrate note-taking strategies (e.g., mapping, outlining, clustering, abbreviating).

Required Text:

Ventures Transitions
By: Sylvia Ramirez
Cambridge University Press, 2008

Clear Grammar 3
By: Foise, Keith S.
University of Michigan Press, 1999

Evaluation
1) Attendance and active participation is expected and necessary for progress to occur.
2) Students will be graded on the following: tests and quizzes, writing assignments, presentations, midterm, and final.
3) The course is non-credit, but students' work will be evaluated.
4) The grading scale for this class and for most college course is as follows:

A=90%-100%  B=80%-89%  C=70%-79%  D=60%-69%  F=0%-59%
Excellent  Good  Average  Poor  Not passing

Strategies for Success – The successful student:

1) Attend class regularly. Absences will negatively affect students' progress as well as their grades. The instructor reserves the right to drop any student who has excessive absences.
2) is punctual. Students are required to arrive on time for college classes.
3) informs the instructor if they know they are going to be absent by leaving a message on my voice mail or e-mail (my phone number and email address are listed above), by calling the school at 795-8770, or by sending a message with a classmate or another MiraCosta student.
4) keeps ALL work in a binder for future reference.
5) turns in all work to the instructor written in ink, double-spaced, stapled, and have in the upper left-hand corner: a) student’s full name; b) date; c) class and instructor’s name; d) specific assignment or test.
   Example: a) Ana Flores b) 03/26/12 c) Level 7 - Ms. Gay d) Paragraph # 1
6) spends computer lab time on coursework. If students finish their work early, they may check their e-mail or search the Internet, but only after asking permission of the instructor. No chatting, downloading, or watching videos please.
7) is polite and respectful to classmates and instructor.
8) turns off cell phones and pagers to avoid distractions.
9) talks, talks, talks in English. Help your classmates use English.
10) does not eat or drink in the classroom or the lab.

Syllabus Information

Instructor: Sylvia Ramirez & Ruth Gay
Phone: Sylvia – 760/795-8719
Ruth – 760/795-8734
Email: rpay@miraecosta.edu
snramirez@miraecosta.edu

Page 2
# SYLLABUS

**Certificates**
Promotion certificates are awarded to students who successfully complete the course by satisfactorily attaining the course learning outcomes and by regular attendance in a term.

Please note: Students needing special accommodations because of learning or physical disabilities should notify the instructor as soon as possible so that their need may be met in the classroom.

## Important Dates
1) Wednesday, March 28th: CASAS Test - New students only
2) Monday, May 7th: CASAS Test - All students
3) Thursday, May 17th: Last day of ESL Term 4

## Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Textbook Units</th>
<th>Grammar</th>
<th>Reading/Writing Assignments</th>
<th>Project/ Presentations</th>
<th>Quizzes &amp; Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Apr. 2-5</td>
<td>2, 3</td>
<td>Phrasal Verbs Verb tense: Past Progressive</td>
<td>Paragraph # 1 - My Goals Reading # 1 Vocabulary # 1</td>
<td>Occupational Outlook Flyer - Part 1</td>
<td>Grammar Test # 1 &amp; Vocab. Quiz # 1</td>
</tr>
<tr>
<td>3</td>
<td>Apr. 9-12</td>
<td>4</td>
<td>Verb tense: Present Perfect</td>
<td>Paragraph # 1 - cont’d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Apr. 16-19</td>
<td>4, 5</td>
<td>Parts of speech: Adverbs Verb tense: Present Perfect</td>
<td>Paragraph # 2 - My Occupation Reading # 2 Vocabulary # 2</td>
<td>Occupational Outlook Flyer - Part 2</td>
<td>Grammar Test # 2 &amp; Vocab. Quiz # 2</td>
</tr>
<tr>
<td>5</td>
<td>Apr. 23-26</td>
<td>6, 7</td>
<td>Parts of speech: Preposition; Passive Voice</td>
<td>Paragraph # 2 - cont’d</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 6    | Apr. 30 - May 3 | 8, 10 | Relative Clauses; Connectors | Paragraph # 3 - My Educational Path Reading # 3 Vocabulary # 3 | Occupational Outlook Flyer - Part 3 | Grammar Test # 3 & Vocab. Quiz # 3 |
| 7    | May 7 - 10  | 9    | Infinitives & Gerunds | Paragraph # 3 - cont’d | Occupational Outlook Flyer - Part 4 | CASAS Test Mon. 7th |
| 8    | May 14 - 17 | 11   | Verb = Direct or Indirect Object | | Presentation of flyers | Final Exam |

Classmates I can call:

Name: ___________________ Phone #: ___________ E-mail: ___________
Name: ___________________ Phone #: ___________ E-mail: ___________
Name: ___________________ Phone #: ___________ E-mail: ___________
Name: ___________________ Phone #: ___________ E-mail: ___________
Name: ___________________ Phone #: ___________ E-mail: ___________

Welcome to my class. I look forward to getting to know you.
CCR READING ANCHOR 2: DETERMINE CENTRAL IDEAS OR THEMES OF A TEXT AND ANALYZE THEIR DEVELOPMENT; SUMMARIZE THE KEY SUPPORTING DETAILS AND IDEAS.

1) Determine a theme or central idea of a text and 2) how it is conveyed through particular details; 3) provide a summary of the text distinct from personal opinions or judgments.
Bakersfield, Calif: 
Beating the Odds in Bakersfield

by Herb Benham, 
Bakersfield Californian

No one would have bet a nickel that Jose Garza would make it to community college. Let alone Berkeley. Let alone graduate school at Harvard.

Jose, 31, is a high school counselor from Bakersfield, Calif., an oil and farming community of almost 340,000 in the San Joaquin Valley. Bakersfield may help feed and fuel the nation, but it is not a bastion of learning—Kern County’s high school dropout rate is 26%.

Jose’s family consists of his parents, Carlos and Angie, and his brothers, Christopher, Daniel, David, and Adam, who range from 18 to 30. The Garzas live on the east side of Bakersfield, on Niles Street, a colorful jumble of shops, fast-food joints, and permanent yard sales. Their street is loud, but their tiny two-bedroom house is simple and quiet.

“This is the most remarkable family I have come across in 30 years of practice,” says their pediatrician, Sze Ho. “Carlos and Angie were good parents, but they didn’t even have the education to teach the kids. The boys learned on their own.”
CCR WRITING ANCHOR 5: Develop And Strengthen Writing As Needed By Planning, Revising, Editing, Rewriting, Or Trying A New Approach.

With 1) some guidance and support from peers and others, develop and strengthen writing as needed by 2) planning, 3) revising, 4) editing, 5) rewriting, or trying a new approach, focusing on how well 6) purpose and 7) audience have been addressed.

NRS ESL Level Advanced
Why is it important to have goals? How do goals help us in our lives?

How did Jose’s goals change his life? How do you think reaching your goals will change your life?
Benefits of volunteering while in college

1. Students can get college credit
   a. Volunteers need advisor’s permission
   b.
   c.
2.
3.

Ventures Transitions
P. 30, Ex. 1B
CCR SPEAKING/LISTENING ANCHOR 4: PRESENT INFORMATION, FINDINGS, AND SUPPORTING EVIDENCE SUCH THAT LISTENERS CAN FOLLOW THE LINE OF REASONING AND THE ORGANIZATION, DEVELOPMENT, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE.

D

1) Present claims and findings, 2) emphasizing salient points in a focused, coherent manner with 3) relevant evidence, 4) sound valid reasoning, and 5) well-chosen details; 6) use appropriate eye contact, 7) adequate volume, and 8) clear pronunciation.

NRS ESL Level Advanced
PROJECTS INTEGRATING READING, WRITING AND SPEAKING/LISTENING

- Occupational Outlook Project

- Biography Project
MY GOALS

Goals

Writing prompt
Why is it important to have goals? What are three positive (changes?) that goals add to one's life? Give examples of each one.

My Goals

Goals are dreams you have for your future, and it is important for people to have goals. First of all, having goals gives your life direction. If you have a goal, you know where you want to go in life, and that is half the battle. Knowing where you want to go is important because you can then try to find out how to get there. For example, my goal is to become a pre-school teacher. The first thing I need to do to reach my goal is improve my English, so I am taking ESL classes at night to do that. Next, I think that having goals makes you hopeful about your future. I don't think I would be a very happy person if I did not have my goal to work towards. Finally, having my goals makes me a harder working person and a role model. My life is very busy because I work every day, and I have a family to take care of. I have two children who are in elementary and junior high school. Sometimes, I feel very tired when I go home after work and I think about not going to school. But then I remember my goal and push myself to go to school. I also think that I am a good example for my children when I work hard to achieve my goal. Having a goal is important because it gives your life direction, makes you hopeful about your future and helps you become a hard worker and role model for your children.
My Occupation

I want to be a pre-school teacher. I love working with children, so I think this is the perfect job for me. As a pre-school teacher, I will work with children between the ages of one and four. I will prepare lesson plans that promote mental, social, and physical growth. I will do art projects with and read to the children. I will watch them as they play. My typical work place will be a classroom in a private or public preschool, a nursery school, or a Head Start or child care center. The job outlook for preschool teachers is steady, so I will not have problems finding a job. My salary range will be $22,040 - $29,000 per year depending on my education. I want to get my AA degree in Child Development. I am very excited about my future career.

Visit MCC Library database, "Vocational Biographies." Research your chosen career from your "My Goals" paragraph. Complete the ”Vocational Biographies” worksheet. Write a well-developed paragraph including the information you gathered from the worksheet.
VOCATIONAL BIOGRAPHY WORKSHEET

http://library.miracosta.edu/homepage

- Class Guides
- CLC Course Guides
- Career Research Level 7

#1. When you reach the “Vocational Biographies” database, click on “Career Title.”

#2. Select a job: ________________________________

#3. Scroll down to the 4th page where you see the words “DATA FILE.”

#4. List one “WORK DESCRIPTION.”

______________________________

#5. What are the “PLACES OF EMPLOYMENT” for your job?
   a. ________________________________
   b. ________________________________
   c. ________________________________

#6. What is the “SALARY RANGE”?
   $_________________________ to $_________________________

#7. What is one web site address you can go to if you wanted “MORE INFORMATION”?
   http:__________________________________________
My Educational Path

I want to pursue a Certificate of Achievement in Child Development as an Associate Teacher at MiraCosta College. I will need to complete a total of 18 units. Before I can start taking the necessary classes for my major, I will need to work on my English. Right now, I am in the highest level of noncredit ESL. After this class, I will transition over to credit classes. I will continue working on my English skills by taking credit ESL classes. I will start with ESL 802. After I am finished with my ESL classes, I will be on my way to achieving my goals.
OCCUPATIONAL OUTLOOK FLYER

Jocelyn's Occupational Outlook

My Goals

Having goals is the best way to make your dreams come true. First of all, goals can give you hope and faith. Sometimes when I feel depressed, I always remember I have dreams waiting to become reality, and it gives me motivation to keep living. Also, I believe goals exist to make you a better person and not just be part of a group or fall in mediocrity. For example, I want to become a photo-journalist and create a magazine. But first, I need to increase my English vocabulary. Additionally, goals always make you a positive person. Right now I’m getting information to get into college and that makes me really excited. I mean, I’m one step closer to college and it really makes me feel positive and confident because I’m doing something to reach my goals. In short, having goals makes you believe, gives you security and makes you a positive person. I’m pretty sure if we don’t have goals we wouldn’t have faith and probably artist and scientist wouldn’t exist, and maybe the world would be full of depression and sadness.

My Educational Path

I want to pursue a certificate in Proficiency in Digital Photography at Miramar College. I chose this career because I want to be a photo-journalist, for this I will need to complete a total of 15 units. But first I'll need to have perfect comprehension of English. For example, now I'm in the highest level of noncredit ESL. After that, I will need to take some credit ESL classes. I'm thinking about enrolling into ESL 102 and ESL 120 to perfect my English skills. After finish ESL, I'll enroll into COMM 105, that's because since I was 26 I wanted to try to study other languages but my dad suggested that I first need to continue with English. And finally, I'll start to take the credit classes that I need to pursue my certificate. I'm really excited to see what's going to happen soon.

My Occupation

I want to become a photographer. I don’t know why, but I really enjoy taking photographs, and I also believe it's a good way to express emotions and feelings. As a photographer I will take photographs at various angles and I will have to try different lightings. Also, I will need to have a combination of artistic ability and technical savvy. My typical workplace would be at a newspaper, magazine or television and motion studios. I guess the job outlook for photographers is steady, maybe it will depend on where I want to be working. My salary range will be $28,000-$54,000 per year, depending on my education of course. And to be more prepared some photographers decide to study communications and media arts. So I'm thinking about getting a certificate of achievement in media arts too. I only need to be ready to find the right school for me. I'm ready for new challenges, and to finally start my college life.
BIOGRAPHY PROJECT

Maria Hinojosa

ONE ON ONE

ON ONE

[Imagery of people in various professional settings]
Steps for Biography Project

- Research countries for all 46 immigrants
- Select one immigrant for biography paragraph
- Prepare PowerPoint Presentation
1) Paul Anka – Singer
Country:____________________
http://paulanka.com/biography
2) Anousheh Ansari – Entrepreneur
Country:____________________
http://www.anoushehansari.com/about
3) Joseph Aoun – University President
Country:____________________
4) Lidia Bastianich – Celebrity Chef
Country:____________________
5) Elizabeth Blackburn – Nobel Prize in Physiology or Medicine
Country:____________________
http://www.achievement.org/autodoc/page/bia0bio-1
<table>
<thead>
<tr>
<th>Biographical Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Name</td>
<td></td>
</tr>
<tr>
<td>Occupation /Education</td>
<td></td>
</tr>
<tr>
<td>Main accomplishments</td>
<td></td>
</tr>
<tr>
<td>What I learned or why people admire this person</td>
<td></td>
</tr>
<tr>
<td>One or more quotes I liked</td>
<td></td>
</tr>
</tbody>
</table>
WHY SHOULD I ADMIRE THIS IMMIGRANT?

- I have always had a passion with Culinary Arts. His biography inspires and encourages me to pursue my buried hopes and dreams in life. And that no matter what country I come from, regardless of the language I speak as long as I have persistence, patience and diligence I can continue dreaming. In God’s time, who knows someday I could reach the peak of my own success.

Juana Jackson
1) READ THE CCR READING, WRITING, AND SPEAKING/LISTENING STANDARDS ON HANDOUT.

2) READ THE LEVEL DESCRIPTORS FOR EACH STANDARD AND IDENTIFY KEY WORDS.

3) DEVELOP AN ACTIVITY FOR EACH STANDARD BASED ON THE ARTICLE IN YOUR HANDOUT.

SHARE YOUR RESULTS
STUDENT ASSESSMENT

- Rubrics
- Portfolio Assessment
- Student Recordkeeping
- Progress Reports
# WRITING RUBRIC

## Writing Rubric

Name: ____________________________  Paragraph #: ____________________________

<table>
<thead>
<tr>
<th>Content / Organization</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addresses the topic quite effectively; clearly expresses main ideas; ideas are well supported with sufficient details that are relevant; logically organized with a clear topic sentence, supporting sentences that flow naturally from one idea to the next, and a concluding sentence; transitional words and phrases are used effectively</td>
<td>10–11–12</td>
</tr>
<tr>
<td>Topic is addressed; main ideas are present; ideas are supported with details that are generally relevant; organized with a topic sentence, supporting sentences that generally flow naturally, and a concluding sentence; slight issues with the use of transitional words and phrases</td>
<td>7 – 8 – 9</td>
</tr>
<tr>
<td>Topic is not adequately addressed; main ideas are lacking; supporting details are present but may be irrelevant; poorly organized with a weak topic sentence, supporting sentences with an ineffective flow of ideas, and a concluding sentence that may need development; transitional words and phrases are attempted but not used appropriately</td>
<td>4 – 5 – 6</td>
</tr>
<tr>
<td>Topic is not addressed or paragraph is off topic; main ideas are not present; topic and/or concluding sentences are poorly written or not present; ideas in supporting sentences do not flow at all; transitional words and phrases are missing</td>
<td>1 – 2 – 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar / Structure / Mechanics</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost no grammatical errors; sentences are varied and may be compound and complex; few or no errors with spelling, capitalization, and punctuation</td>
<td>5 – 6</td>
</tr>
<tr>
<td>Some grammatical errors that interfere with understanding; limited variety in sentence structure; some spelling, capitalization, and punctuation problems</td>
<td>3 – 4</td>
</tr>
<tr>
<td>Consistent grammatical errors that require the reader to infer meaning; sentence structure may be simple; major spelling, capitalization, and punctuation problems</td>
<td>1 – 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Format</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and date are in the upper left-hand corner; title is in the center of the first line; first sentence is indented; paragraph is neat and legible; uses standard font and margins; is double-spaced; follows class format</td>
<td>2</td>
</tr>
<tr>
<td>Problems with heading, title, font, margins, spacing; first sentence is not indented; not neat or legible</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments: ____________________________  Score: ____________
SELF EDITING CHECKLIST

Error Chart

Name: ___________________________  Title: ___________________________  Writing #:_____

After your teacher has marked your paper, use this chart to record which type of errors occurred. Put a check (✓) in the correct row of each error. Then add up the totals and write them on your progress chart.

<table>
<thead>
<tr>
<th>Error Type</th>
<th>Symbol</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Spelling</td>
<td>Sp</td>
<td></td>
</tr>
<tr>
<td>2. Subject-Verb Agreement</td>
<td>Sv</td>
<td></td>
</tr>
<tr>
<td>3. Verb Error</td>
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<td>5. Fragment</td>
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<td>6. Run-on</td>
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<td>7. Comma Splice</td>
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<td>8. Word Form</td>
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<td>9. Verb Form</td>
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Adapted from: Better Writing Through Editing by: Peterson, Jan and Hagen, Stacy A.
### MY GRADES

<table>
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<th>Week</th>
<th>Assignment</th>
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<td>Vocabulary Test 1</td>
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<td>Week 2</td>
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<td>Week 3</td>
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PORTFOLIO RUBRIC

Level 7 Portfolio Rubric

Contents:

1. Writing Diagnostic

2. Definition Paragraph
   1st draft
   final copy

3. Opinion Paragraph
   1st draft
   final copy

4. Narrative Paragraph
   1st draft
   final copy

5. Self-reflective paragraph

Overall neatness:
- Accessibility of contents

Total:

See Portfolio Assessment at:
http://www.miracosta.edu/instruction/continuingeducation/esl/slowritingassessments.html
STUDENT PROGRESS REPORT

Noncredit English as a Second Language

Student Progress Report

Name: ___________________________ I.D. Number: ___________________________
Level: ___________ Instructor: ___________________________ Term/Year ___________

Writing Evaluations: ______ Above ______ At Level ______ Below
Teacher Made Exams: ______ Above ______ At Level ______ Below
Class Participation: ______ Great ______ Good ______ Fair ______ Poor
Attendance & Punctuality: ______ Great ______ Good ______ Fair ______ Poor
EL Civics: ______ Great ______ Good ______ Fair ______ Poor
Other: ______ Great ______ Good ______ Fair ______ Poor
Other: ______ Great ______ Good ______ Fair ______ Poor

CASAS: Pre ______ Post ______

Comments:

Recommendation:

______ Advance to next level
______ Repeat current level
______ Move to level ______

_________________________ / ____________  __________________________ / ____________
Student Signature            Date            Instructor Signature            Date

White Copy – Student     Canary Copy – Office
TRANSITION SUPPORT

- State Basic Skills Grant – NC2C
- Institutionalized Transition Support
- College and Career Awareness – All Students
BASIC SKILLS GRANT
2009

NC2C: NONCREDIT TO CREDIT

Great Opportunity!!

Ready to take CREDIT classes at MiraCosta College in the Summer or Fall?

NC2C: A program designed to help you move from NONCREDIT to CREDIT courses.

- Become familiar with the Barnard Drive and San Elijo Campus (Tour)
- Attend college events tailored to your needs
- Get help with application process and enrollment
- Receive assistance with course selection
- Attend financial aid workshops

Space is limited!!!

Sign up now by completing an NC2C application and schedule an interview with a counselor. For more information, an application, and to schedule an interview, visit:
Denise Plante or Sierra Lovelace
in the CLC Counseling Office
Interviews must be completed by April 6, 2010.
INSTITUTIONALIZED TRANSITION SUPPORT

- One-on-one counselor visits to review goals (Level 7)
- Workshops on financial aide, registration assistance, academic support services, career awareness and study skills.
- In class presentations each 8-week term by credit faculty, counselor, EOPS, financial aide and student ambassadors.
Experience MiraCosta College!
An Open House for Noncredit Students
Thursday, April 11, 2013
• 6:00-9:00 p.m.

VISITS TO CREDIT CLASSES... INT AND ADV ESL
CAREER
TECHNICAL
EXPOSITION... INT
AND ADV ESL

MiraCosta College
CAREER & TECHNICAL
EDUCATION EXPO 2011
at the Community Learning Center

You're invited to learn about the exciting career training programs offered by MiraCosta College.
Counselors and faculty from these programs will be available to answer your questions:

- Accounting
- Architecture and Drafting
- Automotive Technology
- Business Administration
- Business Office Technology
- Computer Applications & Studies
- Child Development
- Cisco Computer Networking
- Horticulture
- Kinesiology
- Media Arts & Technologies
- Medical Administrative Professional
- Music/Recording Technology
- Nursing
- Real Estate
- Short-Term Vocational

November 10 • 9-11:30 a.m.
MiraCosta College Community Learning Center • 1831 Mission Avenue, Oceanside, 92058
Need a good book for your summer reading list?

*I Love Yous Are for White People*

**By Lac Su**

Lac Su will be the visiting author featured in the 2013-2014 Reading Festival!!

“As a young child, Lac Su made a harrowing escape from the Communists in Vietnam. With a price on his father’s head, Lac, with his family, was forced to immigrate in 1979 to seedy West Los Angeles where squalid living conditions and a cultural fabric that refused to thread them in effectively squashed their American Dream. Lac’s search for love and acceptance amid poverty—not to mention the psychological turmoil created by a harsh and unrelenting father—turned his young life into a comedy of errors and led him to a dangerous gang experience that threatened to tear his life apart.”

Get the book today and look for FLEX eligible workshops to discuss Term 1-3 EVENTS leading up to the festival as well as lesson recommendations for how to incorporate Lac Su into your classes!
CYNTHIA – SUCCESSFULLY COMPLETED LEVEL 7 FALL, 2011.

ACTIVELY RECRUIT NONCREDIT ESL STUDENTS WHO TRANSITION TO CREDIT PROGRAMS AS WRITING TUTORS AT NONCREDIT SITE
QUESTIONS?
More Program Information:
www.miracosta.edu/noncredit

THANK YOU!

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Oceanside, California

Sylvia Ramirez
sramirez@miracosta.edu