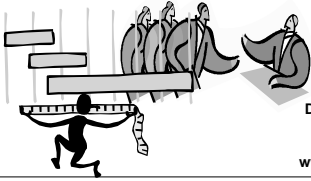


# Developing Additional Assessments



Developed by  
CASAS  
2003  
[www.casas.org](http://www.casas.org)

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## Session Objectives

At the end of this training, participants will be able to:

- Recognize the difference between standardized and non-standardized assessments.
- Define Performance Based Assessment (PBA)
- Describe the process of developing a PBA
- Choose an appropriate assessment type
- Plan a portfolio assessment
- Develop a rubric and a rating scale

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## Additional Assessments

Mandate to develop

Capacity Building Ideal



Agency developed assessments/The approval process

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## Background Information

### General Test Types

Standardized Tests

Performance-Based Assessments

Portfolio Assessments

Informal Assessments



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## Standardized Tests

- All graded according to the same criteria
- Based on systematic sampling of behavior
- Data on reliability and validity
- Administered and scored according to specific instructions
- Norm or criterion referenced

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## Standardized Test Examples

- CASAS Pre/Post Tests
- TABE
- GED
- SAT
- CASAS CIT
- CASAS Functional Writing



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## Performance-Based Assessments



- Activities specifically designed to assess performance on tasks
- Learners demonstrate skill and are rated on a predetermined scale
- Rated by an assessor rather than by self or peers

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## Portfolio Assessment

- Technique for qualitative evaluation
- Maintenance of descriptive records of a variety of a learner's work
- Purposeful and systematic collection of work that reflects growth
- Includes learner reflection and evaluation



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## Informal Assessment

- Activities that reflect tasks typical of classroom instruction
- Represents actual progress toward goals and objectives
- Monitored and recorded by teacher, peer observation or learner self-assessment



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## Where do we start to develop additional assessments for EL Civics?



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With a priority objective.

For example: *Access the health care system and interact with the providers.*



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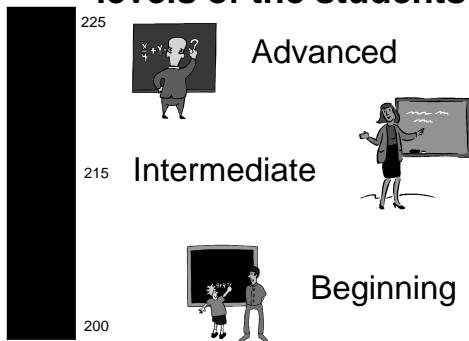
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## Determine instructional levels of the students?



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## What Type of Assessment can be used?



Pre-Post Survey



Interview

Portfolio



Role Play



Written



Oral



Observation Checklist



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## Pre-Post Survey

This can be any kind of oral or written assessment or survey that is administered before and after instruction. For reporting purposes, gains shown on the post test are submitted to TOPS Pro.

Beginning levels – Oral Simulate a situation where examinee calls an agency and leaves a message giving his/her name and telephone number and asks to be called back.

Intermediate Low – Oral Simulate a situation where examinee calls an agency and asks where the agency is located

Intermediate High and Advanced - Oral or Written Simulate a situation where examinee calls an agency and asks three questions about the work of the agency

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## Interview

Assessor (often the teacher) – Examinee  
Assessor asks student questions about a project or an assignment. Student responds - all levels

Simulation

Job interview IL - Adv  
Street Accident – Examiner takes witness information IH – A



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## Role Play

Can be similar to Interview. Assessor always takes one part and follows a script.

Examiner can take role of friend or relative of examinee discussing an issue such as:

- Workplace safety
- Tenant rights
- Voting procedures
- etc.



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## Oral / Written



Examinee describes orally or in writing a community experience (e.g., attendance at a meeting with a public official)

BH – Tells or writes two things about the meeting

IL – IH Writes a paragraph of at least four (five) sentences about the meeting or makes a short oral presentation (four – five sentences) about the meeting

A – Writes three paragraphs telling about the meeting and analyzing the probable results of the meeting or describes the meeting in detail including an analysis of its importance

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## Observation Checklist



Examinee performs an action which the examiner observes and scores using checklist. This is often a simulation:

Beginning: Student obtains an ID at the DMV office

IL – Student obtains an ID at the DMV office and asks about the requirements to obtain a driver's license

IH – A Student obtains an ID at the DMV office, asks about the requirements to obtain a driver's license and takes the DMV written test

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# Portfolio

## Definition

**A purposeful collection of student work that tells the story of student achievement or growth.**



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# Portfolio

**Systematic collection of student work**

- Items for inclusion are pre-determined
- Focused on accomplishing the criterion as stated in the objective

**Student reflection and self assessment related to meeting the goals of the objective**



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# Sample Contents

**If the objective is: Access the health care system... for levels: BH-IH, the contents might be:**

1. Chart of local health care centers
2. Written response to predetermined questions asked of a speaker
3. Written paragraph describing qualities of a good doctor
4. Completed medical history form
5. Two completed classroom assignments with a brief written explanation of why they were chosen for the portfolio.
6. A completed questionnaire in which the student reflects on the process of maintaining a portfolio.

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## Sample Rubric

**Chart: 10 points possible:**

- 10 = Student has included all agencies in the area and all information is accurate.
- 7 = Student has included 80% of the agencies and there are some minor mistakes in the information.
- 4 = Student has included less than half of the agencies. Some information is accurate.
- 1 = Student has listed the agencies but provides no information.
- 0 = No chart

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## Portfolio Item 4 Rubric

**Completed Medical History Form  
(3 points possible)**

- 3 - The form is complete with appropriate information.
- 2 - The form is 75% complete. Some information is not appropriate.
- 1 - The form is less than 50% complete. There are many inappropriate entries.

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## Portfolio Item 6 Rubric

Completed questionnaire in which the student reflects on the process of maintaining a portfolio.

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**Reflection: 4 points**

- 4 - Questionnaire is complete with appropriate responses.
- 3 - Eighty percent of the questionnaire is complete with mostly appropriate responses.
- 2 - Sixty-five percent of the questionnaire is complete and/or responses are not appropriate.
- 1 - Less than half of the questionnaire is complete.



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To determine a Student's Competence?

## Develop A Rating Scale

- A rating scale describes the acceptable level for passing the "additional assessment".
- It is based on the criteria described in the rubric.
- A different passing score is assigned for each level.



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## Samples of Rating Scales

➤ **Yes/No** - The individual meets the criteria or doesn't

➤ **Point System**

Total points	10
Passing score	7

➤ **Variable Scale**

Total points	15
Advanced	12
Intermediate	9
Beginning	6



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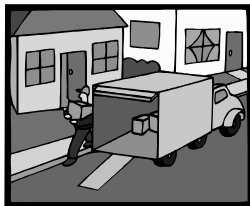
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## Additional Assessment Sample #2

Housing



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## Objective

Identify methods and procedure to obtain housing and related services.



Intended Levels:  
BL-A

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## Assessment Type Role Play

**Level:** (BL, BH, IL, IH, A)

**Description:** Students will perform a role play that includes:

Part 1: An inquiry about a housing unit from an authentic (I - A) or adapted (BL - BH) classified ad.

Part 2: The steps it takes to successfully secure a contract. (BH - A)

Part 3: Resolution of a problem/issue related to the unit. (IL-A)

Student plays the role of the prospective tenant.  
Examiner plays the role of the landlord.

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## Rubric for Role Play

**Part 1:**

**Inquiry – 4 points.** Student asks questions about at least

4 = 5 aspects of the unit

3 = 4 aspects of the unit

2 = 3 aspects of the unit

1 = 2 aspects of the unit

**Part 2:**

**Contract - 4 points** Asking questions about the contract, student addresses:

4 = 4 housing rights issues

3 = 3 housing rights issues

2 = 2 housing rights issues

1 = 1 housing rights issue



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## Rubric for Role Play (Part 3)

Problems/Issues – 4 points. Student:

Raises an issue that is clearly understood & fully resolves all aspects of it with landlord. - - 4

Raises an issue that requires clarification and partially resolves it - - - 3

Student is able to describe a problem when questioned by the examiner, but no resolution is reached. - - - - 2

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## Rating Scale for Role Play

12 Possible Points

Passing:

- A = 11 pts
- IH = 9 pts
- IL = 6 pts
- BH = 4 pts
- BL = 2 pts



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## Implementing Additional Assessments

Developed by  
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## Objectives

At the end of this training, participants will be able to:

- Recognize differences between instruction and assessment
- Develop guidelines for administering their additional assessments
- Plan a training for assessors
- Score an additional assessment
- List the kinds of records that must be kept and the length of time that they must be kept.
- Use TOPSpro to:
  - designate ESL classes
  - assign numbers to additional assessments
  - list additional assessments
  - scan additional assessment answer sheets

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## Instruction VS Assessment

Instruction

- Instructor or fellow students may help
- Several opportunities to try
- Variable and open-ended criteria for success
- Speech simplified as needed, clarified until student understands
- Feedback informal from teacher/student

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## Instruction VS Assessment

Assessment

- Natural speech, limited amount of clarification
- Feedback formal from assessor
- No coaching
- Fixed number of attempts
- Explicit and fixed criteria for success
- Fixed content and procedures

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## Points to consider

Assessor training



Record Keeping

Time & Resources



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## Assessor Training



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## Who will assess?

Teachers?

Instructional aides?

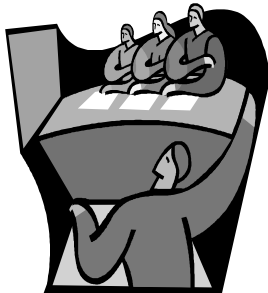
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## Preparation

- Understand the purpose of the test, objectives of the activity, competencies to be assessed
- Demonstrate how the activity is to be conducted
- Verbal interactions, develop a written script
- Develop rules for repetition, clarification, rephrasing
- Develop a scoring system with a clear understanding of rubric and rating scales

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## Time & Resources



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## Where will you test?

Regular Classroom  
Separate Classroom  
Office...

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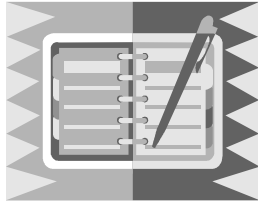
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## Other Logistics to Consider

Frequency of testing

Pull-out System

Other:



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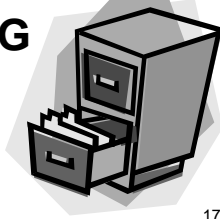
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## RECORD KEEPING



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## How long do we have to keep additional assessment records?

- Three years
- Issue 1: Additional Assessments, Charts, Posters, Portfolios may be difficult to store
- Issue 2: Students expect return of work but must recognize this is assessment based work.

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## What kinds of records do you keep?

- Copies of test scripts
- Student record sheets
  - Whole class format
  - Individual record sheets



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## Record Keeping & TOPSpro

- Designate EL Civics Classes
- Assign numbers to additional assessments
- List additional assessments
- Complete/scan AA answer sheets



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## Form Numbers & Descriptions

Obj	AA	Form#	AA Description
4	4	004C	Housing
23	23	023C	Community Resources
46	46	046C	Agency description
47	47	047C	Agency description

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