

ASSESSMENT FOR LEARNING (AfL)

Self-Paced Module
Winter 2024



WASHTENAW
LITERACY



Training Guidelines



- When you see the stop sign, stop. Reflect and complete the recommended activity before continuing.
- Limit distractions and turn off notifications.
- Approach the materials as if you were in class.
- **Be a fully engaged, active learner!**
- Take care of your own needs. It's ok to pause and refill your tea.
- **Trust the process and plunge into activities.**





Washtenaw Literacy's Mission:

Believing that literacy is the foundation for a sustainable community, Washtenaw Literacy provides literacy support, free of charge, to adults through a network of trained tutors.

It is our **Vision** to eliminate illiteracy in Washtenaw County.



PASSION



DIVERSITY
EQUITY
INCLUSION



INTEGRITY

www.washtenawliteracy.org

734-337-3337

Tutor Objective



A reminder of your objective!

To **partner** with an adult in **pursuing** their personal goals by **improving** their ability to understand, speak, read, and write basic English and do math through **customized, research and evidence-based tutoring.**

Training Objectives



1. Develop skills needed for tutoring adults

- Define Assessment and Assessment for Learning (AfL)
- Describe the purpose of Assessment
- Identify types of assessment and their value/limitations
- Understand how to create assessments from everyday materials
- Add 5 non-quiz assessment strategies to your tool kit

2. Build knowledge needed to engage with agency

- Know the reporting requirements for progress and goal attainment
- Identify 5 assessment resources provided to you by WashLit

3. Align your perspective and expectations with the needs of adult learners

- Understand value of formative vs. summative assessment in tutoring adults
- Know best practices in giving feedback to learners about progress

STOP!



Here is your first stop sign.

In the slide above, we highlighted some words. Take out a scrap of paper and jot down your ideas.

1. What is “assessment”?
2. What is the purpose of assessment?
3. What are some common types of assessment?

Once you’ve got your ideas down, you can move on. We’ll revisit your ideas later in the presentation.

What is Assessment?



At Washtenaw Literacy, assessment is not the testing you may think of from your days in school.

Assessment is any activity, including observation, that offers insight into the skills or knowledge of the person being assessed.

There are 2 main forms of assessment used in educational settings; Formative and Summative.

The form of assessment should always be authentic to the goal of the learners.

(What does that mean? Well, if the learners goal is to take the GED test, then assessment tests are relevant and authentic.)

What does this tell you?

FORMATIVE SUMMATIVE



WHEN THE **CHEF**
TASTES THE SOUP



WHEN THE **GUESTS**
TASTE THE SOUP



What does this image suggest about the difference between formative and summative assessment?



Why Assess?



- To inform future instruction
- To include learners in planning
- To illuminate the gap between current skills and skills needed for the goal of the learner
- To empower the learner to own their journey
- To model how the learner can self-monitor future learning
- To encourage all that progress is happening

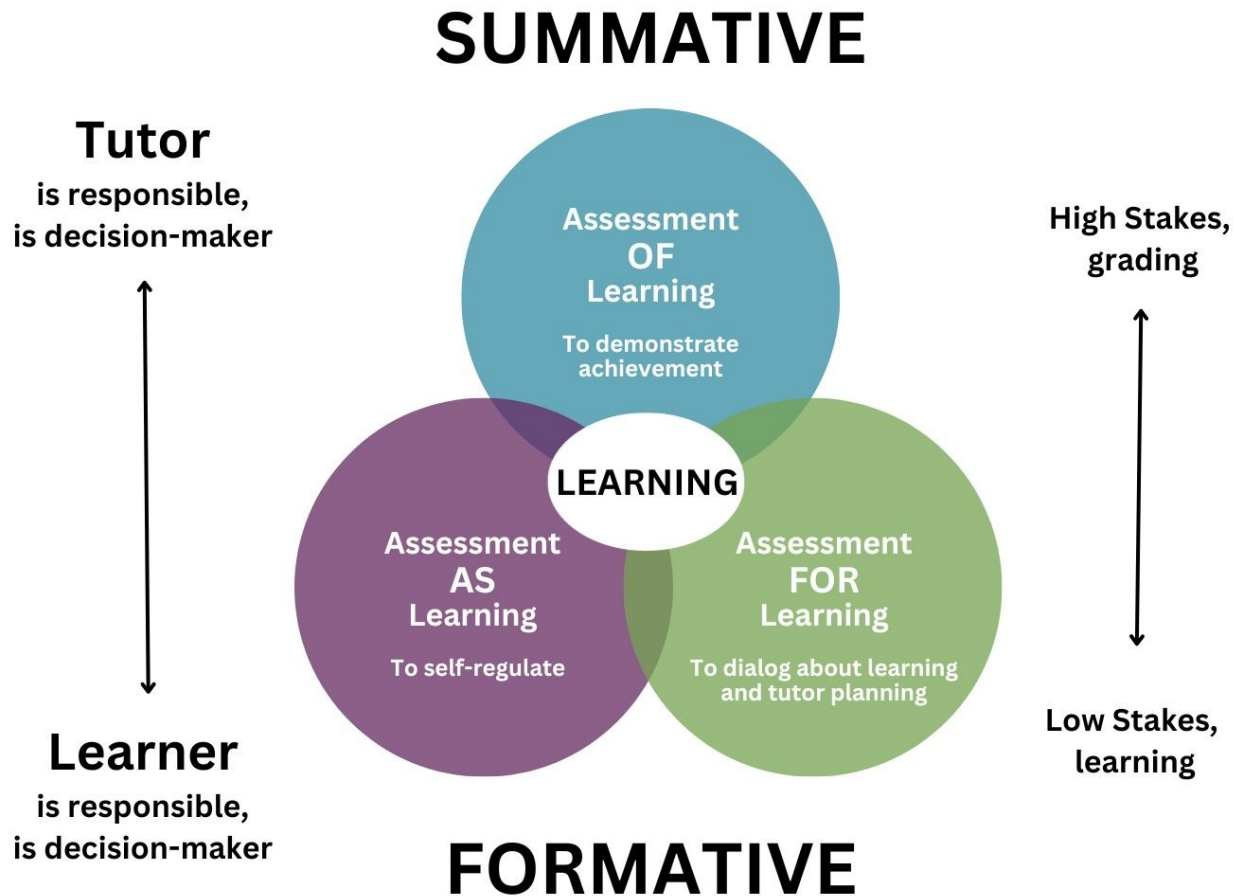
When Is Assess Done?

- continuously, it is an ongoing part of learning
- as an embedded observational part of activities
- when the tutor or learner need a pick-me-up
- reported 3 times a year (April, Aug, Dec)



How often is assessment done? When is progress reported? (Check your answers above to see if you are retaining what you're reading.)

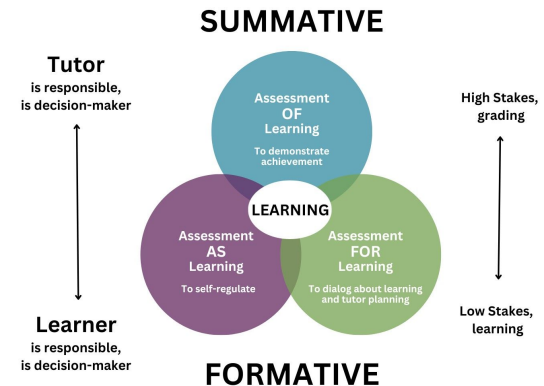
The Big Picture



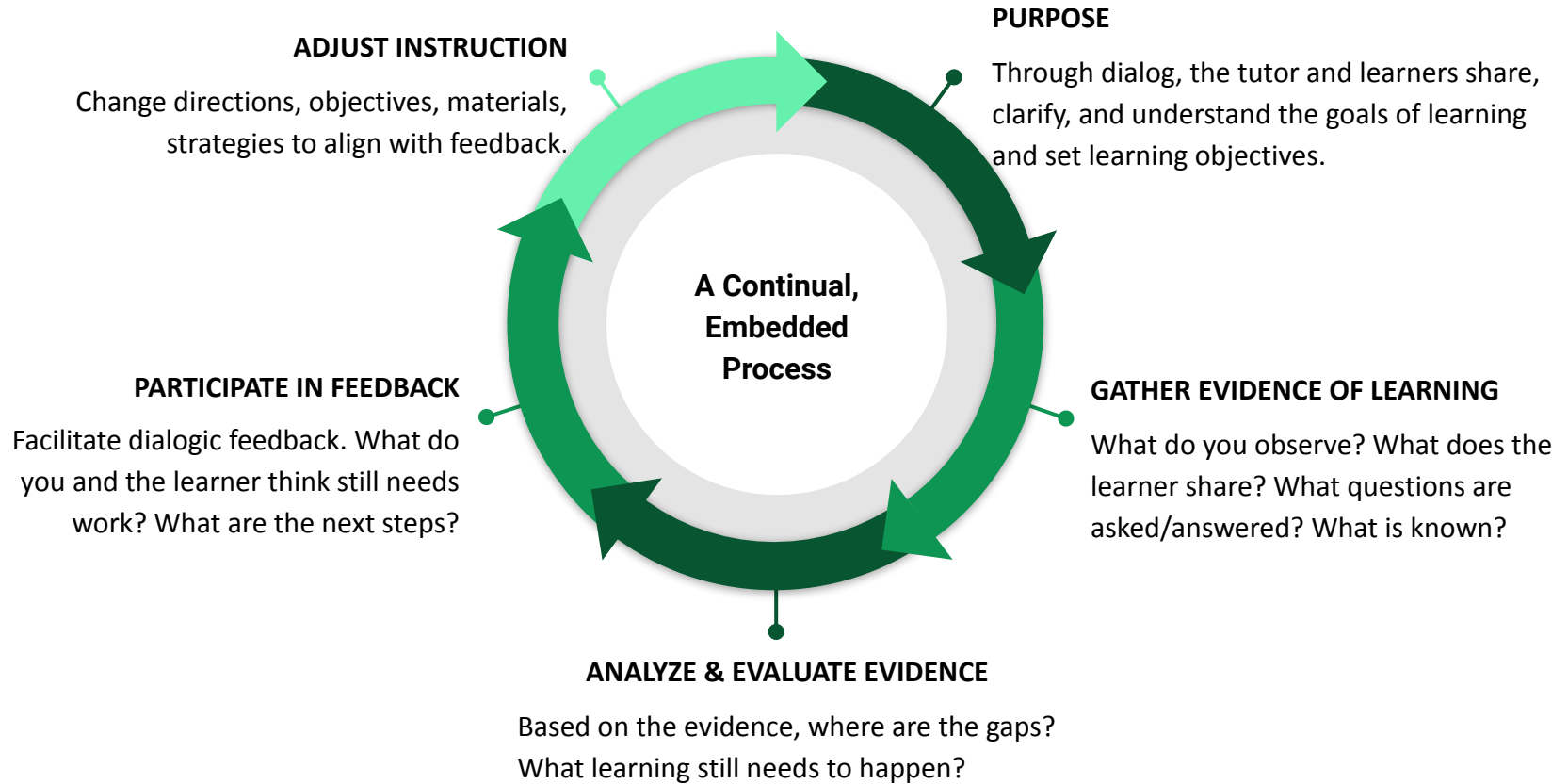
Notes for Previous Slide

Things to notice on image from the previous slide:

- Summative assessment leaves all responsibility with the tutor, Formative assessment involves learner/s
- Formative assessment is low stakes because it doesn't involve a grade or a score of pass/fail. It is focused on learning.
- Assessment for Learning (a type of Formative assessment) includes dialog between the learner and tutor to determine next steps and inform future session plans.



Formative Assessment Process



5 Assessment Resources



- Skills Surveys (found [here](#))
 - Reading, writing, speaking, listening, math, and digital literacy
- Northstar Digital Literacy Assessment (found [here](#))
- Reading Strategies Inventory*
- ESLOA or ESL Oral Assessment*
- QRI or Qualitative Reading Inventory*
 - Word attack and Reading comprehension



*Give me a thumbs up
or a thumbs down.
Do you know how to
click on links in a
presentation?*

*found under *Assessment* [here](#) (login with username **tutor**, passwo

STOP!



Here's your last stop sign.

At the beginning of the presentation, you wrote down some ideas about the following questions. Take out that paper and revise your answers.

1. What is “assessment”?
2. What is the purpose of assessment?
3. What are some common types of assessment?

What changed? What stayed the same? What information resonated with you or gave you pause as you shifted your perspective?

Top 5 Assessments Strategies



You have used 3 of the first recommended (non-testing) assessment strategies today! There are all formative assessments for learning.

1. Entrance and Exit Strips (slide 6 and 15)
2. Direct questioning (slide 10)
3. Thumbs up/Thumbs down (slide 14)
4. Observation during a task, such as completing a graphic organizer
5. Journaling



For a summary of all five, [watch this 4 minute video](#) on YouTube.

Case Study – 1:1



Read Carlos' story. Carlos is a real WL learner.

Carlos is from Guatemala. He is around 50 years old and has eight children. He has been in the United States for almost five years. He completed the fourth grade in Guatemala and is now working in the kitchen of a local bar. He can make himself understood conversationally, but he has very limited reading and writing skills. He avoids reading and writing whenever possible, often relying on his children for information. Carlos wants to take the citizenship exam and hopes to someday own his own restaurant in Ann Arbor using family recipes. He would like to be able to read news articles online as he has a fascination with politics, history and current events. He admits to a guilty pleasure; watching soap operas!

Applying Assessment Strategies



Imagine you are session planning for Carlos.

1. What **Assessment Resources** might you want to use? (*Skills Surveys, Northstar, Reading Strategy Inventory, ESLOA, QRI*) How would you justify your choices? When would you use these?
2. What **Assessment for Learning Strategies** might you use? (*Entrance/Exit strips, Questioning, Thumbs up/down, Observation, Journaling, other*) Why did you make the choices you made?

Depending on your plans with Carlos any and all of these resources and strategies would be helpful. The key is to constantly use formative assessments to inform future session plans and stay relevant to the learners goals and needs!

Next Steps



1. Today

- **Complete the Assessment for Learning form** ([click here](#)).
 - Once you submit this form, you will be marked as “completed” for this module. *Completion of this form is required.*

2. Within a month

- Attend your next session to continue training. ([Click here](#) to see a description of the modules and their scheduled dates.)

3. As needed

- Contact Alison (austin@washtenawliteracy.org) if you have questions or need information about your next session.

Thank you!



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