



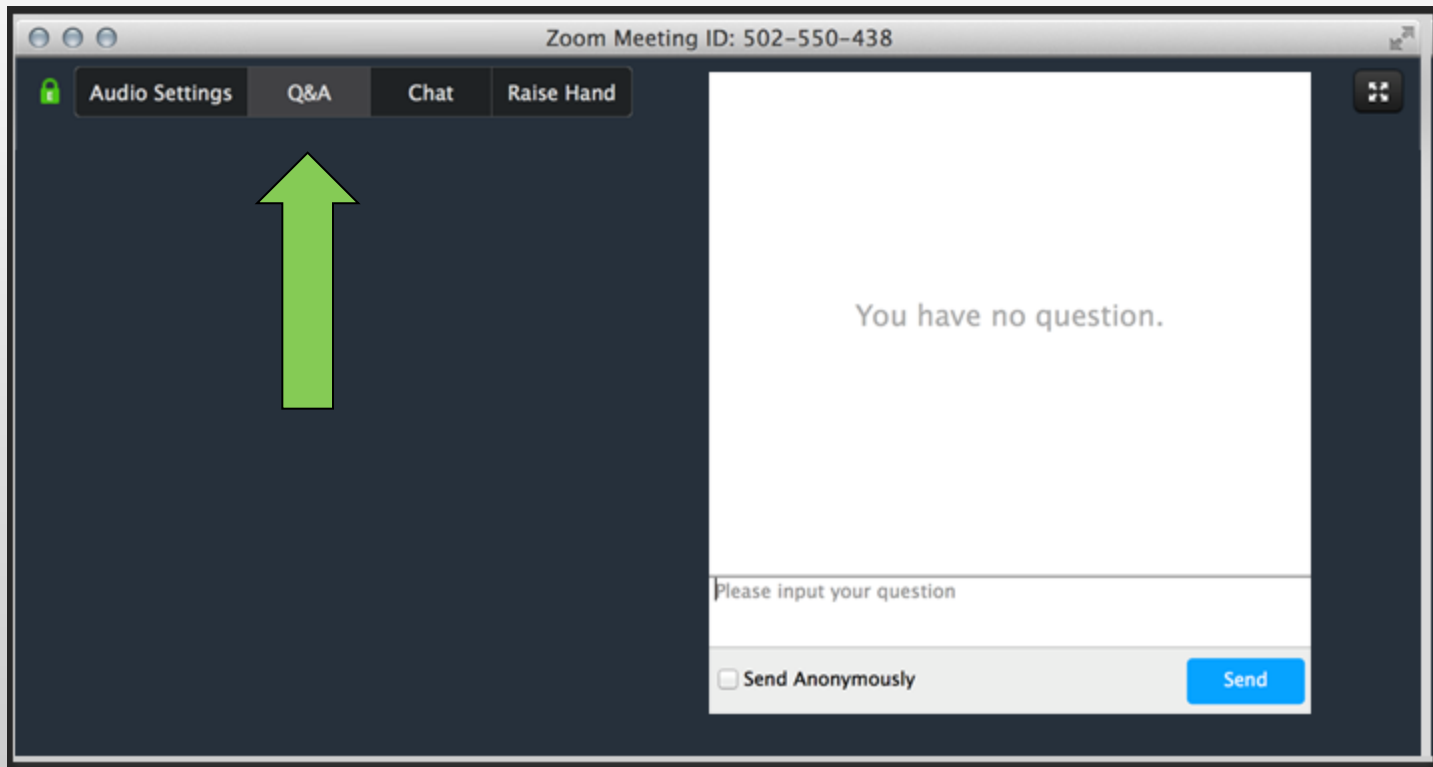
INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

Assessing Student Progress

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- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

- **Using TABE & CASAS to Guide Instruction**
- **Assessing & Monitoring Student Learning
(Formative Assessments)**
- **Activities for Monitoring Student Learning**
- **Providing Student Feedback**



Diagnostic / Placement Assessment (TABE Sample – Individual Student Profile)

Performance on Domains	Number of Items	Number of Points		Performance Category		
		Total	Obtained	Non-Proficiency	Partial Proficiency	Proficiency
Reading						
Key Ideas and Details	18	18	17			✓
Craft and Structure	17	20	19			✓
Integration of Knowledge and Ideas	5	9	8			✓
Mathematics						
Measurement and Data	6	6	5			✓
Numbers and Operations - Fractions	7	7	5		✓	
Numbers and Operations - Base Ten	5	6	5		✓	
Operations and Algebraic Thinking	4	5	5			✓
Geometry	4	6	5			✓
Expressions and Equations	4	4	2		✓	
Language						
Conventions of Standard English	18	21	16		✓	
Vocabulary Acquisition and Use	5	5	4		✓	
Text Types and Purposes	10	11	8		✓	

Diagnostic / Placement Assessment (TABE Sample – Individual Student Profile)

DOMAIN	PERFORMANCE	DEMONSTRATED SKILLS	AREAS FOR NEXT FOCUS
Numbers and Operations - Fractions	Partial Proficiency	<ul style="list-style-type: none"> Express the division of two whole numbers as a fraction in a real-world context Use visual representations to create models of decimals and connect these to fractions Use visual representations to compare decimals to the hundredths place Solve simple, one-step, real-world problems involving addition and subtraction of fractions with different denominators 	<ul style="list-style-type: none"> Express repeated addition of unit fractions as multiplication expressions (e.g., $1/5 + 1/5 + 1/5 = 3 \times 1/5 = 3/5$) Use visual representations to show division of a whole number by a unit fraction Solve simple, one-step, real-world problems involving addition or subtraction of fractions with different denominators or multiplication or division involving a unit fraction
Numbers and Operations - Base Ten	Partial Proficiency	<ul style="list-style-type: none"> Use various strategies for adding numbers with up to four digits Use various strategies to multiply three- and four-digit numbers by one-digit numbers Create models of decimals and use decimal notation Round multi-digit numbers to the thousands and ten thousands places and examine the values of the digits in each place 	<ul style="list-style-type: none"> Use various strategies for adding numbers, including decimals, with up to six digits Use various strategies to multiply two-, three-, and four- digit numbers by one-, two-, and three-digit numbers Use various strategies to divide two-, three-, and four-digit numbers by one- and two-digit numbers Compare decimals to the thousandths place Compare the values of digits in multi-digit numbers and observing patterns

Diagnostic / Placement Assessment (CASAS Sample – Individual Student Performance)

CASAS

Student Performance

01/05/2020
02:11:40

by Test & Content Standard

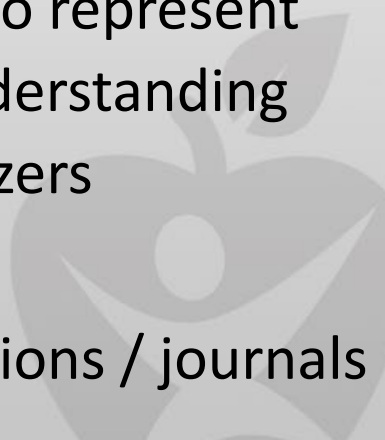
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SCSTC

Agency:	4908 - Rolling Hills Adult School (RHAS)	Form:	907R - Reading GOALS Level D		
Site:	01 - RHAS: North Campus	Student:	Sample, Student 5615969		
Class:	020101 - AM: HSD/HSE	Test Date:	12/10/2019		
Teacher:	Teacher20@rhas.org	Raw Score:	24	Scale Score:	243

CASAS Reading Standards (2016)	No. of Items	Correct	Content Standard Description
RDG3.11	2	100 %	Identify the main idea of a simple text or the central ideas or themes of a complex text.
RDG3.14	1	100 %	Identify the author's point or purpose including what the author wants to answer, explain or describe.
RDG4.7	3	100 %	Describe and analyze the overall structure and organization of a text (e.g., chronology, cause and effect, comparison and contrast, problem and solution).
RDG4.9	4	75 %	Explain, delineate, analyze, and evaluate the truthfulness, validity, credibility, relevance, and sufficiency of arguments, specific claims and supporting evidence in expository, academic or non-fiction text, including differentiating fact from opinion (e.g., advertising claims, news articles, case studies).
RDG3.12	7	71 %	Identify the key details and cite evidence from a text.
RDG2.3	4	50 %	Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical (e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to).
RDG2.8	4	50 %	Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., context clues).
RDG4.8	4	50 %	Analyze how the author's point of view, purpose, opinion, register, tone, and voice, including political or cultural perspective, shape the content and style of a text for its intended
RDG4.4	9	44 %	Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.
RDG4.3	2	0 %	Determine what texts say explicitly by comparing details from multiple sources or parts of a text.

Formative assessments allow the monitoring of student progress throughout every lesson. This allows teachers to stay informed about who's learning and who may need additional help.

Common activities that can be used as formative assessments:

- Observations
 - Questioning
 - Student demonstration
 - Student participation
 - Student interviews
 - Work samples
 - Games
 - Think-pair-share activity
 - Use of visuals to represent conceptual understanding
 - Graphic organizers
 - Note taking
 - Student reflections / journals
- 

Key Elements In Formative Assessments:

1. Systematically and continuously used throughout instruction.
2. Evaluates student learning as it happens.
3. Provides a feedback loop to adjust ongoing instruction and close the gaps in learning.
4. Actively involves both teacher and student.
5. Involves self- and peer assessment.



Exit Tickets

A great strategy where students respond to a prompt, question, or problem to demonstrate understanding.



Plickers can be easily incorporated within any classroom including correctional settings.

Student Reflection

How'd I Do?

Student: _____ Date: _____

Assignment/Project: _____ Framework Standard: _____

What I did well: _____

What I still need to work on: _____

How does my knowledge and skills compare to what I should know and be able to do by now? _____

How can I do better? _____



Peer Feedback

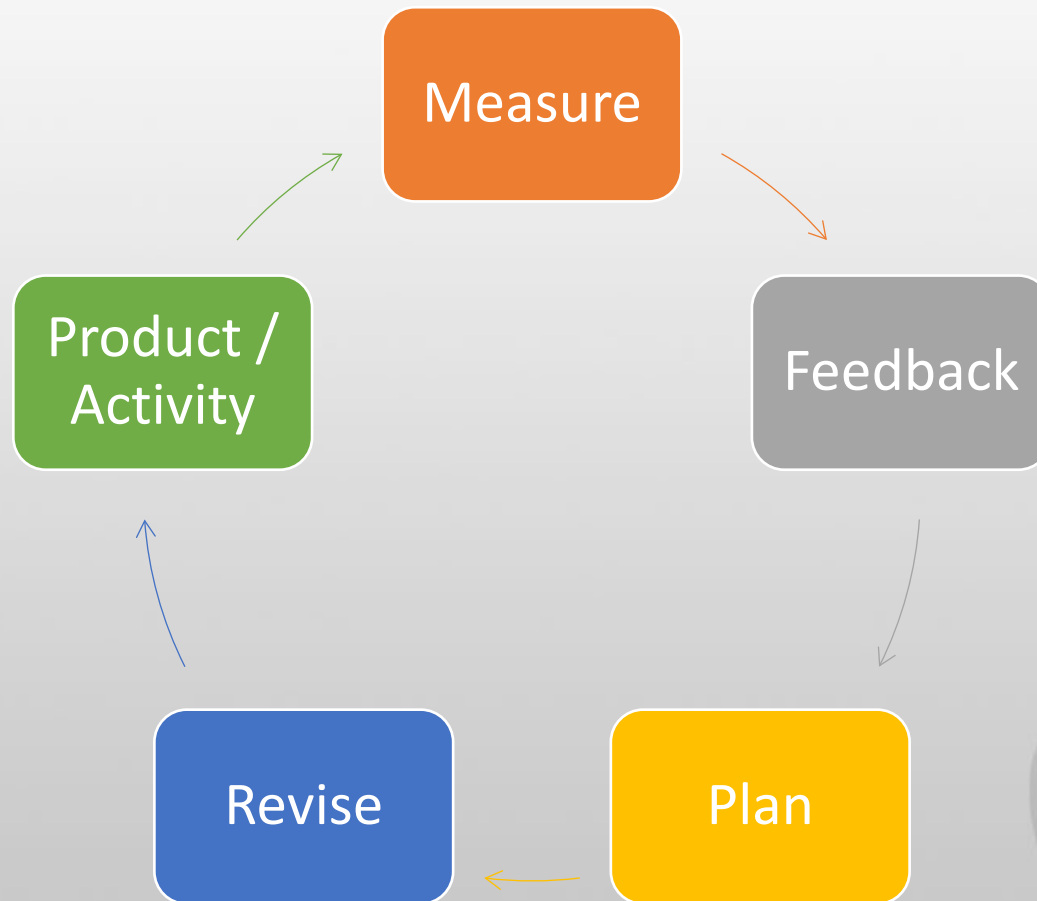
Gallery Walk Feedback Form

Project Name _____

Student/Group Name _____

What I/we liked best about your project is _____

One suggestion for improvement is _____



Measure (Using Rubrics)

Sample ABE Speaking & Listening Standard 1 (ESOL Level 4)

Standard(s): Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> •Follow agreed-upon rules for discussions •Explain their own ideas and understanding •Build on the ideas of others •Add relevant information and evidence
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> •Participate in conversations, discussions, and written exchanges about familiar topics •Express his or her own ideas •Restate key ideas expressed •Ask questions to gain information or clarify understanding.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> •Come to discussions prepared, having reviewed required material •Recognize or recall specific vocabulary •Ask and answer relevant questions
1.0	<p>With help, partial success at level 2.0 content and level 3.0 content</p>

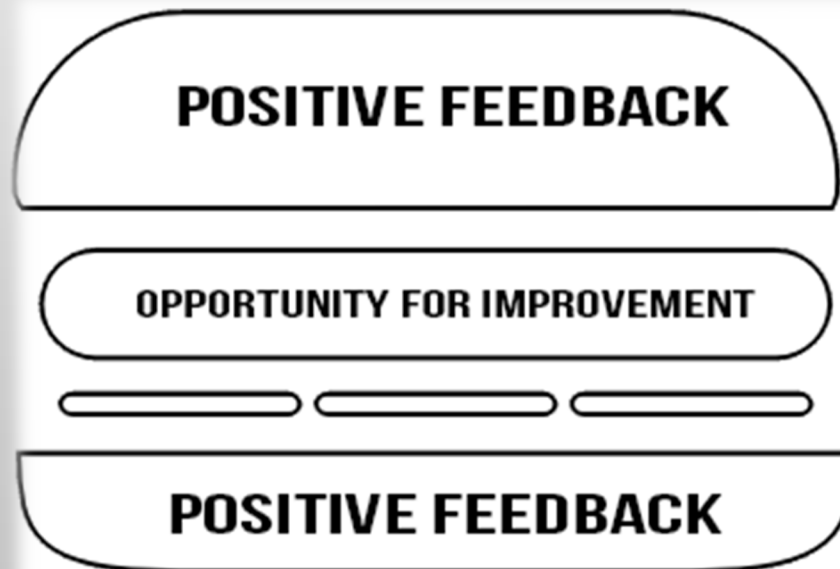
Measure (Using Rubrics)

Sample Math ABE Standard 5.3.1 (NRS Level 3)

Standard(s): Extend understanding of fraction equivalence and ordering.	
4.0	Students will be able to: • Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$
3.0	Students will be able to: • Generate equivalent fractions • Compare two fractions with different numerators and denominators
2.0	Students will be able to: • Recognize equivalent fractions • Use symbols $>$, $=$, or $<$, when comparing equivalent fractions
1.0	With help, partial success at level 2.0 content and level 3.0 content

Feedback Sandwich

When the key instructional feedback is imbedded in between two positive statements.



Feedback Sandwich

Sample Feedback Sandwich Starters:

- a. *Great use of today's vocabulary within your response. I heard you say 'tex' instead of 'text', make sure to remember the ending sound. Thank you again for sharing and participating.*
- b. *Excellent work showing your steps to the problem, that helps me see your thinking process. I see here that you added first and then multiplied, what do we remember about order of operations? Again, nice step by step work.*

07.0 Apply intermediate oxy-fuel gas cutting principles and practices.

Criteria	Ratings
07.05 Apply machine oxy-fuel gas cutting (track burner) skills.	Exceptional Student shows exceptional skill in oxy-fuel track burner operation in both operational skillset and safety. 5 / 5 pts 
07.06 Perform safety inspections of equipment and accessories.	Exceptional Student shows proficiency and comfortability in abilities to perform safety inspections of equipment and accessories. 5 / 5 pts 
07.07 Make minor external repairs to equipment and accessories.	Comprehension Student is able to make minor repairs to equipment and accessories. 4 / 5 pts 
07.08 Set up for plain carbon steel machine OFC (track burner) operations.	Exceptional Student shows exceptional proficiency and comfortability in abilities to setup oxy-fuel track burner equipment for plain carbon steel. 5 / 5 pts 
07.09 Operate machine oxy-fuel gas cutting (track burner) equipment.	Exceptional Student shows exceptional proficiency and comfortability in abilities when operating oxy-fuel track burner equipment. 5 / 5 pts 



Comments for this Attempt



After watching you operate the oxy-fuel track burner equipment, I am confident you have learned all the skills needed to implement this skill. ✕

A small amount of time should be spent practicing the start of your cuts to prevent the rolled edge shown in your photos. Once that skill is mastered, I would consider you an exceptional performer. Good work Cayden!

Benjamin Wilson, Jan 8 at 4:41pm

My Interests & Hobbies:

- I like to read about ingredients in cosmetics, food, detergents, shampoos, lotions, personal care in general, about healthy food, ferments.
- I like to spend time with my family in the beach, at the park, watch a family movie.

My favorite genre of books & my favorite book:

- My favorite genre book is about medicinal plants.

Assessment

Grade out of 100

Comments for this Attempt



I love your presentation, Marian! I hope you will share it with us in class. I would love to hear more about your interest in books about medicinal plants-- how interesting!



Whitney Strohmayer, Aug 24, 2021 at 1:57pm



Add a Comment



Submit

Weekly Criteria	Meets all Criteria	Meets many, but not all the criteria	Meets few, or none of the criteria
Attendance <ul style="list-style-type: none"> • Arrive on time • Stay the entire length of day • Attend 90% of class time 		X	
Professionalism/Attire <ul style="list-style-type: none"> • Follows CCPS student dress code • Respectful, honest, dependable, accepting of diversity, perform tasks and behave ethically, organized with class materials, accept constructive criticisms, treat others with courtesy and consideration 	X		
Communication <ul style="list-style-type: none"> • Student participates in "Stand and Deliver" activities • Communicates clearly with complete thoughts both orally and written (including goals below) and listens responsibly 	X		
Participation <ul style="list-style-type: none"> • Actively participates in class each day <ul style="list-style-type: none"> ◦ Asks questions, answers questions, offers suggestions and ideas 		X	

Instructor comments:

Thank you so much for being a leader in getting your team organized to start your project this week. What an awesome job of clearly explaining to the whole class what your project goal is. Next week please try to be on time and stay the entire to continue your leadership activity.

Student goals for the next week:

* Please choose one goal to accomplish for next week:

I will every class be at 5:30.

* my goal for you is to:

Arrive on time each class period and continue to be an amazing leader.

Give IPDAE Your
Feedback!

