Overview

ohiohighered.org/aspire/reference -> Policies -> Assessment Policy

Assessment is the ongoing process of gathering, describing, or quantifying information about performance or learning.

- Assessment begins at the student's initial point of contact with the Aspire program and continues throughout the student's involvement with the program.
- Results of assessment should be used to help guide instruction.
- Assessment involves both formal and informal evaluation of student progress and mastery of content.
- Assessment results provide the program, the instructor, and the student with the tools that they need to make good decisions or rethink previous decisions about the educational process.
- All students are to have a portfolio that includes an individual learning plan and student work. This portfolio may not be used to determine level completion or progression for reporting purposes, but it should be used to monitor student learning.
- To determine level completion and advancement, all students are to be assessed using state-approved standardized tests.
- Staff who administer standardized assessments must be trained in proper test administration procedures. Records must be maintained in the PDN history log of persons who were trained.

Selecting Assessments

- Offer a variety of assessment options to ensure accommodation of varied skills, goals, and learning styles.
- Select appropriate assessments for the population being served.
- Choose assessments that determine appropriate instruction for individual students.

Recording Assessment Results on the Student Progress Form

ohiohighered.org/aspire/reference -> Forms -> Progress Form

A benefit of using online TABE assessments is that assessment data is imported daily from Data Recognition Corporation/TABE into LACES. If manually scoring assessments, programs are encouraged to record progress on the Student Progress Forms and in LACES in all areas for which instruction is provided. Scale scores from these assessments are required. The scale scores are used as the basis for determining students' Educational Functioning Levels (EFLs) for placement and progress. LACES will automatically track in the subject that puts the student in the lowest level. However, programs may adjust the tracking subject. Level completion in any academic subject will count as a Measurable Skill Gain (MSG)

Elements of Assessment for Placement, Progress, and Level Completion	
Assessment for Placement	Assessment for Progress and Level Completion
Standardized assessment for placement may assist in identifying student goals. Locator or Initial Appraisal • A locator or initial appraisal determines which diagnostic level of standardized assessment is appropriate for the student. (If the TABE is used, the Word List may be utilized for students functioning at the Beginning ABE literacy level). • The locator or initial appraisal assessment should be given prior to diagnostic testing, but it does not replace the full assessment. • If a locator test is not used, alternative assessments must be used to determine the appropriate placement test. Diagnostic Testing or Pretesting • Diagnostic testing involves administering a standardized assessment to determine the student's EFL. • A student's EFL, as determined by the diagnostic pretest scale score must be recorded on the Student Registration Form and the Progress Form. LACES will automatically assign the student's EFL based on his or her scale score. Areas for Assessment • Programs must at least test students in the basic skill areas in which the students want to be instructed, but they may also test in other areas. The program is encouraged to keep documentation of progress for all areas in which instruction occurs.	Standardized Testing • Ohio's Assessment Policy stipulates that standardized assessments must be used to determine if a student has completed one or more EFLs. • If the posttest is administered within six months of the pretest, a different form or level of the test must be used. • If the posttest is administered after six months of the pretest, the same form of the test may be used. Portfolio Review • Students' portfolios must be maintained to help instructors and students monitor students' learning and make decisions about when posttesting may be appropriate. Students with diagnosed disabilities may need accommodations on standardized tests. Refer to the test publishers' manuals for the appropriate procedures to follow for accommodations. Students must have a formal record of disability to request assessment instruments in alternative formats and/or alterations in test administration procedures.

Progress- and Post-Testing

As a rule, programs should follow the publishers' guidelines for minimum hours of instruction needed before administering a progress test.

A posttest may be administered before a student has obtained the recommended amount of instruction only if there is evidence in the student's portfolio to substantiate a conclusion that the student may have completed a level. The program administrator must approve early posttesting on the Early Progress Test Exception Form and attach evidence to the form of student's work to justify early testing. This documentation must be maintained in the student's portfolio. Early testing should account for no more than 20% of progress tests within a fiscal year.

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Aspire Portfolio System

The Aspire Portfolio System is a purposeful collection of student work based on student goals and standards-based education with expectations that it be used in preparing, planning, learning/teaching, assessing, and reflecting by student and teacher collaboratively to demonstrate achievement and progress. The Aspire Portfolio System is meant to enhance learning and teaching through Ohio's Student Experience Model (SEM) and to be a user-friendly, standards-based education tool to help students and teachers gauge learning and target instruction. Each student is to have two files: the administrative file and the student portfolio. Together they make up the Aspire Portfolio System.

Student portfolios must be used to collect and analyze their work to monitor their learning.

Portfolios should be used to:

- create a student-centered approach in which students monitor and evaluate their own work and achievements in learning experiences
- determine students' progress in achieving standards and benchmarks
- provide a method for collecting samples of students' work, monitoring their progression toward their instructional goals, and determining when standardized posttesting may be appropriate

Actions for managing the portfolio process

- Plan the process for handling confidential information.
- Choose the physical form of the portfolios and how they will be stored.
- Use color-coded forms to quickly recognize the paperwork in the files.

Required elements of the Aspire Portfolio System
Student portfolio (non-secured) includes:
1. Individual learning plan that includes:

- Student name
- Teacher name/site name
- Instructional implications from a learning styles inventory
- Instructional implications from a learning disabilities screening, if applicable
- SMART goals
    - Specific

- o Measurable
- o Attainable
- o Relevant
- o Timely
  - Comments
2. student work to document beginning, progress toward, and subject area mastery
3. Early Progress Test Exception Form, if applicable

Administrative file (secured) includes:
1. Aspire student forms
2. Standardized test scores
3. Release of Information Forms
4. Screenings and inventories, such as learning disabilities screening and learning styles inventory
5. Any student-identifiable information

Portfolio Features

- The portfolio must be reviewed and updated at least every 90 calendar days. The portfolio is developmental and shows student growth over time.
- The portfolio shows a more holistic picture of the student than do results from a standardized test.
- The portfolio is evidence of the importance of self-evaluation by students and is a vehicle to help students develop awareness of their skills.
- The portfolio involves instructor and student collaboration.
- Collection of evidence of student work is a selective and collaborative process between the student and instructor.
- Evaluation of the portfolio is the shared responsibility of the student and instructor.
- Portfolio assessment gives the instructor and the student information about the student's progress and level advancement relative to his or her EFLs.
- Monitoring a student's work utilizing the portfolio gives the instructor and the student information about the student's progress relative to his or her previous performance on goals.

Guidance for Programs

- The portfolio is a requirement for all students.
- Each program is to develop its own policies and procedures to consistently manage the information associated with the Aspire Portfolio System.
- Each program is to determine the physical nature of the student portfolio (e.g., folder, binder, electronic resource).
- A student's portfolio and administrative file, including attendance records, must be kept for one year after the student has exited the program. Attendance records may be copied and kept in a separate binder.
- Programs are required to maintain a secure, hardcopy of student standardized test scores in the administrative file. Standardized test scores cannot be kept in the student portfolio.
- Programs must retain the student portfolio and administrative file for one year after the student exits the program. For audit purposes, programs must retain individual student

records in LACES for no fewer than three years or longer if required by the local school district.

- At Workplace Education sites, programs may use a class portfolio in place of individual student portfolios (see Workplace Education section).

Guidance for Teachers

- The standards-based education system (namely Ohio's standards and benchmarks) remains the focus of teaching within the Aspire Portfolio System. As a teaching tool, the student portfolio is used to select standards and benchmarks, to plan instruction, and to monitor the results of instruction.
- The Aspire Portfolio System serves classroom purposes rather than state reporting purposes.
- The student portfolio is to be developed and maintained collaboratively by the teacher and student.
- The teacher and student both participate in selecting work samples and using the samples to evaluate progress relative to the student's previous performance on goals.

Guidance for Students

- The student portfolio is an ongoing record of a student's thoughts on the educational process.
- It contains goals, educational and career plans, assignment sheets, and other concrete pieces that can be used to trace the student's experience throughout his or her learning.
- It contains samples of what a student has done — items a student has completed over time. It should not be an entire collection of work.
- It is a process and product that a student can use to take ownership of work and be proud of accomplishments.

Additional Information

Additional Assessments
ohiohighered.org/aspire/reference -> Policies -> Assessment Policy

Programs are encouraged to supplement required assessments with additional assessment instruments. These other assessments help to avoid over-testing students with standardized instruments. Some examples of additional assessments are as follows:

- subject-specific diagnostic tests
- checklists
- individual projects or products
- small group projects
- role playing
- journals
- demonstrations
- teacher-made tests
- student self-evaluations

- performance examples
- end of chapter tests
- anecdotal records
- rubrics or matrices
- student interviews
- audio or video tapes
- worksheet or homework assignments
- curriculum assessment, including in-class or distance software

Learning Styles Assessment

Programs may choose to administer a learning styles assessment to identify each student's preferred learning style in order to educate the student on specific practices that promote higher levels of learning, tailor the student's individual learning plan, and determine instruction.

Use of Rubrics

Rubrics are scoring guides that help instructors make decisions as to whether or not students are able to perform benchmarks at levels of proficiency.

Putting the emphasis on student performance and helping guide students in developing their work, rubrics also are intended to provide some consistency in instructor judgment of students' performance. Rubric results, along with those from standardized tests and other assessments, will be maintained in the students' administrative files.

Aligning Assessments with Ohio's Benchmarks and Standards

As illustrated, there are numerous assessment options available to Aspire instructors to help document students' progress in achieving benchmarks. Within the Aspire Portfolio System, instructors will utilize assessments to verify students' abilities to perform benchmarks. Multiple benchmarks may be addressed by a single assessment.

Classroom Assessment Techniques (CATs)

Classroom Assessment Techniques are simple, non-graded, anonymous, classroom activities designed to give you and your students' useful feedback on the teaching-learning process as it is happening. CATs can be used to improve teaching and learning that occurs in a class. Frequent use of CATs can:

- Provide just-in-time feedback about the teaching-learning process
- Provide information about student learning with less work than traditional assignments (tests, papers, etc.)
- Encourage the view that teaching is an ongoing process of analysis, investigation, and reflection
- Help students become better monitors of their own learning
- Help students feel less anonymous
- Provide tangible evidence that the instructor cares about learning