

# OUTCOMES

## *Focus Area 1:* Educational Gains

**Indicator One:** Learners demonstrate progress toward attainment of basic skills and competencies that support their educational needs.

### *Overview*

Under current legislation, accountability issues are a critical concern. Legislation provides incentive funding for student improvement in literacy levels and/or advancement to higher program levels. An on-going process to regularly assess student progress is necessary. Numerous approved assessment tools and techniques are available to determine student gains in education. Assessment needs to be both teacher and student initiated. These include assessment using state approved standardized test, portfolios, learning contracts, peer-group discussions, interviews, and journal writing.

Section 212, Performance Accountability System of the Workforce Investment Act (WIA) of 1998 requires that all states establish a comprehensive performance accountability system. Data from this system will be used to assess the effectiveness of the local educational agency in achieving positive student outcomes.

The Florida Department of Education (DOE) is focusing on the achievement of student outcomes through demonstrated improvements in learning, receipt of a secondary school diploma and placement in, retention or completion of a program, or advancement into a secondary or higher education program. A set of Core Indicators has been established which meet these criteria. Indicators One through Three will include information related to these Core Indicators.

# Florida Educational Quality Indicator Program (EQuIP)

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# OUTCOMES

## Focus Area 1: Educational Gains

**Indicator One:** Learners demonstrate progress toward attainment of basic skills and competencies that support their educational needs.

**Descriptor 1.1** Number and percent of students *demonstrating gains* on standardized tests.

Measured by:

✓ Standardized tests



### Module 1: Standardized Tests

**Why?** Standardized tests are a major part of measuring student gains over a period of time.

**How?** 1. Compare students test scores on pre and post tests. Identify gains and document them annually. Compare student progression through the literacy completion point using grade level/scale scores as measure by state approved assessment instruments. This will help identify program strengths and weaknesses.

2. Standardized Tests may be used to measure change in student performance over a period of time. Pre and post-testing (using two forms of the same test) are often utilized to show academic gains. All students are tested upon entry into the program. However, because Adult Education has an open-entry, open-exit policy, determination of post-testing time vary.



The most recent version of the following tests, English versions only, are approved to be used for placement of a student enrolled in the adult general education program. Modifications may be made to accommodate adult students with disabilities (Please see the accompanying “Special Population’s Section”).

**Approved Standardized Adult Education Tests (revised 2/98)**

- AMES (Adult Measure of Essential Skills)
- TABE (Test of Adult Basic Education) Complete Battery or Survey Form
- TABE ( Work related)
- WBST (Wonderlic Basic Skills Test)
- The Computerized Placement Test (CPT) \*
- Multiple Assessment Placement Service (MAPS)  
\*( for use by Community Colleges only)

**If the above testing instruments do not meet the assessment needs of the adult student, one of the following alternative assessments may be used:**

- Adult Language Assessment Scales (A-LAS)
- Brigance Employability Skills
- Brigance Life Skills
- CTAB
- Comprehensive Adult Student Assessment System (CASAS)
- Comprehensive Adult Student Assessment System – STRETCH (CASAS)
- Comprehensive Adult Student Assessment System (CASAS) Test for Special Populations
- Kaufman Functional Academic Skills Test (K-FAST)
- Literacy Volunteers of America (LVA) English as a Second Language Oral Assessment (ESLOA)

Authentic student assessment entails more than a percentile ranking, a grade-level placement, or a stanine from a standardized test. Student assessment must be on-going and include the following goals:



- ✓ assist placing students in appropriate educational programs
- ✓ assist students in identifying both objective and subjective needs
- ✓ provide an on-going system to monitor students' progress
- ✓ certify competency and goal attainment

To meet the multi-faceted needs of adult learners, assessment must be more than just formal standardized tests. Student assessment must be more comprehensive, including assessments that allow learners to demonstrate skills, using such evidence as writing samples, portfolios, and work samples. Paper-pencil tests, as well as other assessment tools, need to be incorporated. These include performance tests, computer simulations, teacher observation rating scales, and behavioral checklists.



#### **Resources for Module 1:**

#1-1:TABE Info    #1-3: Computer-Assisted Test Info  
 #1-4: List - Adult Education Tests  
 #1-18 : Test Wiseness  
 #1-5: Focusing Exercise  
 #1-15: CASAS  
 #1-19: Types of Standardized Tests  
 #1-20: Performance Measures

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## *Focus Area: 1: Educational Gains*

**Indicator One: Learners demonstrate progress attainment of basic skills and competencies that support their educational needs.**

***Descriptor 1.2*** Number and percent of students progressing in the program as *reported by teachers*.

Measured by:

- ✓ Achievement Targets
- ✓ Methods of Teacher Assessment
- ✓ Objective/Subjective Assessments



### **Module 1:**

### **Achievement Targets Why? What? and How?**

**Why?** Achievement targets can also report student progress.

**How?** 1. Meet with teachers to determine how achievement targets are being met in the classroom.

2. Identify *the five categories of achievement targets*:

- (1) KNOWLEDGE - learning subject matter and facts;
- (2) CRITICAL THINKING SKILLS - using knowledge learned to make inferences and to problem-solve;
- (3) BEHAVIORS - exhibiting behaviors related to skills achieved, such as presenting a speech;

**Module 1: Achievement Targets, cont.**

(4) PRODUCTS - creating products with guidelines that demonstrate achievement, such as writing a research report; and

(5) CORE VALUES - developing self-knowledge and critical awareness that fosters positive academic self-concepts, values, and attitudes.

**Identify** *that students seek to progress in all five areas, not just in learning subject matter and facts!* (Provide activities to promote achievement in all five areas.)

**Resources for Module 1:**

#1-6: Achievement Target Examples

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Descriptor 1.2: Learners demonstrate progress attainment of basic skills and competencies that support their educational goals.



**Module 2: Methods of Teacher Assessment**

**Why?** To report student progress as evidenced by the teacher's evaluation of students.

**How?** 1. Determine and document the various assessment instruments that teachers use in measuring student gains.

2. **Identify** the three assessment tools used to measure achievement targets.

- *paper-pencil instruments* (tests, essays)
- *performance instruments* (anecdotal records of teacher observation of student performance)
- *personal communications* (interviews and conferences)

Include all three methods of student progress assessment in the students' portfolio as documentation. In addition to the previously mentioned means of assessment, students may also be measured objectively and subjectively.



**Module 2: Methods of Teacher Assessment, cont.**

**Objective evaluation** is based on only right or wrong responses. Examples of objective assessment include:

- multiple-choice
- true-false
- checklists
- oral exams (when scored as either correct or incorrect)

**Subjective evaluation** allows the teacher's professional judgment to play a vital part. Examples of subjective assessment include:

- essays
- open-ended questions
- anecdotal records of the teacher's observations
- interviews
- conferences and discussions with students

☺ **Remember:** Both objective and subjective evaluations of student progress are important! Realize that some target goals match with particular evaluation methods better than others. For example, knowledge-based achievement often is best evaluated with objective, paper-pencil tests. Affective and behavioral development may be best evaluated with subjective options.



### Resources for Module 2:

#1-7: Anecdotal Record Form

# OUTCOMES

## Focus Area 1: Educational Gains

**Indicator One:** Learners demonstrate progress attainment of basic skills and competencies that support their educational needs.

**Descriptor 1.3** Number and percent of students progressing in the program as *determined by reviews of student portfolios*.

Measured by:

- ✓ Student portfolios



### Module 1: Student Portfolios

**Why?** Portfolios are a feasible tool for evaluating student progress

**How?**

1. Document examples of student portfolios.
2. Portfolios are a compilation of a student's work over an extended period of time. Often, the work is stored in file folders for each student. However, other arrangements are possible, including computer disk. Hopefully, the portfolio is a broad and accurate collection of both objective and subjective assessments. Also, all three methods of evaluation (paper-pencil, performance, and personal teacher-student communications) are represented in the student portfolio.

Compare student progression through the literacy completion points using portfolio assessments to identify program strengths and weaknesses. Student portfolios have certain characteristics. Identify and use the following guidelines to develop portfolios with students.



## Module 1: Student Portfolios, cont.

- Have both student and teacher decide which samples of work to include in the collection.
- Collect student works that both teacher and student see as valuable.
- Determine specific guidelines for selection.
- Identify with the students the scoring/grading techniques to be employed.
- Seek evidence of student self-esteem.

Each student may have both personal and academic goals. Students come to adult education for a number of reasons. Some students may want to achieve personal goals such as improving their reading ability or learning to speak English so that they may more effectively communicate in society. Other students may want to achieve academic goals so that additional goals may be set/met such as obtaining a high school diploma enabling them to enroll in a college program in hopes of eventually receiving a college degree.

Interview your students individually to determine their personal interests, career goals, and academic concerns. Include these in the student's portfolio.



### Resources for Module 1:

- #1-8: Example of Student Portfolio
- #1-9: Lesson on-Portfolios
- #1-20: Performance Measures

# OUTCOMES

## Focus Area 1: Educational Gains

**Indicator One:** Learners demonstrate progress attainment of basic skills and competencies that support their educational needs.

**Descriptor 1.4** Number and percent of students progressing in the program as *determined by student self-reports*.

Measured by:

- ✓ Student self-reports



### Module 1: Student Self-Reports

**Why?** Self-reflection relates to discovering what one already understands (a self-awareness) and realizing new and better ways of doing things (change).

**How?**

1. Document existence of student self-reports in student portfolios.
2. Be aware that the process of self-reflection understands that adult learners are at various stages of readiness for engaging in self-reflection.

To promote the process of self-reflection, provide a conducive learning environment where students can grow in their ability to self-reflect. Students need to learn to identify and evaluate their own resources, abilities, and knowledge.


**Module 1: Student Self-Reports, cont.**

Provide tools for fostering student self-reflection include:

- learning contracts
- peer-learning groups
- journal writing
- case records

Learning contracts are agreements between a teacher and a student of tasks to be completed by the student within a specified time.

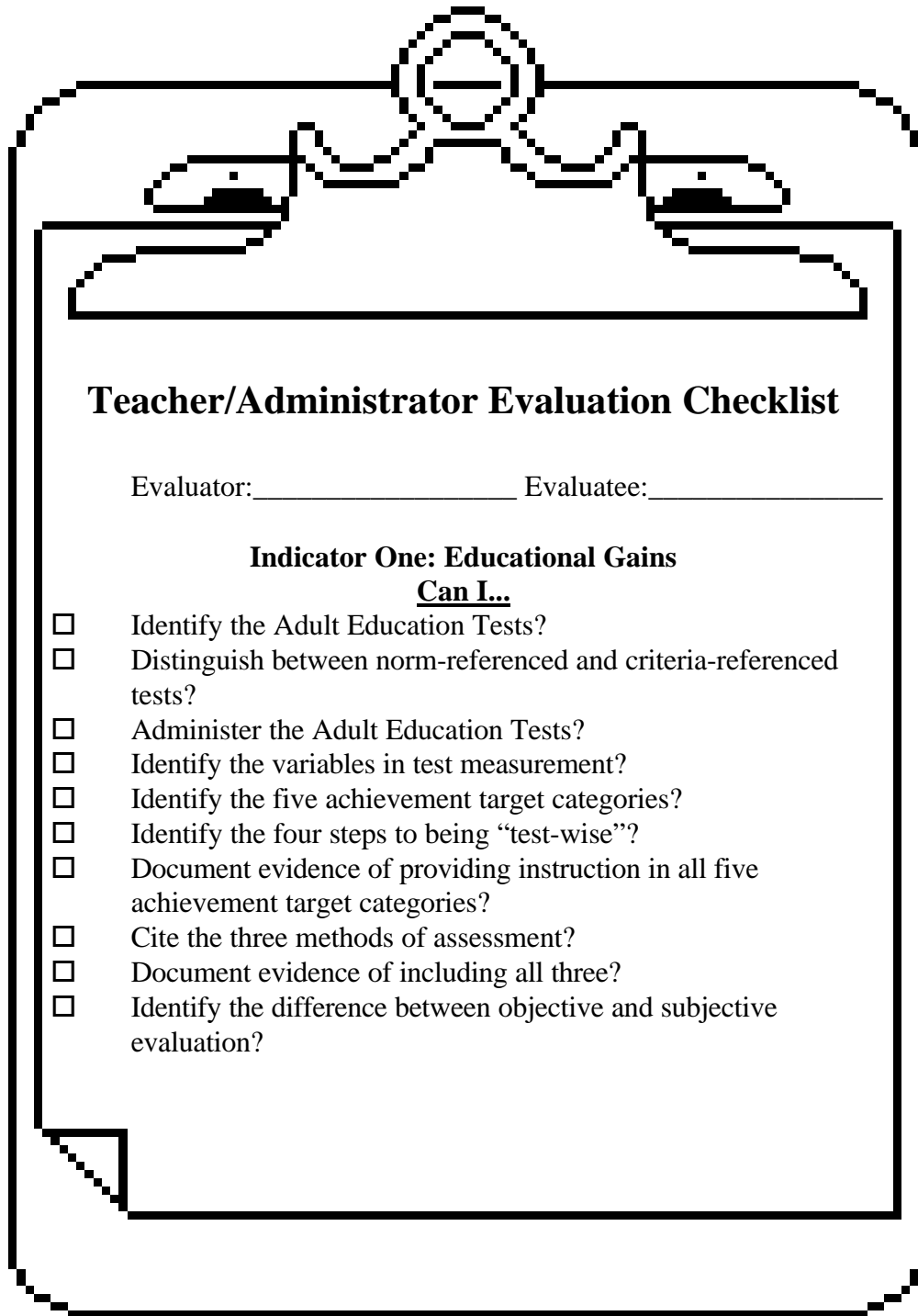
Peer-learning groups consist of small groups of students working together to achieve both common and individual goals.

Journal writing involves the student keeping a diary of personal experience, work, etc., which the teacher often sees and responds to at specific time intervals.

Case records are writing activities to promote conflict resolution.


**Resources for Module 1:**

- #1-10: Tutorial on Learning Contracts
- #1-11: Example of a Learning Contract
- #1-12: Tutorial on Peer-Learning Groups
- #1-13: Tutorial/Example on Journal Writing
- #1-14: Tutorial/Example on Case Records

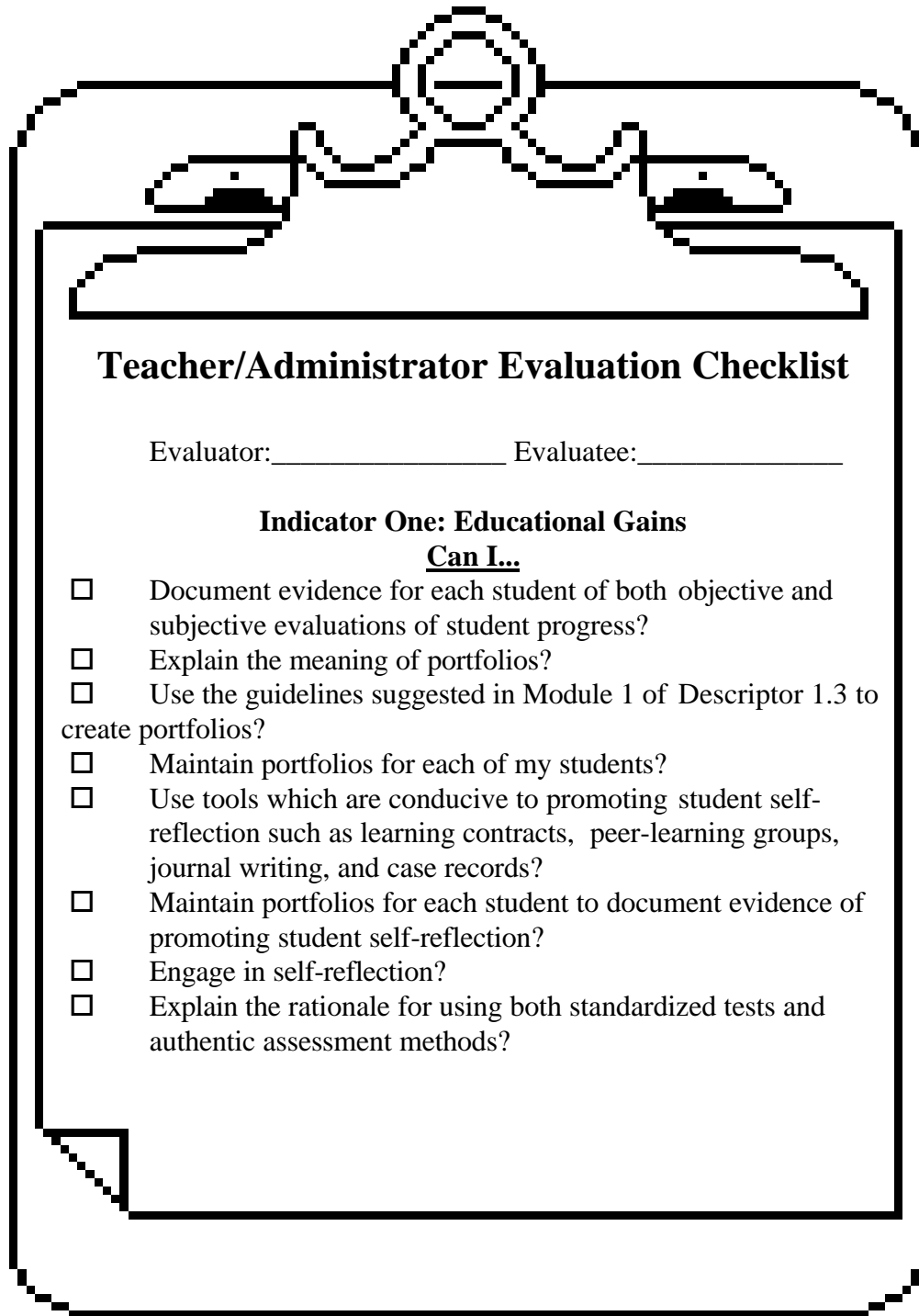


**Teacher/Administrator Evaluation Checklist**

Evaluator: \_\_\_\_\_ Evaluatee: \_\_\_\_\_

**Indicator One: Educational Gains**  
**Can I...**

- Identify the Adult Education Tests?
- Distinguish between norm-referenced and criteria-referenced tests?
- Administer the Adult Education Tests?
- Identify the variables in test measurement?
- Identify the five achievement target categories?
- Identify the four steps to being “test-wise”?
- Document evidence of providing instruction in all five achievement target categories?
- Cite the three methods of assessment?
- Document evidence of including all three?
- Identify the difference between objective and subjective evaluation?



**Teacher/Administrator Evaluation Checklist**

Evaluator: \_\_\_\_\_ Evaluatee: \_\_\_\_\_

**Indicator One: Educational Gains**

**Can I...**

- Document evidence for each student of both objective and subjective evaluations of student progress?
- Explain the meaning of portfolios?
- Use the guidelines suggested in Module 1 of Descriptor 1.3 to create portfolios?
- Maintain portfolios for each of my students?
- Use tools which are conducive to promoting student self-reflection such as learning contracts, peer-learning groups, journal writing, and case records?
- Maintain portfolios for each student to document evidence of promoting student self-reflection?
- Engage in self-reflection?
- Explain the rationale for using both standardized tests and authentic assessment methods?

**Teacher/Administrator Evaluation Checklist**

Evaluator: \_\_\_\_\_ Evaluatee: \_\_\_\_\_

**Indicator One: Educational Gains**

**Can I...**

- Explain the purposes of “on-going” student assessment?
- Identify the value in a system, such as CASAS, which has the ability to assess, manage, and evaluate learner progress using both standardized and alternative assessment techniques?
- Provide documentation of personal interviews with each student?
- Allow time for students to share their personal interests with the class?