

Professional Development Monthly Advisor and Planner (PD MAP)

Theme: Alternative Assessment of Adult Learners

August 2010

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Welcome to the August Professional Development MAP!

At the beginning of each school year there is a flurry of activity in Colorado's adult education programs as new and returning adult learners undergo testing for placement into classes and as an initial benchmark of skill levels. This initial testing, and the post-testing that follows weeks later, meets the requirements of the AEFL grant by using standardized assessments such as CASAS, BEST Plus and TABE. This issue of the PD MAP provides resources instead on *alternative assessments* - those that are integrated into instruction. This excerpt from the Tannenbaum article below explains what is meant by alternative assessments:

Many educators have come to recognize that alternative assessments are an important means of gaining a dynamic picture of students' academic and linguistic development. "Alternative assessment refers to procedures and techniques which can be used within the context of instruction and can be easily incorporated into the daily activities of the school or classroom" (Hamayan, 1995, p. 213). It is particularly useful with English as a second language students because it employs strategies that ask students to show what they can do. In contrast to traditional testing, "students are evaluated on what they integrate and produce rather than on what they are able to recall and reproduce" (Huerta- Macias, 1995, p. 9).

The resources in this PD MAP will familiarize teachers with the different types, purposes and features of alternative assessments so they can use them effectively during instruction to gather knowledge about what their students have learned and to decide where instruction should go next.

Best Regards,

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Self-Study:

Nine Principles of Good Practice for Assessing Student Learning

American Association for Higher Education

<http://ultibase.rmit.edu.au/Articles/june97/ameri1.htm>

This site gives brief descriptions of nine fundamental practices of assessment.

Performance-Based Assessment: Promoting Achievement for English Language Learners

Valdez Pierce, L., ERIC News Bulletin, Center for Applied Linguistics, 2002

[Http://www.cal.org/resources/archive/news/2002fall/performance.html](http://www.cal.org/resources/archive/news/2002fall/performance.html) or

http://www.cal.org/resources/archive/news/2002fall/CLLNewsBulletin_Fa02c.pdf

This bulletin provides a rationale for performance-based assessments (PBAs) as key to transferring learning to meaningful contexts. The author describes three types of PBAs – products, performances, and process-oriented assessments. Although written from the context of K-12 teachers, the explanation of PBAs applies equally to teachers of adults.

Toward Comprehensive Assessment in the Adult ESOL Classroom

Diaz, B., Pearson Education, Inc., 2009

http://longmanhomeusa.com/content/Comprehensive_Assessment%20.pdf

This brief overview compares summative and formative assessments. Topics covered are: walk-around observations, peer feedback, self-monitoring, charts, use of learning styles and celebrating achievement.

Formative Assessments Background – ESL

Canadian Association of Second Language Teachers (CASLT)

http://www.caslt.org/pdf/Background_Formative_Assessment.pdf

This document describes the what, why, when, who, and how of formative assessment. It explains nine guiding principles of formative evaluation design. Next, it describes the uses and advantages of eight kinds of formative evaluation instruments – observation chart, anecdotal notes grid, direction card, assessment checklist, rating scale, self-assessment form, selected response and ESL portfolio. CASLT has a resource guide with twenty formative assessments for ESL speaking, listening, reading and writing. Visitors to the website can download the first assessment for each language skill (the rest are available only to CASLT members.) The sample assessments can serve as a model to teachers who want to develop their own formative assessments. To view a list of all 20 assessments and to download an example from each language skill, go to:

http://www.caslt.org/resources/english-sl/classroom-resource-form-assess-toc-esl_en.php

Authentic Assessment Toolbox

Mueller, J., North Central College, Naperville, IL

<http://jonathan.mueller.faculty.noctrl.edu/toolbox/index.htm>

This website, which was adapted from a graduate-level course “Assessment Strategies for the Classroom”, explains the what, why, and how of creating, using and evaluating alternative assessments. Topics covered include: standards, tasks, rubrics, and portfolios. The Examples section includes hundreds of authentic assessments by subject matter with accompanying rubrics. The examples were designed by teachers and are grouped by elementary, middle, high school, and university levels. Some might be readily applicable for ASE/GED teachers; other examples can serve as models for teachers wanting to design authentic assessments for adult learners.

Practical Ideas on Alternative Assessment for ESL Students

Tannenbaum, J., Montgomery County Public Schools, 1996

<http://www.cal.org/resources/digest/tannen01.html>

This digest describes various methods of alternative assessments – nonverbal assessments (such as physical demonstration, pictorial projects), K-W-L charts, oral presentations, written products (such as reading response logs and dialogue journals) and portfolios.

Adventures in Assessment

System for Adult Basic Education Support (SABES), 1991-2004

<http://sabes.org/resources/publications/adventures/index.htm>

This journal, from the New England region, was a forum for adult literacy practitioners to critically reflect on issues and their classroom experiences pertaining to assessment. One of the few sources targeting ABE/ASE as well as ESL. Every volume contains articles about alternative assessments, but these three focused specifically on the use of alternative assessments:

- Volume 2 (May 1992): Ongoing: Tools for ongoing assessment as part of the learning process.
<http://sabes.org/resources/publications/adventures/vol2/vol2.htm>
- Volume 8 (Winter 1995): Meeting the Challenge of Authentic Assessment
<http://sabes.org/resources/publications/adventures/vol8/vol8.htm>
- Volume 14 (Spring 2002): Examining Performance
<http://sabes.org/resources/publications/adventures/vol14/vol14.htm>

Alternative Assessment: Responses to Commonly Asked Questions

Huerta-Macias, A., TESOL Journal, Vol. 5, Autumn 1995

<http://www.li.suu.edu/Library/Circulation/Angell/edrgvaAlternativeAssessmentOnELLFall04.pdf>

The author describes alternative assessment procedures, addresses issues related to validity, reliability, and objectivity that are often raised as objections to alternative assessments, and discusses the power of alternative assessment to provide knowledge about a student.

Equipped for the Future Assessment Report: How Instructors Can Support Adult Learners Through Performance-Based Assessment

Ananda, S. WestEd and National Institutes for Literacy (NIFL), 2000

http://eff.cls.utk.edu/PDF/ananda_eff.pdf

Although written with the Equipped for the Future curriculum in mind, this report includes valuable information about performance-based assessment (PBA) useful to all adult educators. The report describes seven key characteristics of PBAs, discusses and provides examples of three types of PBAs (written scenarios, portfolios, and projects), explains how teachers can develop PBA tasks and prepare students for them, and describes how teachers can score and evaluate PBAs.

EFF Performance Continua

Equipped for the Future

http://eff.cls.utk.edu/assessment/arc_library.htm

This website contains documents for eleven EFF standards, such as read with understanding, convey ideas in writing, use math to solve problems, listen actively, speak so others can understand, and solve problems and make decisions. Each document describes the standard at four levels (mapped to NRS levels), gives indicators, and provides 7-10 examples of proficient performance at each level. The examples of proficient performance could be used as performance assessments.

Assessing Adult English Language Learners

Practitioner Toolkit: Working with adult English language learners, National Center for Family Literacy, 2004, (scroll down to Section IV)

http://www.cal.org/caela/tools/program_development/prac_toolkit.html

The second half of this article discusses types and purposes of performance assessments.

Project-based Learning for Adult English Language Learners

Moss, D., VanDuzer, C., National Center for ESL Literacy Education, 1998

http://www.cal.org/caela/esl_resources/digests/ProjBase.html

This digest provides a rationale for using project-based learning with adult English language learners, describes the process, and gives examples of how the staff of an adult ESL program have used project-based learning with their adult learners at varying levels of English proficiency. The article describes informal ways that learners, peers and teachers can evaluate project work.

Project-Based Learning and Assessment: A Resource Manual for Teachers

Hall, O. Virginia Adult Education Resource Centers, 1997

http://www.cal.org/caela/esl_resources/REEPproj.pdf

This 78-page guide helps teachers understand project work as a practical and meaningful way of learning and assessing the progress of adults learning English. The manual starts with a rationale for the benefits of project work, outlines a framework for developing a learner-centered classroom project, explains how to design an assessment rubric for a project, describes techniques for peer-, teacher-, and self-assessment and provides worksheet examples of each. There are numerous project examples for ESL learners at all levels with step-by-step procedures, teacher preparation, and evaluation forms.

An Introduction to Classroom Assessment Techniques

Enerson, D., Plank, K., and Johnson, R., Penn State's Center for Excellence in Learning and Teaching, 2007

http://www.schreyer institute.psu.edu/pdf/classroom_assessment_techniques_intro.pdf

This article describes several assessment techniques for the college classroom, some of which could be adapted for use in adult education classrooms. The article provides questions teachers should ask themselves while they are designing performance tasks, questions to ask when analyzing the results, and ways to involve students in the process.

How to Create a Rubric from Scratch

Chicago Public Schools

http://165.248.30.40/hcpsv3/files/create_rubric_scratch_trainingdocs_24.pdf

This document leads teachers through the process of creating a rubric with which to evaluate an alternative assessment.

Developing Performance Assessments for Adult Literacy Learners: A Summary

Condelli, L., Baker, H., National Reporting System, 2002

<http://www.eric.ed.gov/PDFS/ED480441.pdf>

This paper summarizes the procedures and standards states must follow if they choose to develop performance-based assessments in lieu of using standardized select-response assessments for adult education accountability and reporting. The report describes the three required steps in development: (1) develop the tasks the test-takers will perform, (2) develop the scoring rubrics that will measure how well the test-takers performed on the tasks, and (3) pilot and field-test the assessment and scoring to determine the validity and reliability of the test items and scoring.

Collaboration with Colleagues:***Assessing Language Ability in Young Adults and Adults***

ELT Advantage and TESOL (TESOL Certificate of Completion is issued.)

Facilitated on-line course, Fee applies.

6-week course, upcoming start dates: Aug. 18, Sept. 15, Oct. 20

http://eltadvantage.ed2go.com/eltadvantage/online_courses.html

The course explores why language assessment is important and considers how teachers can assess language skills on an ongoing basis in the classroom. Course participants learn how to design, construct, score, and evaluate different language measures, including listening, speaking, reading comprehension and written expression. The course also addresses test-taking strategies, as well as the importance of interpreting and reporting scores responsibly.

Assessment in the Adult ESL Classroom (workshop)

Center for Adult English Language Acquisition, 2007

For a complete *CAELA Guide for Adult ESL Trainers*: <http://www.cal.org/caela/scb/guide.html>

For the module *Assessment in the Adult ESL Classroom*:

http://www.cal.org/caela/scb/III_B_AssessmentintheClassroom.pdf

This guide contains detailed instructions and all the materials necessary to conduct a 3-1/2 hour teacher-training session on assessment in the adult ESL classroom. At the end of the workshop, participants understand classroom assessments and their place in the instructional process, recognize key elements in planning assessments, identify the role of performance objectives in planning assessments, and are able to develop effective assessment activities for ESL adults. A complete facilitator script, a variety of assessment worksheets and all participant handouts are included. This study circle can be facilitated by a local facilitator or by contacting Jane Miller at miller_j@cde.state.co.us.

ESL Fast Track

August 24 – Oct 15, 2010

Facilitated online course, five modules, 30 hours, cost applies.

<http://cce.cpcc.edu/leadership-management/esl-instructor-fast-track-training>

This course balances theory and research with practical methods and teaching strategies. Interactive modules focus on core issues in teaching ESL, second language acquisition in adulthood, effective teaching techniques, student-centered lesson plans, and effective classroom observation and reflection strategies. The course is recommended for ESL teachers *after* the first 10-15 months of classroom teaching.

CDE/AEFL Regional Assessment Trainings

Day 1 (9:00 am – 4:30 pm) provides trainings on adult education standardized assessments: CASAS (reading and listening), BEST Plus (ESL listening and speaking), CASAS Functional Writing Assessment, and TABE (ABE/ASE reading and math). Training is free.

Day 2 (9:00 am – 12:30 pm) offers *Teaching Toward Objectives (4 separate sessions)*. In these interactive workshops participants analyze results from the standardized assessment used at their program and use that information as the basis for writing behavioral objectives that can be implemented in a future lesson with their adult learners. Trainers will present a variety of instructional activities that help learners master the language, literacy, numeracy and basic skill gaps identified by the pretest and guide learners toward meeting the lesson objectives. Training is free.

Links to online registration are on the CDE/AEFL web calendar at <http://www.cde.state.co.us/cdeadult/adultcalindex.htm>. Scroll down to August.

Aug. 9-10 Lakewood, McLain Community High School. Questions: Jean McDonald, mcdonald_j@cde.state.co.us 303-866-6884

Aug. 16-17, Durango, Durango Adult Education Center. Questions: Jean McDonald, mcdonald_j@cde.state.co.us 303-866-6884

Aug. 23-24, Glenwood Springs, Colorado Mountain College. Questions: Susan Harris susan.harris@trinidadstate.edu 719-846-5471

Aug. 27-28, Longmont, St. Vrain Valley Adult Education. Questions: Connie Davis, ncpdc@stvrain.k12.co.us 720-652-8155

Foundations in Family Literacy Training

September 8-9, 2010

Location: Boulder Valley School District, 6500 Arapahoe Ave., Boulder CO

Cost: No cost. Lunch on your own.

For more information, contact: Debra Fawcett, 303-866-6914, fawcett_d@cde.state.co.us

This two-day training develops a basic understanding of family literacy knowledge, skills and strategies of the four-component family literacy model. Participants will understand the research-based principles and strategies for assisting parents in the development of their own and their children's language and literacy development. Participants will understand the principles and strategies that make component integration powerful and productive.

Courses for Credit:

Community College of Aurora, www.ccaurora.edu

EDU 133 Adult Basic Education (ABE)/Adult Secondary Education (ASE/GED)

September 8 through November 20.

Additional Professional Development Resources:

Take a Deeper Look at Assessment for Understanding

Furger, R., The George Lucas Educational Foundation

<http://www.edutopia.org/assessment-for-understanding-taking-deeper-look>

This online article describes the importance of performance-based assessment and how it is being implemented in three public schools. The principles described pertain to adults as well as children. Viewers can watch a video related to the article.

A Primer: Diagnostic, Formative, & Summative Assessment

Swearingen, R., Heritage University, 2002

<http://slackernet.org/assessment.htm>

The article discusses the 'assessment component' of teaching and learning and outlines the purposes of assessment, along with the differences between diagnostic, formative, and summative assessment. The

author includes the nine principals of good assessment practices, as well as a brief overview of assessment sub-topics including authenticity, validity, and reliability

Assessing Success in Family Literacy and Adult ESL

Holt, D., Van Duzer, C., Center for Applied Linguistics, 2000

For purchase from CAL or downloadable from:

<http://www.eric.ed.gov/PDFS/ED440556.pdf>

This resource is a comprehensive look at assessing the services of a family literacy program.

CDE/AEFL Professional Development Hours

All professional development options listed on this PD MAP earn CDE/AEFL PD Hours as described in the *Guide to Professional Development Reporting* at <http://www.cde.state.co.us/cdeadult/download/pdf/GuideToPDReportingV2.pdf>

For annual AEFLA reporting, teachers completing Self-Study or Collaboration with Colleagues options simply confer with their program director and record the number of PD Hours earned on their *Teacher's Annual Professional Development Activity Record*. Teachers completing workshops, training, or courses for credit receive certificates with PD Hours or transcripts.

<http://www.cde.state.co.us/cdeadult/download/pdf/AnnualPDActivityRecord-FY09v3.pdf>

The PD options listed under the Self-Study strand are not acceptable for the LIA Portfolio training hours or for renewing a LIA. <http://www.cde.state.co.us/cdeadult/LIAIndex.htm>

Follow-up to This Month's Professional Development

The CDE/AEFL office is hosting a 1-hour discussion on Friday, **August 20**, 2010 at 9:00 am to follow-up with teachers who complete any of the PD options listed in this month's PD MAP. The conference call allows teachers across the state to connect with each other to ask and answer questions about this month's theme of *Alternative Assessment of Adult Learners* and to share successful strategies and ask for advice regarding challenges. Teachers who participate in the conference call earn 1 additional PD Hour. Please register online by Wednesday, Aug. 18th at <http://spreadsheets.google.com/viewform?formkey=dFlnem5sQUJlVHU3UTNsajNpWVN6eHc6MA>

To find this issue of the PD MAP on our Web site go to:

<http://www.cde.state.co.us/cdeadult/PDMAP.htm>

PD Advisory Group Mission Statement

To create an integrated, accessible, and flexible system of professional development for adult education teachers in Colorado.

For definitions of assessment terms, go to any of these sources:

Assessment Terminology: A Glossary of Useful Terms
New Horizons for Learning
<http://www.newhorizons.org/strategies/assess/terminology.htm>

Glossary of Useful (Assessment) Terms
System for Adult Basic Education Support
<http://sabes.org/assessment/glossary.htm>

Glossary of Authentic Assessment Terms
Muller, J., Authentic Assessment Toolbox
<http://jona-than.mueller.faculty.noctrl.edu/toolbox/glossary.htm>

September 2010 PD Monthly Advisor & Planner

Theme: Selecting and Using Appropriate Materials

CDE/AEFL Professional Development Advisory Group members:

Jane Miller, CDE/AEFL; Mary Jo Sobocinski, McLain Community High School, Lakewood; Connie Davis, Northern Colorado Professional Development Center, Longmont; Debra Fawcett, CDE/AEFL; Dave Askeland, CMC Adult Education, Breckenridge Campus; Karin Hostetter, Summer Scholars, Denver; Michele Short, The Learning Source, Lakewood