Assessing Student Progress Tool Kit

Institute for the Professional Development of Adult Educators

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Handbook Guide Template

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Using Placement Testing to Guide Instruction

Assessment of student learning is an essential component in all adult education programs. Instructors should use the diagnostic assessment results to identify the educational strengths and weaknesses of students. CASAS & TABE both provide detailed information regarding the proficiency levels and the gaps.

The following reports are what instructors should use to guide their instruction and share with their students.

CASAS:

Individual Student Performance Report – The Performance Report indicates the percentage of correct responses to items corresponding with each listed basic skills content standard in which the student demonstrated proficiency.

TABE:

Individual Profile Report (IPR) - The IPR shows student performance on each domain within the Reading, Mathematics, and Language subtests, including the number of points obtained and the proficiency level of the student.

The IPR also reports proficiency in particular skills under each subtest domain. Skills that the student has demonstrated appear in the "Demonstrated Skills" column, while the specific skills they need improvement on appear in the "Areas for Next Focus" column.

Formative Assessment

Formative assessments allow the monitoring of student progress throughout every lesson. It is not a single event or measurement instrument but an ongoing, planned practice that allows teachers to evaluate learning after teaching. This allows instructors to stay informed about who's learning and who may need additional help before the end of the lesson. The closer to instruction the feedback and adjustments occur, the more likely students will reach the intended goals of the lesson.

Formative assessment typically include the following elements (SEDL, 2012):

- a systematic, continuous process used throughout instruction.

- evaluates student learning as it happens. Be mindful of differentiating the way students will interact or demonstrate understanding.

- provides a feedback loop to adjust ongoing instruction and close the gaps in learning. Instructors should demonstrate or model the process and use the targeted language in multiple modalities. This assists when providing feedback, so that students can see how the expectations were set and how far they have come in meeting those expectations.

- actively involves both teacher and student. Involve students in helping to develop a rubric by which they will assess their progress, demonstrate learning of instructional target(s), and determine what will be acceptable work.

- involves self- and peer assessment. These self- and peer assessments help students learn how to articulate their growth and understanding, but also areas of need. The rubrics help students identify how much progress has been accomplished and next steps.

Activities/Tools for Assessing Student Progress

Many commonly used activities and tools may also be used for assessing student progress when used with the elements referenced previously.

1) Entrance/Exit Tickets

The entrance/exit ticket provides students the opportunity to demonstrate what they already know or what they learned. Entrance/Exit tickets can pose questions that are multiple choice, short answer, or even a couple of sentences in response to a question. See the attached sample Exit Ticket on page 3 for a quick working template.

Technology offers an easy way to incorporate entrance/exit tickets while immediately compiling the information for teachers. Poll Everywhere, Google Forms or Microsoft Forms are a great resource where students can easily connect using any device.

Another great and easy tool is Plickers which allows students to answer questions by holding up unique cards and the teacher scans the room using their devise. Since there is no need for student devices or accounts, it can be easily incorporated within any classroom including correctional settings.

Exit Ticket

[Insert Question Here]

Why/How/Explain

What questions remain?

2) Summarizing

Another good way to help students grasp their learning targets is by having them summarize what they've learned. This immediately shows teachers which students need an adjustment in instruction. It can be as simple as asking students to summarize in quick phrases or a teacher might spontaneously have them provide descriptors for a particular character, person, or concept from the lesson.

3) Student Reflection

Have students communicate what they know, what has helped them learn, and what they're still unclear about. This gives educators clear insight so they can make adjustments and plan the next steps in their teaching. It also gives them opportunities to help students revise their knowledge and clear areas of confusion. Best of all, they now know what part of their instruction was most helpful to students.

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? _____

_____

_____

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4) Accountable Answers

When teachers require *all* students to respond to a question, they can effectively gauge each learner's understanding. This can be achieved using both high tech individual white boards, They can quickly display responses on whiteboards or vote anonymously. You may even have them walk to the corner of the room that corresponds with their responses, essentially "voting with their feet."

Other variations:

Two Truths and a Lie: Students create three statements two accurate and one false regarding the content. Students then identify the false statement from a set of three statements.

All In: Groups work together to ensure all members understand the question; one student is randomly selected to share out.

Round Table or Rally Table: Each student of a group writes one answer and passes the paper to his other group member(s), each writing a response or making a contribution.

What Am I: Each student receives a secrete identity taped to their back by the instructor. Students mingle about the classroom questioning classmates about their hidden identity. Goal if for each student to guess their identity. The secrete identity can be a word, phrase, concept, picture, quote, problem, event, etc.

5) Gallery Walk with Feedback

Students rotate from project to project to learn from each other and provide feedback. Use the following Gallery Walk Feedback Form as a starting point for students to provide feedback.

Gallery Walk Feedback Form
Project Name _____

Student/Group Name _____

What I/we liked best about your project is _____

_____

_____

_____

_____

One suggestion for improvement is _____

_____

_____

_____

_____

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6) Rubrics

Rubrics guide students toward mastery of the lesson content. More specifically, rubrics help students understand what is expected of them and assist instructors in monitoring student learning objectives.

Sample ABE Speaking & Listening Standard 1 (ESOL Level 4) created using the standards from the Florida Frameworks where proficiency is at 3.0.

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	Students will be able to: • 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	Students will be able to: • 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	Students will be able to: • Come to discussions prepared, having reviewed required material • Recognize or recall specific vocabulary • Ask and answer relevant questions
1.0	With help, partial success at level 2.0 content and level 3.0 content

Sample Math ABE Standard 5.3.1 (NRS Level 3) created using the standards from the Florida Frameworks where proficiency is at 3.0.

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

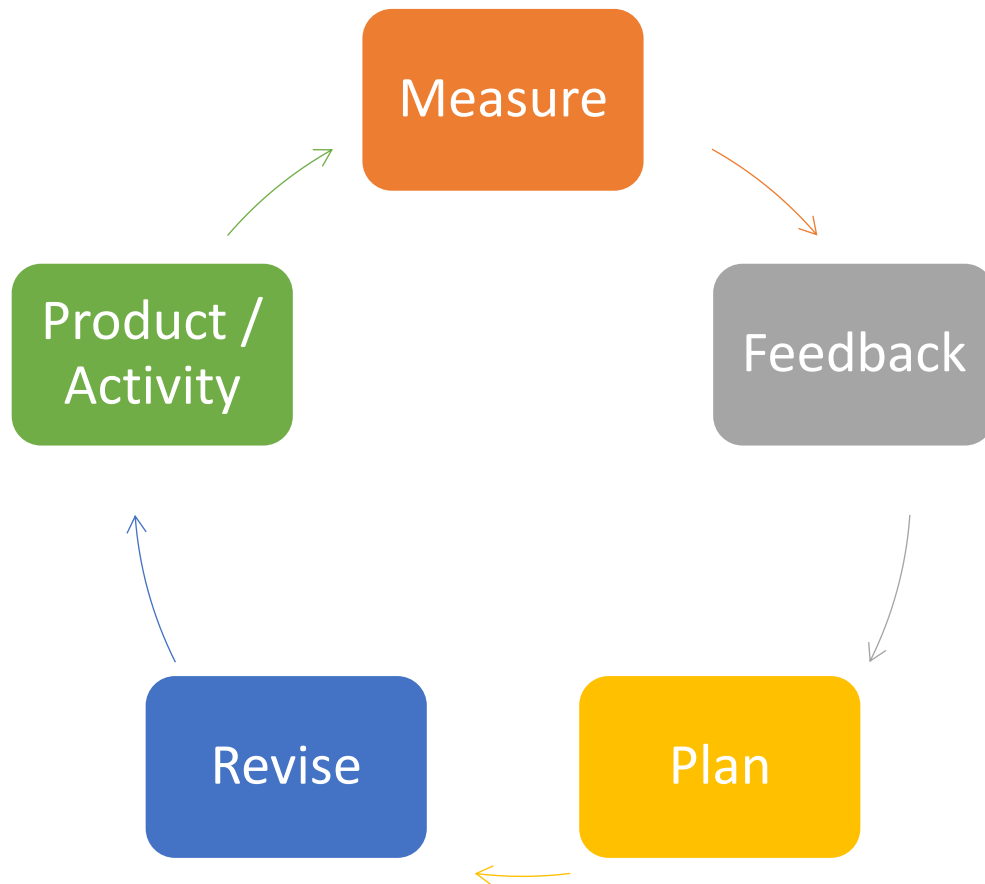**Sample IET Rubric created using identified criteria within the CTE Programs**

Weekly Criteria	Meets all Criteria	Meets many, but not all the criteria	Meets few, or none of the criteria
Attendance • Arrive on time • Stay the entire length of day • Attend 90% of class time			
Professionalism/Attire • Follows program dress code • Accepting of diversity and others ideas, perform tasks and demonstrates integrity, organized with class materials, and accept constructive criticisms.			
Communication • Student participates in "Stand and Deliver" activities • Communicates clearly with complete thoughts both orally and written (including goals below) and listens responsibly			
Participation • Actively participates in class each day • Asks questions, answer questions, offers suggestions and ideas			

Instructor comments:

Student goals for the next week:

Feedback Cycle

The goal of providing feedback is to accelerate student learning by providing specific and purposeful guidance in a timely manner so that the learner can internalize the information provided and revise their learning. In essence, the feedback cycle keeps students moving toward their goals.

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        ┌──────────┐
        │ Measure  │
        └──────────┘
   ┌──────────┐      ┌──────────┐
   │ Product /│      │ Feedback │
   │ Activity │      └──────────┘
   └──────────┘
   ┌──────────┐      ┌──────────┐
   │  Revise  │      │   Plan   │
   └──────────┘      └──────────┘
```

Providing feedback means giving students an explanation of what they are doing correctly AND incorrectly, with the focus of the feedback on what the students is doing right. It is most productive to a student's learning when they are provided with an explanation as to what is accurate and inaccurate about their work. One technique is to use the concept of a "feedback sandwich" to guide your feedback: Compliment, Correct, Compliment.

Effective feedback:

- Is given In a Timely Manner
- Is sensitive to the Individual Needs of the Student
- Highlights what the student can do?
- Highlights what the student can't do?
- Identifies how the student's work compare with that of others?
- Identifies how the student can do better?

Acknowledgements

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