

FOCUS Reflection: P2.3

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 P2.3. Student Progress

Shares assessment results with students to acknowledge progress, identify gaps, and determine next steps. Seeks and implements feedback from students and colleagues to improve learning. Understands and shares with learners the role and importance of formative, summative, and NRS assessments as tools that allow students to demonstrate their learning. Encourages students to do their best on all assessments and helps students use results.

Sample ELA Applications		
What Effective ELA Teachers KNOW	What Effective ELA Teachers DO	✓ Focus
A. Students need to know about different types of assessment and how to use strategies specific to each type.	1) Discuss with learners the different kinds, purposes, and formats of assessment, including (as appropriate) the HiSET, GED, and entry/placement tests into postsecondary education or training; be aware that some learners may have little or no understanding of the purposes of assessments or may be used to very different forms. 2) Explicitly teach test-taking strategies for various ELA assessment types and provide ample opportunities for students to prepare for varied formats, including self-evaluations, quizzes, tests, and portfolios.	
B. Students are more likely to take responsibility for their learning when they can track their progress.	1) Share assessment results with students in sensitive ways (<i>e.g., using CCRSAE levels and not grade levels</i>). 2) Help students cultivate a positive stance towards assessment results and feedback (<i>e.g., help students understand the role of assessments and how assessments are used to inform instruction</i>).	
C. Working with others (students and teachers) provides support for enhancing individual, program, and field approaches to ABE.	1) Involve students in designing and using assessment approaches (<i>e.g., help develop or give feedback on rubrics/checklists; assess own work and that of peers</i>). 2) Solicit student feedback on instruction and make needed adjustments (<i>e.g., student reflections at ends of units; class surveys</i>). 3) Share assessment tools and strategies with colleagues. 4) Discuss assessment data with program colleagues to identify assessment trends, both program-wide and across class levels; adjust instruction.	

Notes to Self: