



MONITORING, ASSESSING, AND RECORDING STUDENT PROGRESS

Cultural Center for Language Studies

Documentation of student progress policies and procedures exist to provide the student with a structured and systematic learning environment. A student's ability to meet the standards of CCLS' grading policy demonstrates a solid commitment to his or her education.

Minimum Standards

Students are required to earn a grade of 70% in order to pass to the next course. The criteria for assessment are weighted in the following categories:

| EEC– ESI – EBR- WAH | | CSK | |
|---------------------|-----|---------------------|-----|
| Attendance | 10% | Attendance | 10% |
| Participation | 10% | Participation | 10% |
| Assignments | 10% | Assignments | 10% |
| Written Exams | 35% | Oral Presentations | 40% |
| Oral Exam | 35% | Midterm/Final Exams | 30% |

Students in the IEP have a final grade that accounts for both their EEC course and their CSK course. The former represents 70%, while the latter represents 30% of their final weighted grade.

Failure to meet these standards will result in academic or attendance probation.

Documentation Process

CCLS' assessment system requires close documentation of student progress, participation, and performance. Teachers are expected to demonstrate attentiveness to and awareness of students' learning outcomes as they complete their student charts on a daily basis. Rubrics for participation and performance help guide teachers as they assess each student.

Teachers document student attendance, punctuality, and participation on the class Attendance Sheet. They record assignments per lesson/unit on the class Assignment Completion Sheet.

The Director/Academic Coordinator will advise students identified during the course as being at risk of not meeting minimum academic or attendance requirements that they must improve their performance or attendance.

At the end of each course, the customer service associates collect these charts for every class and input the individualized data into our customized student database (SPD). Students are required to maintain a final cumulative weighted grade of 70% or higher to remain in good academic standing.

Probationary Status for Academic Performance

The Director/Academic Coordinator will communicate students not meeting academic requirements that have been placed on academic probation and/or will repeat the course. A student who accumulates three probationary periods during a calendar year will be excluded from studying at CCLS.

In the event the course is not available, the student may be promoted on probation under the following condition:

- If the final average grade was lower than 70%, a biweekly learning plan will be devised to help the student identify weaknesses and improve his academic performance and be able to obtain the minimum cumulative 70% weighted grade by the end of the following term.
- If the student on probation does not meet the Satisfactory Academic Policy at the end of the probationary term, he will be required to repeat the courses failed or will be excluded from studying at CCLS

A documented learning plan is prepared by CCLS for students who are required to repeat a level more than once.

Attendance

Teachers document student attendance and punctuality on a daily basis on a course attendance chart. Within this chart, teachers have three options from which to choose:

- P – present
- A – absent
- T – tardy

As indicated in CCLS' Attendance Policy, students are required to maintain 80% attendance in the classroom to remain in good academic standing. Tardiness occurs when a student is not present and ready to begin class at their scheduled class time. Tardiness also occurs when a student leaves their class prior to the end of their scheduled class time. Each instructor will track classrooms attendance as follows:

- a. A student who arrives more than fifteen minutes past the commencement of class until the break period will be marked tardy (T);
- b. A student who arrives during/after the break period will be marked absent (A);
- c. A student who departs class before/during the break period will be marked absent (A);
- d. A student who departs class more than fifteen minutes before the end of class will be marked tardy (T)

Six tardiness constitute one absence.

At the end of each course, the teacher is instructed to total the number of tardiness and transfer the total to the T box. They then add the number of absences and transfer total to the "A" box. Administrative staff collects these charts for every class and CSAs input the number of absences

per student into our customized student database. From there, a percentage of attendance is calculated.

Probationary Status for Attendance

Students may make-up their absences by means of private tuition while continuing to keep up on current coursework and passing the exams associated with the course. If such make-up is completed by the end of the session, the Director has the authority to record the appropriate attendance grade (not to exceed 80%) on the student's transcript.

Whenever a student is at risk of not meeting minimum attendance requirements during any term, CCLS will contact the student and advise the student regarding CCLS attendance policy.

A probationary status will be given to students who fail to meet the attendance requirements (minimum 80% attendance) during any one term. The Director or Academic Coordinator will notify the student that he has been placed on probation and is expected to improve his attendance in order to meet the 80% minimum attendance requirements. Students who accrue three (3) probationary terms during a calendar year will face termination.

International students enrolled for only one session or in their last session will be terminated at the end of the term if they fail to meet the minimum 80% attendance. Students cannot transfer out in active status or complete their program if they are on attendance probation.

Participation

As teachers track attendance on the Class Attendance List, they concurrently record participation on a scale of 0 to 4. If a student is absent, he or she, of course, forfeits his or her opportunity to earn a participation grade on that class day. Together, CCLS' Attendance Policy and Grading Policy serve to motivate students as they work toward reaching their learning objectives.

Within this chart, a rubric guides teachers as they individually assess students' participation:

- 0 Absent
- 1 Low level of performance and preparation: student shows infrequent involvement in the class and is often unable/unwilling to answer when called on.
- 2 Satisfactory level of performance and preparation: student demonstrates inconsistent performance and involvement in the class, is not consistently prepared, and sometimes uses their native language with classmates.
- 3 Very good level of preparation and performance: Occasionally participates voluntarily in the class, usually answers when called on, demonstrates preparation, and seldom uses their native language in class.
- 4 Excellent level of preparation and performance: Regularly participates voluntarily in the class without prompting, consistently answers when called on and does not use their native language in class.

At the end of each course, the teacher is instructed to average the participation grades, rounding to the nearest tenth). They then transfer the total to the "PA" box. Administrative staff

collects these charts for every class and CSAs input the individualized data into our customized student database (SPD).

Assignments

Teachers record assignment completion on a scale of 0 to 3 on the Assignment Completion Sheet. CCLS assesses students' preparedness for advancement by monitoring their completion of assignments.

Within this chart, a rubric guides teachers as they individually assess students' assignments:

0. Assignments are 0% - 29% complete. Student shows no effort or work.
1. Assignments are 30% - 59% complete. Student shows little effort or work.
2. Assignments are 60%- 89% complete. Student shows an acceptable amount of work for each exercise.
3. Assignments are 90% - 100% complete. It is clear that student attempted most exercises.

At the end of each course, the teacher is instructed to average the assignment grades, rounding to the nearest tenth. If there were additional assignments, they add the points to the total and divide accordingly. They then transfer the total to the "APE" box. Administrative staff collects these charts for every class and CSAs input the individualized data into our customized student database (SPD).

Written Exam

Each testing instrument is specifically designed to match each course of study. The exams assess students' proficiency in vocabulary, pronunciation, grammatical structures, use of English, and writing.

Each EEC/CSK/WAH and ESI written exam begins with a listening comprehension component, which tests vocabulary, pronunciation (phonemes and minimal pairs, in particular), structures, and logical responses. The exam assesses vocabulary and structures by placing focus on usage, as opposed to definition or rote memorization. Because CCLS' methodology is driven by conversation and natural usage, we are careful about evaluating our students' proficiency with these criteria in mind.

The listening comprehension segment is followed by the written component, which tests vocabulary, structures, use of English, and writing. Again, the exam tests usage of vocabulary and structures based on contexts and illustrations. The exam ensures that the students are able to not only construct grammatical sentences, but also use them meaningfully and logically.

Finally the writing component targets reading comprehension, dialogue completion, vocabulary usage, and guided writing.

To ensure the test is consistently implemented, Administration distributes copies of the tests to faculty on the day of the test. To ensure impartiality, written tests are graded by a teacher other than the class teacher.

Oral Exam

CCLS oral exams consist of two pre-printed test sets—one for the teacher and one for the student. There are two to six different forms in each set. Teachers should alternate these forms so that not all students answer the same questions or read the same reading text. Students do not choose which test form they take, and they must not under any circumstance be allowed to read the questions for the oral exams or remove them from the testing place. Oral tests are individually administered.

To ensure the test is consistently implemented, the Administration distribute copies of the tests to faculty on the day of the test. To ensure impartiality, oral exams are administered by a teacher other than the class teacher.

An oral test rubric guides the teacher in grading the students' performance during the oral exam.

Retests

In the event that a student fails a course by up to five points (65% of the test), he or she is allowed to request one retest. The instructor will be consulted on the student's readiness to continue on to the next course. Should the student be considered fit to continue his/her studies, a different form of the final exam will be administered.

Oral Presentations (Communication Skills Courses only)

A minimum of two oral presentations are required per student per term. Teachers record grades for oral presentations on a scale of 0 to 4 on the Assignment Completion Sheet. Oral presentations comprise 40% of students' final Communication Skills grade and are mandatory.

Within this chart, a rubric guides teachers as they individually assess students' assignments:

- 0 Student fails to do his/her presentation
- 1- Insufficient performance and preparation: Student shows little to no effort or work. Student speaks haltingly, with several long pauses; makes many mistakes and it is clear there was little or no preparation.
- 2- Average performance and preparation: Student shows some preparation but falls short of expectations for the level of instruction in structures and vocabulary. Student makes a few mistakes and moderate to long pauses.
- 3- Good performance and preparation: Student is on par with class expectations for the level of instruction; shows good preparation of the material and presents clearly only a few with brief, sparse pauses; uses proper grammar and vocabulary and makes very few mistakes.
- 4- Excellent performance and preparation: Student shows a vested interest in the presentation and presents clearly, fluidly with very few minor errors or pauses, if any. Vocabulary and structures are on par with the level of instruction,

At the end of each course, the teacher is instructed to average the presentation grades together, rounding to the nearest tenth. They then transfer the total to the "PPE" box. The Customer Service Associates collect these charts for every class and input the individualized data into our customized student database (SPD) after they are review by the Administrative staff.

Grading Disputes

Students have a right to challenge their grades by first conferring with the course's teacher. If they do not find a resolution, students may then submit a written formal appeal to the Director. An appeal hearing will be conducted within three (3) business days of receipt of the appeal. The faculty member and School Director will review the appeal and provide a written statement outlining their decision within forty-eight (48) hours. If the student is not satisfied, the student can request an interview with the President, School Director, and the instructor within three (3) days. Any decision resulting from this interview is final as far as the school's internal grievance procedure is concerned. All documentation will be maintained in the student file.

Dismissal for Violations of Rules

If a student is dismissed for violation of the conduct requirements set forth in the *Student Handbook* or the SEVIS requirements set forth in the *Maintaining an F-1 Visa Status* (or withdraws while a violation is under review), a "dismissal" status will be recorded on the student's file.

Students must abide by the Academic Honor Code, which is set forth in the *Student Handbook*. For the first violation of this code, the student will receive a zero on the particular assignment. Thereafter, the student will face serious disciplinary measures, up to and including dismissal.

Course Transcripts

Students may request a transcript at any time during their program of studies.

Certificate of Completion

The school will issue a Certificate of Completion to students who meet these three requirements:

1. The student has successfully completed all of the courses required by his/her program of study.
2. The student met the 80% attendance requirement.
3. The student has paid tuition in full by the last day of class.

Student Record Keeping

As per 8CFR 214.3.g(1) directives, CCLS keeps F-1 visa student records for three years from their last day of attendance. The student file contains:

1. Copy of passport ID page
2. Copy of F-1 visa page or I-797-A, notice of action (for approved change of status students)
3. Application for admission
4. Certificate of financial support form and financial information documents
5. Personal information form
6. Maintaining an F-1 visa status form
7. Transfer-in /out form(s) (if applicable)
8. Leave of absence form, Vacation request form, miscellaneous documents (if applicable)

Non F-1 visa student files are also kept for 3 years upon the student last day of attendance.