

FOCUS Reflection: P2.1

DIRECTIONS: Read through the Sample ELA Applications for this Indicator. Check the box in the right column if there is content in that row that you want to focus on for future professional development. Highlight text and/or make notes at the end of the form to keep track of specific aspects that interest you.

Indicator P2.1. Assessment Methods

Uses a variety of methods to equitably assess a broad range of skills, accommodate diverse needs, and motivate students. Designs and administers a variety of formative and summative assessments to inform instruction, identify learning needs, and monitor students' progress toward achieving both personal goals and state standards. Understands and shares with students the importance of performing well on NRS-approved assessments.

Sample ELA Applications		
What Effective ELA Teachers KNOW	What Effective ELA Teachers DO	✓ Focus
A. Federal, ACLS, and program policies related to placement, re-assessment, and accountability impact student assessment.	1) Read, discuss with colleagues, and follow relevant assessment policies. 2) Stay up to date with ABE standardized assessment trainings. 3) Understand which student outcomes impact measures of program achievement and work with students to develop a culture around achievement. 4) Explain to learners the kinds of appropriate and legal accommodations in assessments or testing conditions for which they may be eligible (<i>e.g., for the HiSET or GED</i>) and how they should request these.	
B. Standardized assessments provide valid and reliable information only when administered and interpreted according to the publishers' and ACLS's directions.	1) Read and follow with fidelity publisher and ACLS guidelines for the administration, scoring, and interpretation of standardized assessments used in the program. 2) Use standardized test scores as one tool to track students' Educational Functioning Level (EFL) gains over a substantial period of time. 3) Analyze standardized assessment information in conjunction with other assessment data (<i>e.g., portfolios, formative assessments</i>) to inform instruction.	
C. The results of diagnostic assessments provide important information about individual skills appropriate for instruction.	1) Use diagnostic assessments of students' component reading skills (<i>e.g., alphabets, fluency, vocabulary, reading comprehension</i>) to focus instruction. 2) Carefully follow directions for each specific diagnostic assessment, paying special attention to administration and analysis instructions for English learners. 3) Use writing and oral assessment data to identify individual strengths and areas of needed growth in relevant ELA standards.	

What Effective ELA Teachers KNOW	What Effective ELA Teachers DO	✓ Focus
	4) Use interviews, questionnaires, observations, and/or informal tools to assess digital literacy levels.	
D. Structured classroom assessments should measure student learning at the end of an instructional unit.	1) Employ “backward design” to determine what the final learning product will be for a unit and how targeted ELA level-specific standards will be assessed. 2) Design and/or use rubrics, checklists, or other specific guidelines that make clear to students how performance will be evaluated. 3) Use quizzes/tests sparingly and for the purpose of preparing students for more formal education settings/credentialing assessments and/or to assess discrete knowledge or skills.	
E. Formative assessment takes many forms and provides teachers and students with important information about teaching and learning within a unit.	1) Check for student understanding, using informal yet deliberative methods (<i>e.g., walk around the room to check on students’ work; individually solicit and monitor verbal responses from a wide range of students; use exit tickets</i>). 2) Engage students in evaluating and reflecting on their own learning. 3) Assess students’ developing word identification, fluency, vocabulary, and comprehension skills within units by such methods as: <ul style="list-style-type: none"> • recording accuracy when reading aloud from connected text • using a rubric that evaluates accuracy, rate, and prosody when students read aloud text related to the unit • asking students to use target vocabulary appropriately in unit products (<i>e.g., presentations, written pieces</i>) • using a checklist or journal reflection to evaluate students’ application of new comprehension skills in relation to assignments related to the unit. 4) Provide students with prompt, specific feedback to correct misunderstandings and reinforce learning.	
Notes to Self:		