Division of Adult Education
Monthly Webinar

February 16, 2023

Agenda

• DiplomaSender/HiSET update
• Assessing ESL Learners
• Assessments
• PD opportunity for ESL instructors

DiplomaSender and HiSET scores

• DiplomaSender now accepting import of HiSET scores from PSI
  – Still some issues but many have been resolved
Assessing ESL Learners

- Lancaster-Lebanon IU13
- The Literacy Center
- Keystone Opportunity Center
- Catholic Charities

The Funky Bunch

Josh McManness
Program Manager
Lancaster-Lebanon IU13

Jessica Barnhart
Community Education Supervisor
Lancaster-Lebanon IU13

Jenny Bair
Program Director
Literacy Council of Lancaster-Lebanon

Let's Get Started

Tell me about the current assessments you use for ESL placement.

Do you think they are good assessments? Why or why not? Tell me more.
Disclaimer

No assessment is perfect

Challenges

1. CoVid-19
Remote Proctoring

2. 2 Domains

Part of a larger picture

Writing

Informal Assessment

Curriculum

Integrating all 4 domains into exit/transition criteria
Everyone is Different

Calibrating our Staff

Summary

Working for Us   Priorities

4 Domains

Placement and Transition
CASAS Life and Work Series

❖ Reading: Pre 27/28, 81/82A, 81AX/82AX, 83/84B, 185/186C, 187/188D
❖ Listening: 981/982A, 983/984B, 985/986C
❖ Administer both to students who attend our large group in-person registration
❖ Administer reading or listening to those who register remotely, depending on the focus of their goals
Pros of Administering Both Assessments

❖ Better measures student skill gaps
❖ More aligned with student goals
❖ More precise level placement
❖ Provides more data for lesson planning
❖ Increases the probability of NRS level gains at posttesting
❖ Increases orientation time

Cons

❖ Increases time needed for intake, orientation, and assessment
❖ Listening test is more difficult to administer in a large group setting
  ➢ Need at least three rooms, CD players, CDs, and sometimes headphones to administer all listening forms on paper
  ➢ Need computers and headphones for CBT

Addressing Active Skills in the Program

❖ Flag non-speakers or non-writers at intake, orientation, and assessment for one-to-one or small group tutoring
❖ Utilize aides in the classroom
❖ Consider adding a literacy level ESL class to the schedule
❖ Provide a balance of listening, speaking, reading, and writing skills in every lesson
❖ Break out rooms/group work for conversation and writing practice
❖ Add conversation classes to your class schedule
Focus Points

- Importance of Pre-Assessing with More Than One Tool
- Testing Practices at The Literacy Center
  - Standardized: Listening & Reading - Receptive Skills
  - Informal: Speaking & Writing - Productive Skills
- Providing Opportunities for Students to Practice All Four Skills

Importance of Pre-Assessing with More Than One Tool

Warm-Up

- Hungarian Lesson

Válaszolj a kérdésekre!

1. Miben él Judit az USA-ban?
   A) 25 éve. B) 23 éve. C) 922

2. Hol él Judit?
   A) Allentown-ban B) Whitehall-ban C) York-ban

3. Milyen Judit ház száma?
   A) 922 B) 610-578-3459 C) 25

Ответьте на вопросы


Importance of Pre-Assessing with More Than One Tool

- Pre-testing learners in one skill area may give an inaccurate picture of the learner’s initial functional level.
- Because of cognates, learners might be able to score higher on the reading pretest.
- Learners coming from countries with a non-Roman alphabet, might score very low on their reading, but their speaking and listening skills might be much higher.
- Pre-testing in all 4 skills would be ideal, but we know it is impossible. Pre-testing in 2 skill areas will give us a closer picture of learners’ overall language skills.

TLC’s Standardized Testing Procedures

- Two skill areas since 2007
  - CASAS, Life & Work Listening
  - CASAS, Life & Work Reading
- Format
  - Paper-Based
  - Remote
TLC’s Standardized Testing Procedures

- **Intake**
  - Day 1: Paperwork, Orientation & Appraisal
  - Day 2: Pretest with Assessment Administrators

- **Pretesting**
  - Requires preparation & planning

- **Remote Testing**
  - Students who are unable to come in person

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Informal Speaking Assessment

**Speaking Assessment**

**OUTPUT**

- speaking →
- writing →

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Informal Writing Assessment

- Rarely used, with low-literate students
- Based on the 1000 most frequently used words
Informal Assessment Tools

All Four Skills Tested Regularly

- Unit Tests
  Include listening, a culminating writing assignment, grammar & reading comprehension questions
- Mini Presentations
- Teacher-Created Activities

Intake and Assessment

Tips for working with ESL Learners
Intake and Informal Assessment

- One-to-one, small groups
- Blended approach, remote and in-person
- Intake Forms
  - E-data Form
  - Simplified Catholic Charities Intake Form

Formal Assessment

- CASAS vs. BEST Plus 2.0
  - Location and Transportation
  - Weaker Skill Set
  - Classroom Make-up
  - Timing

Assessment Prep in the Classroom

- CASAS
  - CASAS official practice tests
  - Literacy Minnesota lesson assessments
- BEST Plus 2.0
  - Dialogue Practice
Assessments

- Grantees allowed to purchase multiple assessments
  - Recommend purchasing computer-based over paper-based
- Gain on an ABE test can be EFL gain for student with ESL entry level and vice versa
  - Must show a gain on a pre/post test pair of the same test

PD opportunity for ESL instructors

- Standards-in-Action Virtual Training: Cultivating a Language and Content Focus for English Learners
  - Open to individual teachers
  - National level: opportunity to work with teachers from other states
  - Registration for 2 upcoming sessions
    - Starting March 7, 2023
    - Starting May 2, 2023
For more information on adult education, please visit PDE’s website at www.education.pa.gov

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