

## **Effective Assessment in ABE/GED Classrooms**

### **Course Description**

This course is designed to enhance the adult educators' knowledge of assessment in ABE/GED classrooms. Participants will discuss information on various types of assessment; examine specific instruments used in assessment; explore the Georgia Department of Technical and Adult Education's state assessment policy; and, discuss how to use assessment results to enhance instruction.

#### **Unit 1: Overview of ABE/GED Assessment**

Unit 1 will focus on the importance of assessment for students, instructors, administrators and literacy programs in general. Participants will review articles that examine the positive and negative aspects of testing in ABE/GED and will share their own experiences with other professionals. Various testing "metaphors" will also be discussed.

#### **Unit 2: Assessment Instruments**

Unit 2 will target both formal and informal testing instruments. Three instruments will be examined specifically – the Test for Adult Basic Education (TABE); the Adult Basic Learning Exam (ABLE); and WORKKEYS. Participants will examine the selection and administration of the standardized test; determine when to test and re-test; and explore how to report test results and to whom they should be reported. Various testing tips will also be discussed.

#### **Unit 3: State Assessment Policy**

Unit 3 will examine current state policy on assessment – The Georgia Department of Technical and Adult Education's ***Adult Learner Assessment Policies and Procedures Manual***. This publication includes a comprehensive review of policy, assessment, placement, and completion issues. Test administration requirements for the TABE, ABLE and WORKKEYS will also be covered – along with information on how to provide appropriate testing accommodations and how to identify the appropriate level for placement and completion.

#### **Unit 4: Using Test Results Wisely**

Unit 4 will explore the implications of assessment on literacy instruction and discuss ways to integrate assessment results into classroom instruction. Participants will discuss the use of scale scores, sub-scores and grade equivalent scores. They will debate whether or not scores can be used – not only to help describe levels in the development of adult literacy abilities – but also to determine the strengths and weaknesses of the learner and to remediate areas of weakness, while identifying and maximizing the learner's strengths.