



Project IDEAL

Improving Distance Education For Adult Learners

Minnesota Department of  
Education

**Welcome  
Admin/Grant Housekeeping  
Assessment presentations by topic  
Discussion**

# Assessment Webinar

**April 2012**

To listen to the recorded webinar click on the following link:

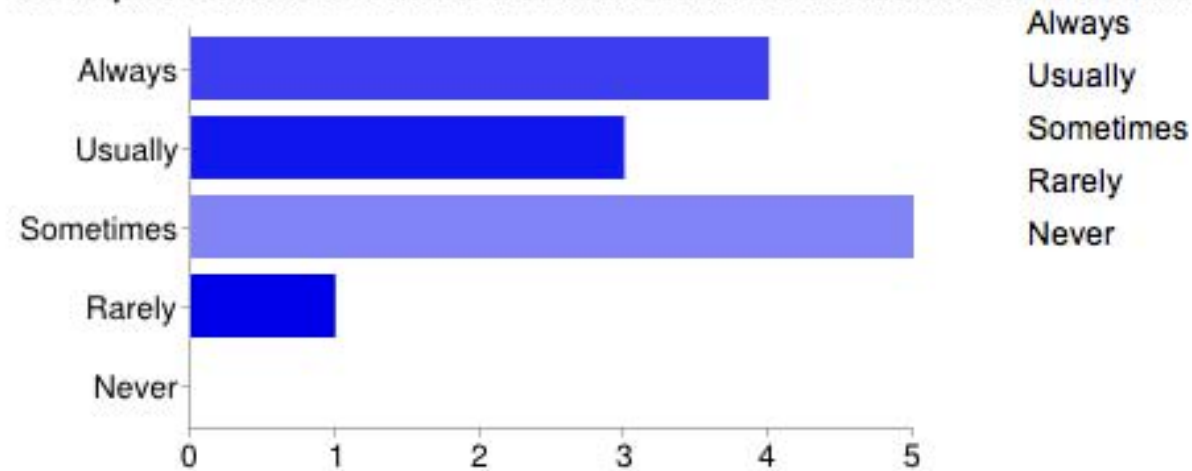
[https://sas.illuminate.com/mrtbl?suid=M.  
1261C0759961DD14A51095A1363C97&sid=voffice](https://sas.illuminate.com/mrtbl?suid=M.1261C0759961DD14A51095A1363C97&sid=voffice)

# Assessment Strategy 1

## F2F



**We require students to come to a central location for additional face-to-face instruction and/or practice.**



Ideas: See next slide

# Assessment Strategy 1

## F2F



Require it for students who need more encouragement because they are not moving forward

Sometimes require once/week if they seem weak at orientation

For some students, F2f happens at classroom (even though they are not hybrid learners)/open lab

Hybrid scenario requires f2f extra check-in but see that they need extra work when dl work is being checked.

Meet in teachers office

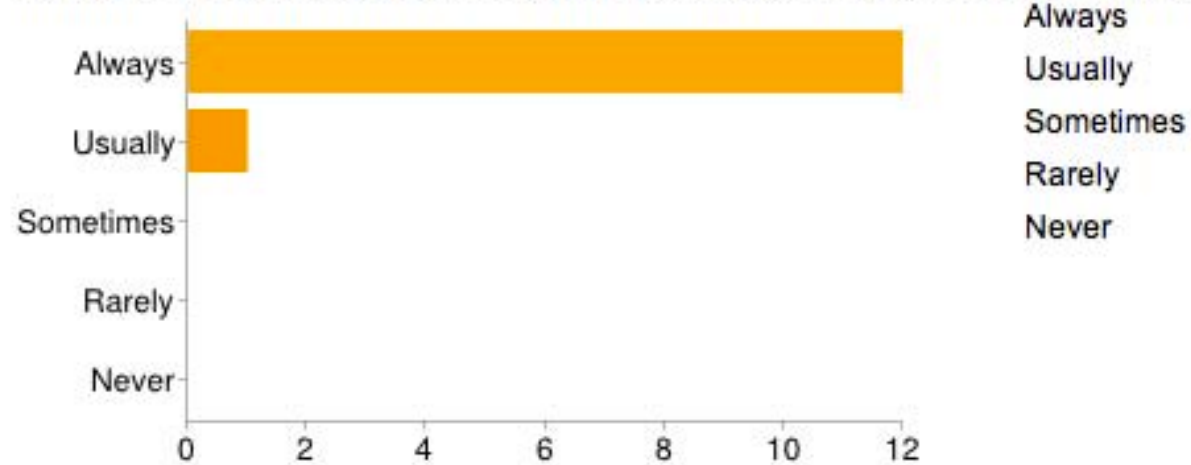
F2f is opportunity for formative assessment and supplemental instruction

# Assessment Strategy 2

## Portfolio



**We maintain a portfolio (paper or digital) of each distance student's work to use in assessing their progress.**



Ideas:

# Assessment Strategy 2 Portfolio



NRS Records and EFF packets are the portfolio

Paper portfolio = recording Skills Tutor pretests & other docs in paper format to help keep track of progress.

Student detail report for proxy hours are the “portfolio”  
Reports show them who they need to check in with. Then they email them.

# Assessment Strategy 3

## Built-in Evaluation



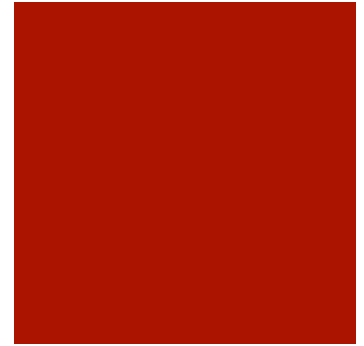
For programs with a “built-in” evaluation component (such as Skills Tutor or USA Learns), we require students to complete all evaluation activities.



Ideas: See next slides

# Assessment Strategy 3

## Built-in Evaluation



...We also check progress online for USA Learns and Skill Tutor and contact them by email when they are not progressing.

Since we use Skills Tutor, it has an assessment component and passing each Skills Tutor post test with at least a 70% score is required.

We use CASAS and then the programs assessment.

# Assessment Strategy 3

## Built-in Evaluation



We use PLaTO for our programming.

Teachers will determine specific content area and place students according to their most recent CASAS or TABE scores. Pre and post-testing of each content area (in Skills Tutor) is required, unless the student has demonstrated complete mastery of the level.

Won't require items that learners who cannot get through....  
Go through & uncheck in skills tutor

Bev – if they pass pretest w/100% they can skip the lesson in skills tutor



# Assessment Strategy 3

## Built-in Evaluation



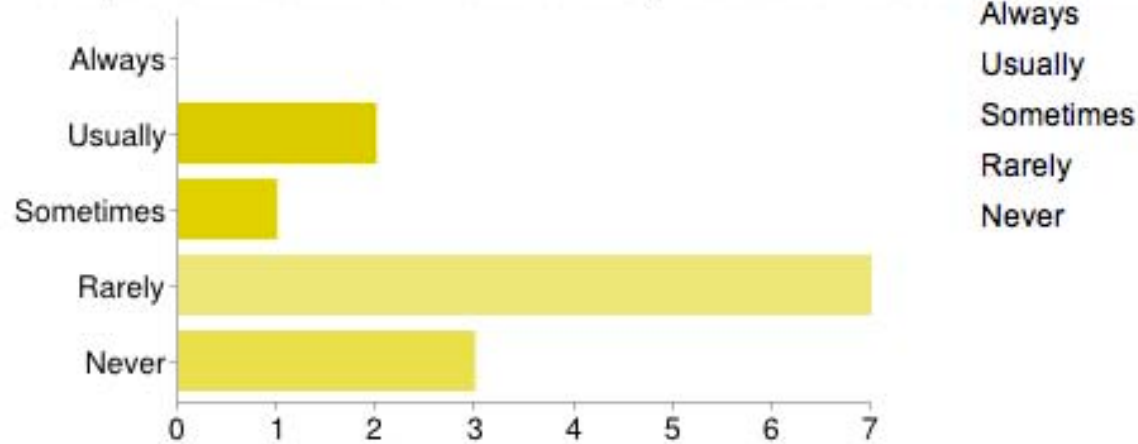
- Use built-in assessments in two ways: evidence that students can demonstrate mastery and deep examination to see where problems are
- Be careful about letting students retake posttest over & over... may not be learning everything, just learning how to take the test.
- Must have some follow up (f2f ) best when working with built-in tests to make sure students feel supported
- Set skills tutor post-test to only be taken once - ??

# Assessment Strategy 4

## Teacher-designed Tests



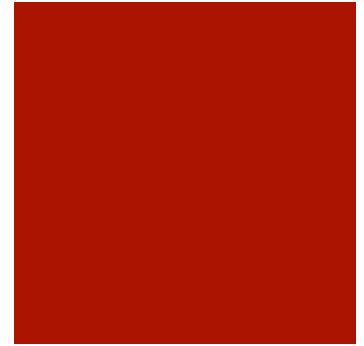
**We require students to take DL teacher-designed and administered tests and/or quizzes (either face-to-face or at a distance).**



Ideas: See next slide

# Assessment Strategy 4

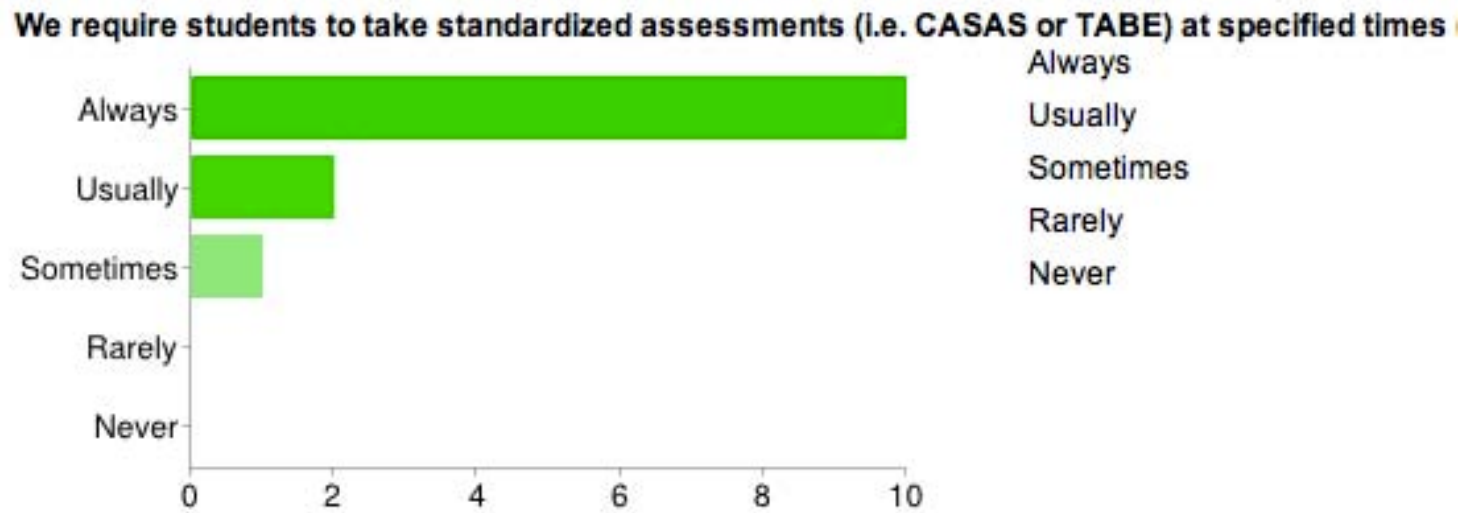
## Teacher-designed Tests



- Skills Tutor has pdf files supporting teacher-designed assessments (use to elicit original writing)
  
- No much going on here. Perhaps Helen???

# Assessment Strategy 5

## Standardized Tests



Ideas: See next slides

# Assessment Strategy 5

## Standardized Tests



All Students are required to take TABE to determine eligibility. Students are then required to come in-center for post-testing.

We use CASAS and then the programs assessment.

We assess distance learners in the same manner as we assess all ABE students.

We TABE all of our ABE students in one subject area once per month and since our DL program is hybrid, the DL students are also tested. It would probably be good to test the DL learners in the area(s) they are studying in Skills Tutor to show progress but at this point the test to be taken is not chosen in that way.

# Assessment Strategy 5

## Standardized Tests



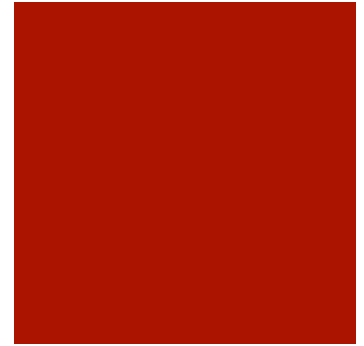
We use the reports from Skills Tutor as our main diagnostic/assessment tool. We ask students to visit the ABE room every three months for face to face instruction and to take another CASAS test. Most students come in more frequently to take GED practice tests.

Teachers will determine specific content area and place students according to their most recent CASAS or TABE scores. Pre and post-testing of each content area (in Skills Tutor) is required, unless the student has demonstrated complete mastery of the level.

All Students are required to take TABE to determine eligibility. Students are then required to come in-center for post-testing.

# Assessment Strategy 5

## Standardized Tests



The main assessment we use with our students is the standardized CASAS test which we administer at regular intervals of contact hours reached, whether classroom hours or proxy hours from distance learning. Typically students are tested in bulk at times when many students have reached the forty hour mark however when one student reaches this goal much ahead of schedule they are tested outside of class.

Currently 95% of our DL students are also classroom attendees. The solely distance learning students will get tested during their check ins while enrolled in the English for All program at intervals of completion."

# Assessment Strategy 5

## Standardized Tests



### **How to get students to show up for assessment:**

Email, call, & then turn off access to site

Have them sign an agreement to post test & then email.

Adult diploma students – those assessments are the carrot to get them in

Keep track of who needs to come in to test by using MABE, files, check once a quarter review files to see who is ready to post-test



## Notable Comment - Nice Blend of Assessments



In Basic Skills & GED preparation, we begin assessment with TABE testing. We chart the test results on the Contemporary Correlation Charts from the Achieving TABE Success series.

The results of this charting inform students and teachers of (what we call in our classroom) "areas of strengths" and "areas of confusion". We are here to turn "areas of confusion" into "areas with a good comfort level".

This charting is shared with students, and students see what areas they need to concentrate on in their Skills Tutor lessons. If students have difficulties locating these areas, a copy of the Skills Tutor lessons can be run, with lessons needing practice highlighted by the teacher.

# Wrap-up Final Questions



- See you on Tuesday, May 29<sup>th</sup> at 2PM for the focus group on DL101.

Questions about this?  
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