

Online Professional Development Course

Assessment Basics for Adult Education

Course Description

Overview

This online course is designed for teachers, program administrators, professional development providers, and state adult literacy and basic education staff who want to understand fundamental assessment information necessary for quality in test selection, administration, and design; alignment of goals, curriculum and assessment; and data interpretation and use.

Objectives

Participants will study and explore the following points, share their own understanding and experiences with the group, and subsequently be able to apply new learning and skill to their practice. Participants will study:

- fundamental assessment information and terminology
- the various benefits and limitations of different types of assessments
- various assessment tools and frameworks
- what constitutes quality in test design and administration
- the importance of aligning student goals, curriculum, and assessment
- how to develop assessments for the classroom
- the benefits of data interpretation and use

Course Schedule

This is a 6 week course:

- Week 1: Course overview; participant introductions; needs assessment; important terminology
- Week 2: Assessment: purposes, uses, benefits, limitations
- Week 3: A survey of assessment tools and frameworks
- Week 4: Aligning goals, curriculum, and assessment
- Week 5: Developing assessments for the classroom
- Week 6: Interpreting test results and using data; evaluation

Course Structure

Participants will engage in the following activities:

- Reading a variety of on-line texts and resources.
- Activities including on-line discussions and chats; responding to questions based on readings or your background knowledge or experience; completion of worksheets; reflecting in writing how new knowledge and skill relate to or affect your experience.

Materials

All readings, Discussion Board (DB) activities, Live Chats, and worksheets are listed below. Participants will receive transcripts in the form of web pages of certain DB discussions, and both Live Chats. A course bibliography is also provided.

Syllabus

Week 1: Course overview, participant introductions, needs assessment, important definitions

Discussion Board: introductions; review course outline, syllabus, assignments; participants post their questions about assessment to the DB.

Activity: Worksheet on assessment terms; see attached. (worksheet #1)

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Required Reading:

Authentic Assessment – Basic Definitions and Perspectives in Using Authentic Assessment in Vocational Education. Information Series No. 381. Custer, Rodney L. et al. Pages 10-14.

Eric document # ED440293

http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&ERICExtSearch_SearchValue_0=Using+Authentic+Assessment+in+Vocational+Education&ERICExtSearch_SearchType_0=kw&_pageLabel=RecordDetails&objectId=0900000b80091a0c

A Basic Primer for Understanding Standardized Tests and Using Test Scores in Adventures in Assessment, Volume 16, Spring 2004. April Zenisky, Lisa Keller, Stephen G. Sireci; UMass Amherst

<http://sabes.org/resources/adventures/vol16/16zenisky.htm>

Think about Authentic Learning and Then Authentic Assessment in Using Authentic Assessment in Vocational Education. Information Series No. 381. Custer, Rodney L. et al. Pages 15-26.

Eric document # ED440293

http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&ERICExtSearch_SearchValue_0=Using+Authentic+Assessment+in+Vocational+Education&ERICExtSearch_SearchType_0=kw&_pageLabel=RecordDetails&objectId=0900000b80091a0c

Further/additional readings:

Code of Fair Testing Practices

<http://www.apa.org/science/fairtestcode.html>

Rights and Responsibilities of Test Takers: Guidelines and Expectations

<http://www.apa.org/science/ttrr.html>

Week 2: Assessment: purposes, uses, benefits, limitations

Discussion Board: Participants post their thoughts on tests and testing.

Activity: Respond in writing to the questions based on the readings; see attached. (worksheet #2)

Readings:

Adult ESL Learner Assessment: Purposes and Tools

By M. Burt and F. Keenan

<http://www.ericdigests.org/1996-2/tools.html>

Fair Assessment Practices: Giving Students Equitable Opportunities to Demonstrate Learning in Adventures in Assessment, Volume 14, Spring 2002.

by Linda Suskie

<http://sabes.org/resources/adventures/vol14/14suskie.htm>

Large-Scale Authentic Assessment in Using Authentic Assessment in Vocational Education. Information Series No. 381. Custer, Rodney L. et al. Pages 56-74.

Eric document # ED440293

http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&ERICExtSearch_SearchValue_0=Using+Authentic+Assessment+in+Vocational+Education&ERICExtSearch_SearchType_0=kw&_pageLabel=RecordDetails&objectId=0900000b80091a0c

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Learner Assessment

by Heide Wrigley and Gloria Guth

<http://www-tcall.tamu.edu/newsletr/sep98/sep98a.htm>

Week 3: A survey of assessment tools and frameworks

Live Chat: Discussion of the readings; discuss your experiences using various assessment tools or frameworks. Which assessments do you use? in your classroom? for your program? How do you integrate the needs of your classroom with the needs of the program?

Activity: Worksheet on test types; see attached. (worksheet #3)

Readings:

Authentic Assessment Tools in Using Authentic Assessment in Vocational Education. Information Series No. 381. Custer, Rodney L. et al. Pages 40-55.

Eric document # ED440293

http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&ERICExtSearch_SearchValue_0=Using+Authentic+Assessment+in+Vocational+Education&ERICExtSearch_SearchType_0=kw&_pageLabel=RecordDetails&objectId=0900000b80091a0c

A Performance Framework for Teaching and Learning with the Equipped for the Future (EFF) Content Standards; in Adventures in Assessment, Vol. 12, Winter 2000.

by Peggy McGuire

<http://www.sabes.org/resources/adventures/vol12/12mcguire.htm>

A User's Guide to Standards-Based Educational Reform: From Theory to Practice

by Regie Stites; in Focus on Basics, Volume 3, Issue C: Standards-Based Education.

<http://www.ncsall.net/?id=352>

A Writing Rubric to Assess ESL Student Performance (REEP)

Minaam Mansoor and Suzanne Grant; Adventures in Assessment, Vol. 14, Spring 2002.

<http://sabes.org/resources/adventures/vol14/14mansoor.htm>

Review the information presented on the standardized tests listed at the ALEWiki:

http://wiki.literacytent.org/index.php/Commercially_Available_Assessment_Tools

Week 4: Aligning goals, curricula, and assessment

Discussion Board: Good assessment is dependent upon having clearly stated goals; discuss how you work with students to determine their goals and needs. Aligning goals, curriculum, and assessment are fundamental to a successful classroom experience; discuss challenges to this alignment. Discuss your experiences developing your own assessment(s) for your classroom.

Readings:

Integrating Goal Setting into Instructional Practice

Staff at the Center for New Americans; Adventures in Assessment, Vol. 16, Spring 2004.

<http://sabes.org/resources/adventures/vol16/16newamericans.htm>

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A Learner-Centered Approach to Standards-Based Teaching and Assessment: The EFF Model
Regie Stites
EFF Assessment Consortium
(accessed as web page)

Week 5: Developing assessments for the classroom

Discussion Board: Participants list the challenges and positive aspects of developing and using classroom assessments.

Live Chat: Participants discuss their thoughts, ideas, and experiences developing classroom assessments.

Required Reading:

Illuminating Understanding: Performance Assessment in Mathematics
Tricia Donovan; [Adventures in Assessment](#), Vol. 14, Spring 2002.
<http://sabes.org/resources/adventures/vol14/14donovan.htm>

Student Health Education Teams in Action
Mary DuBois; [Adventures in Assessment](#), Vol. 14, Spring 2002.
<http://sabes.org/resources/adventures/vol14/14dubois.htm>

Using the REEP Assessment for ESOL and ABE Classroom Instruction
Joanne Pinsonneault and Carey Reid; [Adventures in Assessment](#), Vol. 16, Spring 2004.
<http://sabes.org/resources/adventures/vol16/16pinsonneault.htm>

Further/additional readings:

Scoring Rubrics Part I: What and When
By Barbara Moskal
http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&ERICExtSearch_SearchValue_0=ED446110&ERICExtSearch_SearchType_0=no&_pageLabel=RecordDetails&objectId=0900000b801b577e

Scoring Rubrics Part II: How?
By Barbara Moskal
http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&ERICExtSearch_SearchValue_0=ED446111&ERICExtSearch_SearchType_0=no&_pageLabel=RecordDetails&objectId=0900000b801b5780

Using Rubrics to Promote Thinking and Learning
Heidi Goodrich Andrade
<http://www.education.tas.gov.au/ocll/currcons/profreadings/andrade.htm>

Week 6: Interpreting test results and using data; evaluation

Discussion Board: Discussion of readings; interpreting results about and with your students; which types of assessments yield the best data for classroom use; discuss your experiences using data for various uses.

Activity: Participants complete the course evaluation and post-survey; see attached.

Readings:

Analyzing Your Organization's Data to Tell Your Story in Adventures in Assessment, Vol. 13, Spring 2001.

by H. Fisher and C. Gabler

<http://www.sabes.org/resources/adventures/vol13/13fisher.htm>

Evaluation as an Element in Good Literacy Practice

NALD Literacy Collection

<http://www.nald.ca/CLR/csa/csa1a.htm>

Using Data for Program Improvement

Luanne Teller; Adventures in Assessment, Vol. 16, Spring 2004.

<http://sabes.org/resources/adventures/vol16/16teller.htm>

What Works Literacy Partnership: Making Data Work for You in Adventures in Assessment, Vol. 13, Spring 2001.

By Diane Rosenthal

<http://www.sabes.org/resources/adventures/vol13/13rosenthal.htm>