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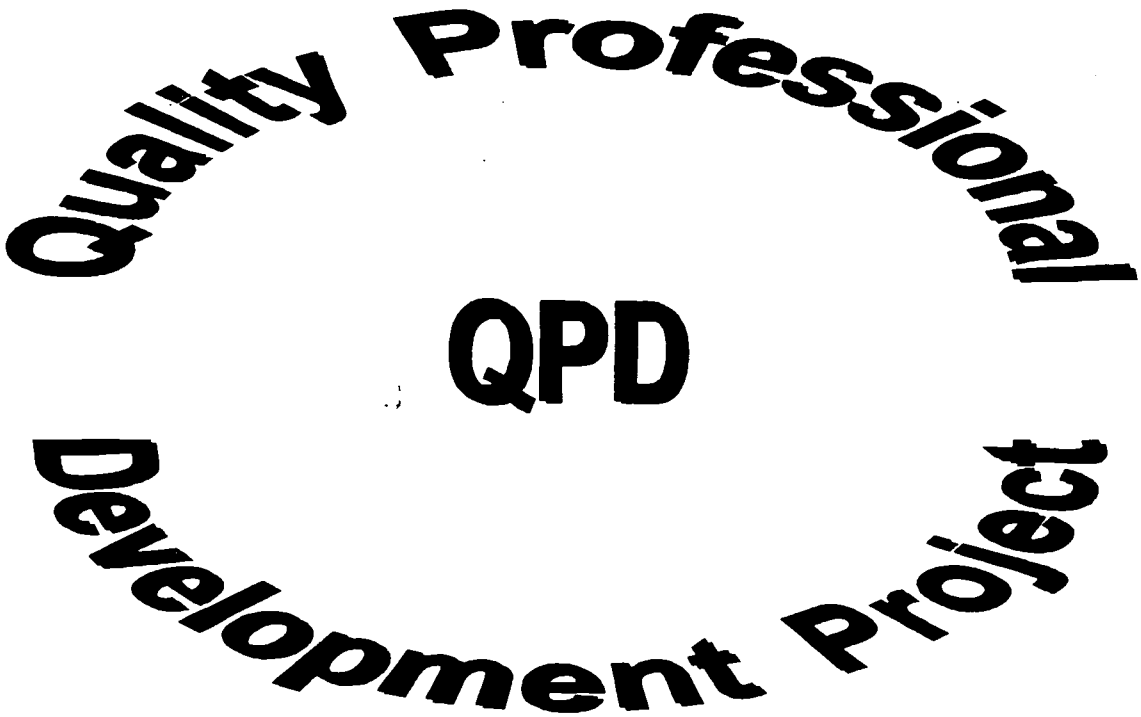
ABSTRACT

This workbook is one of six professional development manuals prepared by experienced adult assessment staff to help new adult education (AE) instructors understand how to administer and interpret standardized tests and how such standardized tests can provide one basis for instructional placement and curriculum choices. It also provides information on legislative mandates for accountability and performance-based funding that drives the reform system in AE. The pretest and posttest appear first. Each of the five units consist of some or all of the following components: objectives; informational material; exercise(s); self test(s); worksheet(s); and answer keys. Unit topics are as follows: (1) the role of assessment in AE; (2) understanding test reliability and validity; (3) administering standardized tests; (4) interpreting test results to adult students; and (5) accountability and student tracking. Appendixes contain the following: correlations of student success to tracking (SSTS) reports to indicators of program quality; list of SSTS reports; adult basic education (ABE) 1997 basic skills track; ABE 1997 functional skills track; and pretest and posttest answer keys. (YLB)

113p.

Florida Community College at Jacksonville



Assessing the Adult Student

PROFESSIONAL DEVELOPMENT MANUAL I

1998

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Assessing the Adult Student

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ASSESSING THE ADULT STUDENT

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FOREWORD

Educators working with adult basic education, GED, and adult high school students are a special breed of teachers. They have chosen to work with adult students in a self-paced classroom environment where every student in the room may be working on different materials and at a different academic level from every other student in that room. How then do adult educators know what to do with such diversity? One of the first steps is understanding the assessment process and how to use it to successfully guide and individualize classroom instruction.

This workbook, ***ASSESSING THE ADULT STUDENT,*** has been prepared by experienced adult assessment staff to help new adult education instructors understand how to administer and interpret standardized tests such as the Test of Adult Basic Education (TABE), and how such standardized tests can provide one basis for instructional placement and curriculum choices. It also provides information on legislative mandates for accountability and performance-based funding that drives the reform system in adult education.

Unit I: The Role of Assessment in Adult Education

The Role of Assessment in Adult Education provides an overview of why we test adult students.

Unit II: Understanding Test Reliability and Validity

Understanding Test Reliability and Validity explores standardized achievement tests and explains the importance of test reliability and validity to the classroom instructor.

Unit III: Administering Standardized Tests

Administering Standardized Tests provides information on student preparation, administration of standardized tests, and teaching to the test.

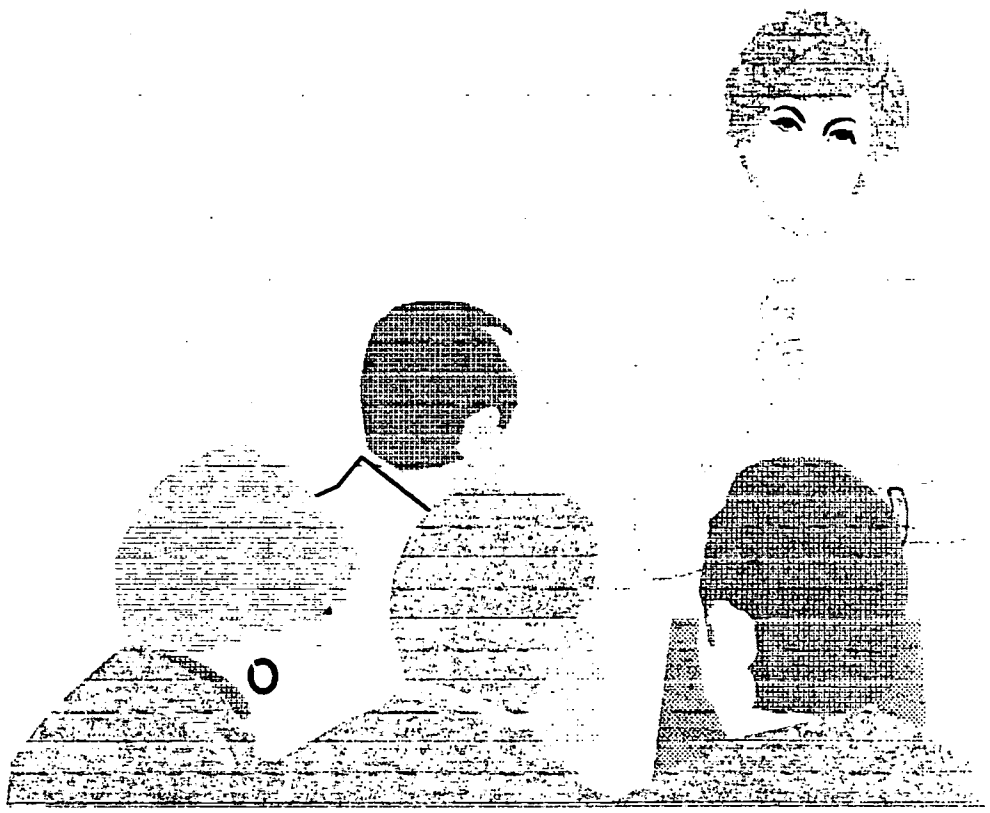
Unit IV: Interpreting Test Results to Adult Students

Interpreting Test Results to Adult Students addresses the necessity of subtlety which is needed for interpreting student test results.

Univ V: Accountability and Student Tracking

Accountability and Student Tracking examines a sample student tracking system and the connection between educational accountability and continued funding for adult education programs.

Whether the information in this manual is new to you or is serving as a refresher, we think that you will find it immediately applicable to your adult education classroom. The next two professional development manuals, ***THE PHILOSOPHY OF TEACHING ADULT STUDENTS*** and ***FROM THEORY TO PRACTICE: ADULT INSTRUCTIONAL METHODOLOGIES,*** will also supplement your training. Then you will be able to review the Basics for Successful ABE, GED or AHS manuals too. Finally, each of these six manuals is accompanied by videos; pre-post assessments; and instructor, student, video and audio evaluations.



QUALITY PROFESSIONAL DEVELOPMENT PROJECT

ASSESSING THE ADULT STUDENT

PRE-TEST

Name:_____ **Date:**_____

CIRCLE THE CORRECT ANSWER FOR EACH QUESTION:

1. The purpose of the Official GED Practice test is to:

   a. predict high school achievement levels.
   b. determine readiness to take the full-length GED test.
   c. determine attitudes towards taking the full-length GED test.
   d. provide specific information that may be used to design curriculum.

2. The best type of assessment to determine an individual's current academic skill is:

   a. an aptitude test.
   b. an achievement test.
   c. self-report survey assessment.
   d. learning style assessment.

3. Student records are protected legally by the:

   a. family Educational Rights and Privacy Act.
   b. student Rights Act.
   c. educational Notice Act.
   d. none of the above.

4. Which of the following is NOT a characteristic of a standardized achievement test?

   a. in-depth coverage of specific learning objectives
   b. the presence of norms for interpretation of results
   c. uniform test administration procedures
   d. specific scoring directions

5. It is considered ethically permissible for teachers to:

   a. use standardized test items in their own classroom tests.
   b. tutor students on specific subject matter of an upcoming standardized test.
   c. explain to students the mechanics of taking a standardized test.
   d. exclude students if they are expected to do poorly on standardized tests.

6. Which of the following laws mandate assessments for disabled students to develop individual education plans?

   a. Zollie Maynard Act
   b. IDEA
   c. PL-142
   d. all of the above

7. The trend toward performance-based funding will have the following effect(s) on adult education:

   a. stricter accountability for student success.
   b. increased funding for adult programs.
   c. fewer accepted methods of assessment for evaluating student progress.
   d. all of the above.

8. A learning style assessment is used to determine:

   a. the most effective way a student learns.
   b. current academic skills.
   c. strengths and weaknesses.
   d. none of the above.

9. A measurement of student performance at the end of instruction is:

   a. performance-based.
   b. competency-based.
   c. achievement tests.
   d. all of the above.

10. Blueprint 2000, Florida's system of school improvement and accountability, includes in its goals:

    a. student performance.
    b. student retention.
    c. adult literacy.
    d. a & b.

11. An alternative assessment such as an applied performance test measures:

    a. how a person performs in actual adult life situations.
    b. observations of demonstrated skills.
    c. student portfolios.
    d. none of the above.

12. Primary elements common to standardized test administration:

    a. test directions are written as a script and are meant to be read verbatim
    b. test is timed
    c. consistency and accuracy in scoring procedures
    d. all of the above

13. Which of the following is not a key term in educational reform?

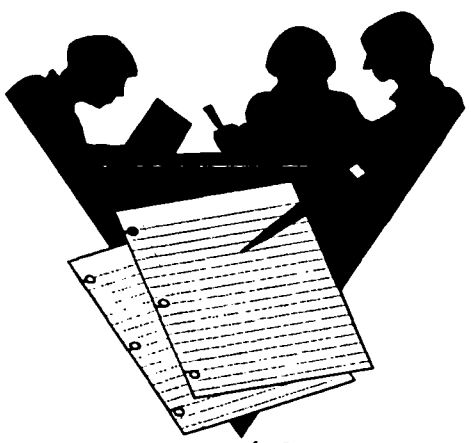
    a. performance standards
    b. adequate progress
    c. open entry/open exit
    d. accountability

14. The best instrument to measure a student's potential to learn within a specific content area is:

    a. an achievement test.
    b. a temperament factor assessment.
    c. an interest inventory.
    d. an aptitude test.

15. The percentage of correct scores is NOT typically used in interpreting results for which type of test?

    a. norm-referenced: where a student stands in relation to other students
    b. criterion-referenced: how a student's test performance compares to some absolute standard
    c. objectives-referenced: how well the students masters specific instructional objectives
    d. domain-referenced: how well a student is likely to perform on similar items, drawn from the same content area



QUALITY PROFESSIONAL DEVELOPMENT PROJECT

ASSESSING THE ADULT STUDENT

POST-TEST

Name:_____ **Date:**_____

CIRCLE THE CORRECT ANSWER FOR EACH QUESTION:

1. Achieving-at-a-grade-level is:

   a. a meaningless term statistically.
   b. an expectation that we should have for all our students.
   c. average performance for students in that grade.
   d. an arbitrary assessment based on standardized achievement test scores.

2. What is standardized on a standardized achievement test?

   a. the anticipated level of performance
   b. the conditions for test administration
   c. the test validity
   d. the purpose for which the test is given

3. Standard scores express an individuals's position in the distribution of scores in terms of:

   a. standard of performance.
   b. standard deviations from the mean.
   c. standard deviations from the maximum possible score.
   d. deviations from a standard of performance.

4. A term which represents the most typical score in a group of scores is called:

   a. central tendency.
   b. correlation coefficient.
   c. composite score.
   d. standard score.

5. Mr. Jones allows his students an extra 20 minutes on a standardized achievement test. What is the major consequence of his actions?

   a. The reliability of the test scores will increase.
   b. The content validity will decrease.
   c. Norm-referenced interpretations of the scores will not be meaningful.
   d. Criterion-referenced interpretations of the scores will be not be meaningful.

6. Test scores of one or more defined groups considered to be representative are called:

   a. achievement values.
   b. standard scores.
   c. norms.
   d. frequencies.

7. How adult education receives its funds and the amount received will be determined by:

   a. the size of the adult education program.
   b. the success of the students in the program.
   c. the number of students who obtain high school or GED diplomas.
   d. all of the above.

8. When two forms of a test are used to measure progress of students within a school term, it is critical that the test results demonstrate:

   a. parallel-form reliability.
   b. split-half reliability.
   c. predictive validity.
   d. content validity.

9. Increasing the number of questions on a given test:

   a. makes the test more difficult to score.
   b. increases the reliability of the test scores.
   c. increases the standard error of measurement.
   d. decreases the reliability of the test scores.

10. Two of the Blueprint 2000 goals are deemed equal and of particular significance to adult education; they are:

    a. goals 3 & 5.
    b. goals 5 & 7.
    c. goals 3 & 7.
    d. goals 1 & 3.

11. The ability to reason and make judgments and to do well in school would best be measured with what type of assessment?

    a. standardized achievement test
    b. aptitude test
    c. learning style assessment
    d. teacher-made achievement test

12. The type of statistical measure which determines the correlation between the Official GED Practice Test scores and the full-length GED test scores is called:

    a. content validity.
    b. predictive validity.
    c. test-retest reliability.
    d. split-half reliability.

13. Priorities of Florida education reform are:

    a. performance standards.
    b. adequate progress.
    c. assessment.
    d. all of the above.

14. Which of the following practices is considered ethical for test users?

    a. Administering alternate forms of a test as practice
    b. Advising examinees in advance of the nature of the test
    c. Teaching the specific content of an upcoming test
    d. Using standardized test questions on locally constructed tests

15. Teachers often prefer criterion-referenced tests to norm-referenced tests because:

    a. they are concerned with how their students relate to other students in national comparisons.
    b. they need to compare the learning in their class to that of other classes.
    c. they are concerned with the specific, discrete knowledge or skills that are assessed rather than global constructs.
    d. they are more reliable.

UNIT I: THE ROLE OF ASSESSMENT IN ADULT EDUCATION

The learner will be able to:

- ✓ **Identify the types of assessments that are used in adult education programs.**
- ✓ **Understand the typical uses of educational testing information.**

THE ROLE OF ASSESSMENT IN ADULT EDUCATION

Students entering an adult education program begin the process with an assessment of their basic educational skills. This assessment is the initial first step in determining the students' level of academic skill and the strengths and weaknesses they bring to the program. With proper assessment, they can be accurately placed in the program at the most effective learning level.

Research shows that a primary reason for enrollment in an adult education program is to complete a high school education. Other related goals include improving basic skills needed to get a new or better job, personal self-improvement, and basic literacy. Of all the uses for assessment, perhaps the most important is to measure the student's ability to attain his or her goals. This is shown by the variety of assessments available for educational planning:

- Standardized and Teacher-made Achievement Tests
- Study Skills Assessments
- Aptitude Tests
- Interest Inventories

- Learning Style Assessments
- Minimum Competency Tests
- Diagnostic Tests
- Alternative Assessments

The following is a list of terms:

✓ **TESTING** has a systematic procedure and a set of questions, and provides a sample of behavior within whatever area the test is measuring. For example, if we ask a student to identify the subject of a sentence, and he does so, we can document that he is displaying the desired behavior.

✓ **MEASUREMENT**, a broader idea than testing, is the process of obtaining information about an individual and assigning a numerical value to what is being measured. For example, a checklist can be used to obtain a numerical measure of how accurately a student demonstrates a first aid procedure.

✓ **ASSESSMENT**, the full collective term for gathering information about individuals, involves multiple measures such as tests, observation checklists, self-report data, and interviews.

✓ **ALTERNATIVE ASSESSMENTS** provides additional options for learners to prove their knowledge and understanding of instructional material. Applied performance tests, anecdotal records, assessment portfolios and behavioral checklists are examples of alternative assessments.

Applied performance tests measure how a person performs in actual adult life situations like balancing a checkbook and completing a job application. *

Anecdotal records are short narratives of interesting, amusing, or biographical incidents.

Assessment portfolios may comprise collections of both in-class and out-of-class work that a student and teacher discuss and evaluate. *

Behavioral checklists may be used to record observations of demonstrated skills such as personal interaction and communication skills. *

*Adult Learning, Vol. 2, No. 7, May 1991.

There are many significant reasons for using measurement in education:

- **Instruction:** to identify appropriate classroom materials to match students' instructional needs. Standardized achievement tests, such as the TABE, identify the student's current skills and the knowledge base brought to the test.

- **Diagnosis:** to provide information on specific areas of weakness and strength for use in constructing a learning plan for an individual student. Diagnostic tests are usually given after placement exams have determined the program level for the student; but they are useful for individualized instruction.

- **Learning style identification:** to ensure that the instructional style and methodologies match the dominant learning style of the student. Learning style assessements show that students learn in a variety of ways; matching our teaching style and learning activities to a student's learning style means that students will probably find it easier to learn.

- **Accountability**: to measure student performance at the end of instruction (called "performance-based instruction"). Competency-based instruction relies on periodic testing to show progress toward meeting instructional objectives. Achievement tests are used to determine how well a student has mastered the specific content of a given unit or course, or may be designed to test student knowledge across several

disciplines. For example, a test in chemistry may determine a student's knowledge of the atom; the Stanford Achievement Test assesses knowledge over several academic disciplines and often at a particular grade level. Because teacher-made achievement tests are based on classroom instruction, they have greater content validity than do standardized achievement tests.

- **Program Planning**: to decide where to place students within instructional programs.

- **Legislative accountability:** to comply with state and federal legislation. Test results are used for accountability in establishing minimum competency standards and determining if schools and programs are truly accomplishing the goals for which they were created. In addition, they legislatively mandate some tests. For example, the following (English language versions only) are approved tests for determining level of instructional eligibility in adult education programs:

    1. Test of Adult Basic Education (TABE)
    2. Adult Basic Learning Examination (ABLE)
    3. Basic Skills Assessment Program (BSAP); and,
    4. Minimum Essential Tests (MET).

In vocational programs of 450 or more contact hours, students are required to prove mastery of basic skills before receiving the postsecondary training certificate for their chosen program. The TABE is the most widely used basic skill's test in Florida for this purpose.

The Zollie Maynard Act, IDEA, PL-142, and other laws mandate assessments for disabled students for developing individual education plans. Additional federal legislation protects the rights of disabled students and ensures that we will provide reasonable testing accommodations.

- **Establishing minimum competency:** to provide minimum competency tests which are required by the State of Florida in high school programs (GED, HSCT) and in vocational training programs (TABE). Minimum competency testing is also used for state certification of teachers and counselors and national certification of vocational evaluators. Minimum competency tests are used when program designers have set a minimum level of standards they will accept for making pass/fail decisions about students.

- **Exit testing:** to cover postsecondary vocational training programs, high school graduation requirements, the GED and HSCT, and personnel certification and licensure requirements.

- **Counseling and guidance:** to assist students in realistically evaluating their skills, interests, and talents when making decisions about education and employment planning. The most common types of assessments used in career guidance and planning include aptitude tests, interest inventories, learning styles and temperament factors (Myers-Briggs or Keirsey).

  Aptitude tests measure potential to learn. General intelligence tests are aptitude tests, but so are tests measuring verbal and numerical ability, spatial perception, clerical skills, form perception, and fine and gross motor dexterity. Because aptitude tests measure potential, these tests can be used to investigate discrepancies such as when students who show an ability to learn demonstrate poor academic skills in the classroom. Motivation problems, a learning style that does not match the instructional style or personal problems that require non-academic intervention, may cause such discrepancies.

  Interest inventories are used to help individuals learn more about themselves and the world of work so they can make better choices about their education and career.

- **Program evaluation and development**: to provide district-wide testing information that enables legislators to decide the appropriate allocation of financial resources, and enables educators to plan the number and types of remedial classes needed.

- **Employment decisions**: to provide aptitude tests which can enable employers to make informed decisions in matching a job with the best-suited candidate; to help current employees plan how to enhance their skills to prepare them for advancement or new job responsibilities; and to determine an individual's workforce readiness with essential skills such as computer literacy, customer service, time management and conflict resolution.

In conclusion, an effective assessment system should combine the resources of the student, the testing instruments, the classroom instructor, and an academic/vocational advisor to enable our students to achieve their educational/career goals.

****

TYPES OF EDUCATIONAL ASSESSMENTS I

*Note: True-False assessments **are** an effective measure when distinguishing fact from opinion.

DIRECTIONS: Read each of the following statements and decide whether they are true or false.

_____ 1. An example of an alternative type of assessment is a portfolio assessment.

_____ 2. A learning style assessment is used to determine current academic skills.

_____ 3. Results obtained from interest inventories can help students to make better educational and occupational choices.

_____ 4. We should only administer diagnostic tests after standardized achievement tests.

_____ 5. An aptitude test may be used to identify a student who is achieving poorly due to a motivational problem.

_____ 6. Diagnostic tests measure a sample of content related to broad learning objectives.

_____ 7. We should only give aptitude tests before instruction occurs.

_____ 8 . The best type of assessment to determine how well a student has mastered specific content taught in school is an aptitude test.

_____ 9. Students with disabilities who require reasonable recommendations both during testing situations and in the classroom are protected by legislation.

_____ 10 .Anecdotal records on students kept by teachers and portfolios (folders holding collections of student work) would be considered **alternative** assessments.

ANSWER KEY

TYPES OF EDUCATIONAL ASSESSMENTS I

1. **TRUE**

2. **FALSE** A learning style assessment is used to determine the most effective way a student learns - for example, from a visual or an auditory approach. An achievement test would measure current academic skills.

3. **TRUE**

4. **FALSE** Although it may be helpful to have the results of an achievement test to identify broad strengths and weaknesses, a diagnostic test can be administered before an achievement test. For example, a diagnostic math test will be useful to both the student and the teacher in a math course where instruction is individualized. The TABE test offers some diagnostic information that increases the usefulness of the diagnostic test results.

5. **TRUE**

6. **FALSE** An achievement test measures broad learning objectives using a sample of learning tasks, while a diagnostic test measures specific content related to instructional objectives.

7. **FALSE** While aptitude tests may be given before beginning instruction, they may also be administered when a teacher senses a discrepancy between a student's ability to learn and his demonstrated achievement.

8. **FALSE** Achievement tests measure what a student has learned during formal education, while aptitude tests measure potential for learning.

9. **TRUE**

10. **TRUE**

TYPES OF ASSESSMENTS USED IN EDUCATION II

FILL-IN-THE-BLANKS

DIRECTIONS: Complete the following statements by filling the blanks with the word or phrase needed.

1. Testing is a way in which teachers demonstrate accountability in the classroom. Tests typically used for this purpose include: _____

2. In the State of Florida, academic skill tests for adults are required for students in adult general education programs. Give the name of a test used for this purpose.

   _____

3. Performance-based instruction means that teachers can demonstrate that students are learning the course objectives. This is an example of _____.

4. In the State of Florida, we require testing for students in postsecondary vocational training programs of 450 hours or more to ensure that these students possess basic academic skills. Training certificates are only awarded to those students who meet the minimum requirements. This is an example of _____ testing.

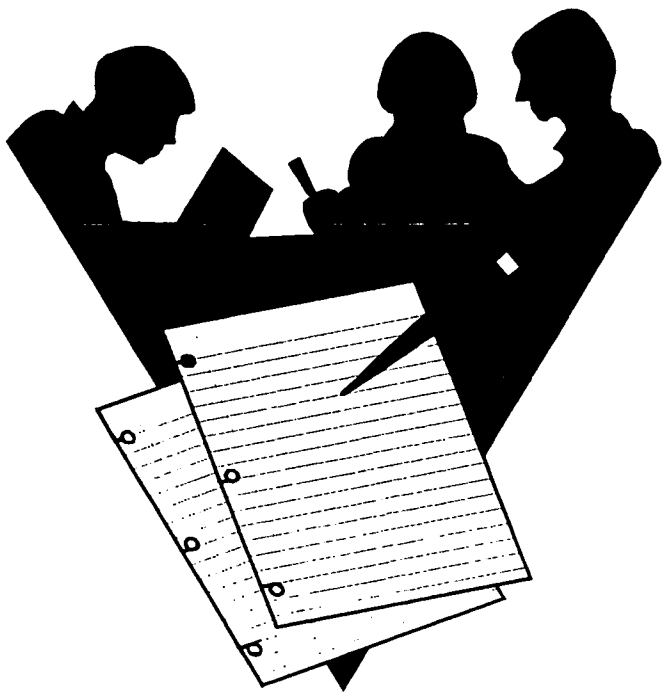
5. Aptitude tests can help to identify students whose achievement in the classroom is lower than their potential for success. Name a factor that may explain the discrepancy between achievement and potential. _____

6. Assume that district-wide standardized achievement test results show that most of the students are significantly below national norms in reading. Using this information to plan the number of new remedial reading courses needed would be important to what group of educators? _____

7. We are increasingly determining employment decisions, such as hiring and promotions, through testing. What type of assessment may be used to measure a prospective employee's ability to learn to operate a computer?

_____

8. Sometimes students experience difficulties learning in the classroom when print- based materials alone are used to present new material. We call an assessment that may help to identify other instructional methods to help such students a _____.



ANSWER KEY II

TYPES OF ASSESSMENTS USED IN EDUCATION

FILL-IN-THE-BLANKS

1. achievement or standardized

2. TABE

3. accountability

4. minimum competency

5. motivation, learning style does not match teaching style

6. administrators

7. an aptitude test

8. learning style assessment

UNIT II: UNDERSTANDING TEST RELIABILITY AND VALIDITY

The learner will be able to:

- ✓ **Understand the significance of test reliability and validity.**
- ✓ **Identify factors that affect the reliability of test scores.**
- ✓ **Know why grade equivalency scores are often misinterpreted.**

WHAT MAKES A GOOD TEST?

As instructors, when we develop individualized classroom skill tests or give mastery-level tests, we need to take into consideration the following areas:

Reliability is the extent to which a test produces a stable, consistent outcome when administered to the same individuals under the same circumstances without any change in learning. It is not the test itself, but the results obtained by the test that are used to measure the reliability of a measurement instrument. When those results are consistent, they render the test dependable for use. Both teachers and students can feel confident that the test results show what the student actually knows.

The **standard error of measurement (SEM)** is also important to reliability. This is the range within which a student's score will actually fall if the student takes the test repeatedly. The standard error of measurement shows the error to allow when interpreting the individual test scores.

Validity is the degree to which the test accomplishes its intended purpose. For example, a language test is not used to determine math competency. Although the language test results

Validity is the degree to which the test accomplishes its intended purpose. For example, a language test is not used to determine math competency. Although the language test results might be reliable (consistent when given repeatedly), they would not be valid in measuring math knowledge. The validity of test scores depends on several types of evidence:

- **Face validity** - the appearance of validity of the test questions; the student can see the relationship between the test and what s/he is being tested for.

- **Content validity** - how well the content of the test items represents the particular domain of information to be measured. Generally, a good teacher-constructed test will be stronger in this area than a standardized test because the teacher is drawing directly from classroom instruction.

- **Predictive validity** - how well the test predicts whatever it is supposed to measure. For example, the Official GED Practice Test gives a quite accurate indication of how well students will do on the actual GED test.

Besides reliability and validity, the wise teacher takes into account many other factors that may affect student performance. Some of these are:

- **Student factors:** motivation, physical health (enough sleep, nutrition level), ability to understand and follow directions, level of test anxiety and test awareness (knowing how to guess wisely and eliminate wrong multiple-choice selections).

- **Test examiner/scoring factors**: Confusing or inconsistent directions, unfamiliar terminology, too much or too little time allowed, scoring errors.

- **Test content factors:** Small number of test items (not as reliable as a large number), test bias (e.g., a math problem requiring knowledge of baseball rules will put those unfamiliar with baseball at a disadvantage).

Although the teacher obviously cannot control all of the factors facing students when they are taking a test, an awareness of reliability, validity, and the other factors discussed here will aid the teacher in evaluating individual test results.

SELF-TEST ON UNDERSTANDING TEST VALIDITY AND RELIABILITY

NOTES: This test uses a **Defining Features Matrix.** It assesses your skills in categorizing important information according to a set of critical defining features. It is useful when you want to see how well someone can distinguish between similar concepts.

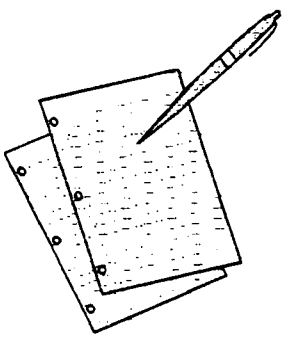
DIRECTIONS: Place an (x) within the brackets for a category that best matches the description in the left column.

Description	**Reliability**	**Validity**
Consistency of results	{ }	{ }
Evidence for proving the usefulness of test results	{ }	{ }
Variation of test scores	{ }	{ }
Test items accurately measure the instructional objectives or intended content	{ }	{ }
Consistency of test scores with different test forms	{ }	{ }
The stability of test scores over a given period	{ }	{ }
Predicts future performance	{ }	{ }

SELF-TEST ANSWER KEY

UNDERSTANDING TEST VALIDITY AND RELIABILITY

Description	Reliability	Validity
Consistency of results	{X}	{ }
Evidence for proving the usefulness of test results	{ }	{X}
Variation of test scores	{X}	{ }
Test items accurately measure the instructional objectives or intended content	{ }	{X}
Consistency of test scores with different test forms	{X}	{ }
The stability of test scores over a given period	{X}	{ }
Predicts future performance	{ }	{X}



UNIT III: ADMINISTERING STANDARDIZED TESTS

The learner will be able to:

- ✓ **Discuss the difference between preparing students for a standardized test and teaching to the test.**
- ✓ **Know the guidelines for administering a standardized test.**
- ✓ **Describe testing accommodations for students with disabilities.**

GUIDELINES FOR ADMINISTERING A STANDARDIZED TEST

In many adult education programs, designated assessment staff members administer standardized tests. However, teachers may sometimes be called upon to administer standardized tests, and should therefore be familiar with the general guidelines presented here.

There are three primary elements common to standardized test administration. First, the test directions are written as a script and are meant to be read verbatim. Second, standardized tests such as the TABE test are timed and these time limits must be strictly followed. Finally, there must be consistency and accuracy in scoring procedures.

The most important thing for a teacher to remember when giving a standardized test is to follow the procedures outlined in the test administrator's manual. These are the same procedures used during the standardization of the test and during the development of norms upon which the scores are based. Deviation from these procedures will invalidate norm-referenced scores.

For teachers who will do standardized testing in the classroom or who are unfamiliar with standardized testing, the TABE Test Coordinator's Handbook provides some general background information. Definitions of terms commonly used in testing and information on interpreting test scores are provided.. For example, if a student gets a grade equivalent (GE) score of 9.0 on the TABE test, that score can only be considered valid if the student took the test under conditions consistent with the test administrator's procedures. A GE score of 9.0 means that the student scores the same as the group of students in the standardization process. This reference group of students is called the norm group. If the norm group had been given more or less time to complete the test during the development phase, the scores would have changed.

Additionally, if different groups of students are given different sets of directions, their scores are similarly influenced. Computerized scoring is typically used with standardized tests to ensure consistent and accurate results. It is essential that we take extreme care when manually scoring standardized tests.

As an examiner giving a standardized test, you must:

- **Prepare yourself:** The examiner should become familiar with the test and the directions for administration as described in the test manual. It is important to follow the specified procedures to ensure valid test results.

- **Prepare setting:** The optimal test setting is familiar, comfortable and distraction free.

- **Schedule the test:** When possible, do not schedule the test immediately before or after a major event such as a holiday or personal crisis. Administering the test over several sessions is possible. However, when the entire test is given at once, be sure to allow time for breaks. Look in the test examiner's manual for the amount of time allowed for administration and for actual testing.

- **Get organized:** Allow time for questions to ensure that students understand what they are to do. Have all materials available and arranged for easy distribution.

- **Prepare the students:** Explain the purpose of the test and how the results will be used. Reduce test anxiety by discussing test-taking strategies.

- **Follow test administration directions:** In order to ensure the validity of test results, standardized tests must be administered under controlled conditions. Specific administration procedures as discussed in the test examiner's manual should be followed.

- **Ensure test security:** Test examiners should protect the security of testing materials **at all times**.

PREPARING STUDENTS TO TAKE A STANDARDIZED TEST

Of paramount importance to the student's success is preparation for the test. How much academic preparation specific to the test, or "teaching to the test," should be done is a hot issue in education.

- Explain the purposes(s) for the test. For example, "The results will show strengths and weakness and progress in learning so students can be placed in the class with the most appropriate level of instruction."

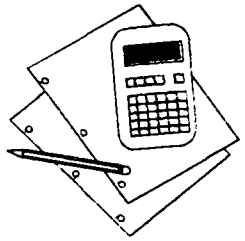
- Discuss how guessing influences the test. For example, on the TABE test there is no penalty for wrong answers so it is preferable to make an educated guess. At the same time, if many items are unknown, indiscriminate guessing will provide misleading results. Encourage students to do their best on all questions.

- Explain that some questions on the test may cover material they have not yet studied. Consequently, students are not expected to know all of the answers.

- Remind students to take any required materials or documents, such as picture identification, social security card, test admission ticket, #two pencils, etc.

- Students always benefit from a preparatory session in which the following strategies are discussed:

  - Before the test, lay out any materials needed such as #two pencils or a picture ID.
  - Get a good night's sleep and eat a good breakfast.
  - Breathe deeply and relax before beginning the test.
  - Listen to oral directions and read written directions carefully.
  - Pay attention to time limits and pace yourself.
  - For essay questions, reflect, plan, and organize thoughts before beginning to answer the question.
  - When using answer sheets, be careful to mark answers in the correct numbered spaces.
  - If there is time, reread answers and correct mistakes; however, only change original answers if new insights are gained.
  - Make educated guesses on such tests as the TABE or the GED where scores reflect only right answers. Do not guess on tests where there is a penalty for a wrong answer. Do not expect to know all the answers.




THE LINK BETWEEN TEACHING & TESTING: ETHICAL ISSUES OF TEACHING TO THE TEST

Testing situations often create students fraught with tension over the test results because much is riding on their success or failure on the test. Teachers, too, can have this tension. They understand the pressure students feel to succeed. Sometimes they suspect that the test results might even be used to evaluate programs, or even teachers. When much is riding on the results, teachers can find themselves looking for legitimate ways to more directly prepare students to take the test. The question becomes, what is "teaching to the test"? What is appropriate and what is not appropriate or even unethical?

The following activity encourages the reader to take the time to consider the issue.

SELF-CHECK

WHAT'S WRONG WITH TEACHING TO THE TEST?

Think about each of the following statements and rank them in order of connection between teaching and testing from most legitimate to unacceptable. Use a scale of 1 - 7, with 1 being the most legitimate.

_____ Structuring the curriculum so it corresponds to the objectives included in the standardized test used in your institution

_____ Using specific instructional objectives to guide your teaching without focusing on the objectives covered by the particular standardized test used in your institution

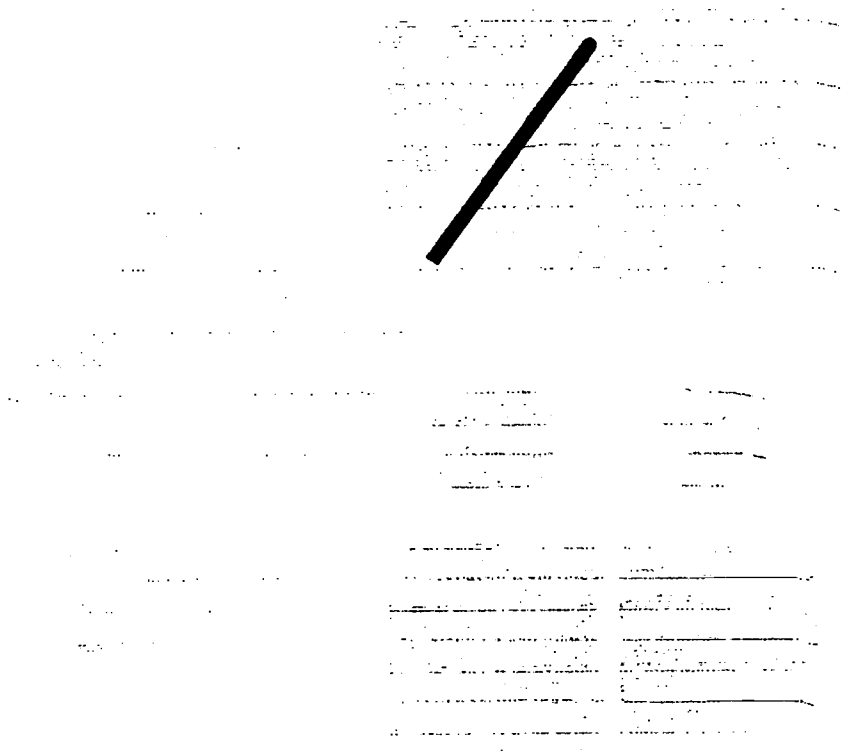
_____ Under the guise of instruction, using a parallel form of a test for students to "practice" prior to being examined with a "real" test

_____ Having students "practice," using the same form of the standardized test, or providing copies of actual test questions to examinees in advance, whether in instructional materials or any other form

_____ Motivating students to do their best on tests and teaching general test-taking skills (e.g., appropriate use of available time, deductive reasoning, familiarity with various testing formats)

_____ Teaching the specific content of an upcoming test to future examinees, but without using the actual test items

_____ Teaching the specific format and objectives used in the test as a major part of the instructional activities



SELF-CHECK ANSWER KEY ON

WHAT'S WRONG WITH TEACHING TO THE TEST?

_3_ Structuring the curriculum so it corresponds to the objectives included in the standardized test used in your institution

_1_ Using specific instructional objectives to guide your teaching without focusing on the objectives covered by the particular standardized test used in your institution

_6_ Under the guise of instruction, using a parallel form of a test for students to "practice" prior to being examined with the "real" test

_7_ Having students "practice," using the same form of the standardized test, or providing copies of actual test questions to examinees in advance, whether in instructional materials or any other form

_2_ Motivating students to do their best on tests and teaching general test-taking skills (e.g., appropriate use of available time, deductive reasoning, familiarity with various testing formats)

_5_ Teaching the specific content of an upcoming test to future examinees, but without using the actual test items

_4_ Teaching the specific format and objectives used in the test as a major part of the instructional activities

Adapted from Wrothen, B. R., Borg, W. R. And White, K. R., *Measurement and Evaluation in the Schools*, pgs. 53-54.

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SOME THOUGHTS ON THE SELF-CHECK ON TEACHING TO THE TEST

It seems easy to rank the first two -- providing high-quality instruction and motivating students to do well by learning test-taking skills -- as appropriate. However, structuring your classroom instruction so that it includes the objectives used in the test and teaching the specific format and objectives used in the test border on getting too test-specific. Rather than teaching skills that are useful in the world, this approach may teach skills useable only on the test. The last three -- teaching the specific content of test questions, using a parallel form of the test (one that has not been designed for that specific purpose) and having students practice on copies of the actual test -- are simply **unethical**.

According to L.A. Shepard in his book *Inflated Test Scores* (1990), a student could score as much as two to seven percentile points higher on certain standardized tests simply by answering one more question correctly. The impact over the whole test of such a statistic can be imagined. In cases of minimum competency, for example, teaching to the test has significant impact.

In the classroom, teaching to the test directly impacts learning. Students become willing to learn only what they will be tested on. Even teachers can begin to believe that only a set curriculum has value. Students lose the opportunity to learn a broad range of content that can be transferred to many situations. Students should be taught skills for a lifetime, and since teaching to the test minimizes such learning, effective teachers will continue to teach a broad range of skills and content along with good test-taking skills.

From: Worthen, Blaine R., Borg, Walter R., White, Karl R. *Measurement and Evaluation in the Schools.* New York: Longman Publishing Group, 1993. Pgs. 53-55.

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CURRENT ISSUES IN TESTING: TESTING ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

This activity is designed to allow instructors an opportunity to experience reading as a student with dyslexia.

Below is a paragraph written as a dyslexic might see it. As you try to read it, consider the frustration a person with a learning disability and average or above-average intelligence would experience reading the paragraph. The compensating strategies that must be made by such a student require time and energy beyond the demands of the regular classroom material. An instructor should work with such a student to provide accommodations which will promote achievement at a level consistent with ability.

DiaguosisandRemediation

The section, "Diaguosisand Remediation-Psychoebncational Views," abbresses itself to somequtontiaiiy eniightening issues regarbing the is looking for bocumentation wiii be bisaqqointed. Ray's articie, "Specreiationship of biagnosi to remediatiun. Here agian, the reaber who ificity in Remediation" for example requeats the often heard uotion of teachingstratigiesbaseb on visnnai or anbitory learner prefereuces. However, there is no evibence that learners who have brodems in one mobaiity have strengtys in auother or that modaiity strengths and weaknesses (ontside of ioss of visuai or aubitory acnity) are reievaut conusiderations in instructionai pianning. Further, there are at qreseut no reliadie ways ofcomparing anbitory andvisual adilities. Perhaqs the most reabadl reabadle of the articies in this section is Cohen's aualysis of "dyspedogogia" the syubrome that resnits from qoor teaching. His qromotion of "so what" biagnoses will be hearteuing to teachers who have iiugwoudereb what to do with tyqicalqsychologicalbiagnostic reports.

The text to a person without a reading disability:

DIAGNOSIS AND REMEDIATION

> The section, "Diagnosis and Remediation-Psychoeducational Views," addresses itself to some potentially enlightening issues regarding the relationship of diagnosis to remediation. Here again, the reader who is looking for documentation will be disappointed. Ray's article, "Specificity is Remediation," for example, repeats the often heard notion of teaching strategies based on visual or auditory learning preferences. However, there is no evidence that learners who have problems in one modality have strength in another or that modality strengths and weaknesses (outside of loss of visual or auditory acuity) are relevant considerations in instructional planning. Further, there are at present no reliable ways of comparing auditory and visual abilities. Perhaps the most readable of the articles in this section is Cohen's.

Nettie Bartel, Chairperson and Associate Professor, Department of Special Education, Temple University, Philadelphia, Pennsylvania.

TESTING ACCOMMODATIONS FOR ADULT STUDENTS WITH DISABILITIES

According to the International Center for Disabilities' 1986 study, 27-43 million adults in the United States have some kind of disability, and 40% of these adults have not finished high school. The National Adult Literacy Survey reported that 12% of the population had physical, mental, or other health conditions that limited their participation in work, education, or other activities.

Every adult education teacher needs to understand the law on accommodating students with disabilities in the classroom and should have an understanding of how accommodations can be made. Many accommodations are very simple to make; others require some ingenuity.

Current law requires that we make accommodations for students with disabilities:

a. The disability must be verified by a doctor with the appropriate paperwork that your adult education provider requires. Ask your coordinator for a copy of the institution's policies on accommodating student needs.

b. The fact you do not have access to the most advanced equipment is not a justifiable reason for not making accommodations. Your accommodations can be creative and inexpensive.

The following accommodations can be made simply in a classroom or testing situation:

a. Students with visual learning disabilities:
   - Enlarge the test and answer sheet.
   - Allow the student to write directly on the test booklet and then transfer the answers to a scantron sheet.
   - Administer the test orally. Be sure to get guidance from your supervisor before you do this. You must make sure that your voice does not give away the answers as you read the test items and options.
   - Put the test on a computer and have the student use it.

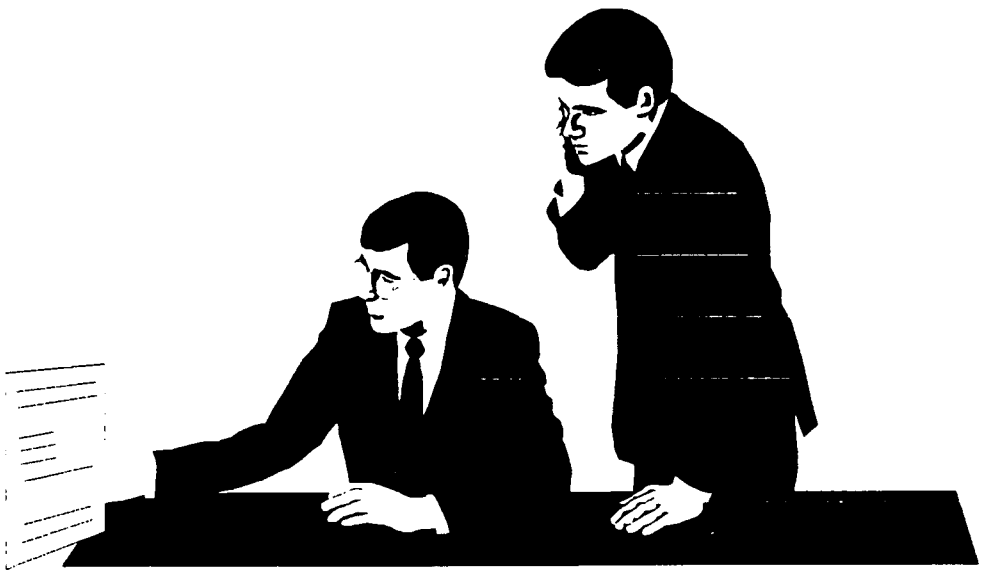
b. Students who are wheelchair users:
   - Raise the table at which the student will work by placing blocks under the table legs.
   - Provide a smooth board that will lie across the arms of a wheelchair and serve as a desktop.

c. Students who are hearing impaired:
   - Speak slowly and face the student as you give instructions. Do not exaggerate the mouth movements. Students who are lip readers will need you to speak slowly so they can follow along. However, speech reading is very

difficult as less than 40% of English words are distinguishable on the lips. In addition, for many deaf students, spoken English is a second language and they may not be proficient in it. Written communication is always acceptable; make sure you have adequate written instructions available.

d. For students with learning disabilities in general:

- If a student tells you that he or she is learning disabled, you need to ask your supervisor what documentation your agency requires before accommodations can be made.
- Extended test time may be an acceptable accommodation for persons with processing difficulties, and may be necessary along with other accommodations. The information the student has on his or her disability should indicate the time frame needed for a test. (Note: If you provide extended time for a student, you should make note of the time allotted. Also note that although the resultant answer sheets can be scored electronically, they cannot be considered valid scores because the testing conditions were altered. Discuss with your supervisor how your agency wants you to handle this.)



UNIT IV: INTERPRETING TEST RESULTS TO ADULT STUDENTS

The learner will be able to:

- ✓ **Interpret various assessment scores used in adult education programs.**
- ✓ **Differentiate between a norm-referenced score and a criterion-referenced score.**
- ✓ **Discuss the importance of confidentiality and security as related to tests and measurements.**
- ✓ **Describe the differences between a percentile and a percentage score.**
- ✓ **Distinguish between criterion- and norm-referenced achievement testing.**

THE FIRST MEETING

Most students begin their educational program with a placement test such as the TABE. Often the first day of class involves meeting with an advisor or teacher to talk about placement test scores. Adult students in particular want to do well in school; they want to be seen as competent. Because test-taking may have unpleasant connotations from their previous educational experiences, the teacher or advisor discussing the placement results should ensure that this is a positive experience.

The teacher might begin with congratulating the student for coming back to school. Acknowledge that taking this step was not easy, especially if the student has been out of

school for a while. Spending a few moments on this topic starts the discussion on a positive note.

Follow this by asking the student what he thought about the test. Did he remember some of the information from classes taken before? There was probably some new information, too. How did the student feel about those questions?

**Remind the student that achievement tests are designed to see what students have learned and remember from their previous education and to help teachers plan instruction that is neither too hard nor too easy.*

CONFIDENTIALITY

Confidentiality of test scores is an important issue. Student records are protected legally by the Family Educational Rights and Privacy Act and should be safeguarded by teachers interested in the comfort and trust of their students. Test results, whether in the form of individual records or database lists, should never be carelessly left on desks or in any other unsecured area.

If you are discussing a student's test results in your classroom with other students present, be certain that no one can hear your discussion. Because other students in the class at the time may need to approach your desk to ask you a question, be certain that the test results are not visible to them.

CRITERION-REFERENCED SCORES

When a teacher sets up a certain number of tasks that the student must perform and tests to see if the student can or cannot perform the tasks, the teacher is using a **criterion-referenced**

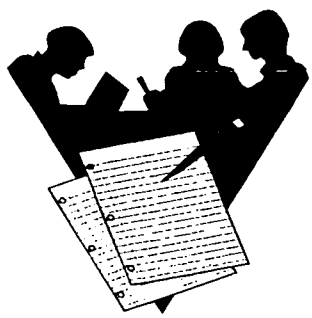
measurement. The teacher is making an absolute comparison about whether the student can do the specific tasks, not comparing the student with other students. Such tests are often designed for programs that have a minimum competency level the student must reach to "graduate" or are used to show the student's progress through a well-defined program.

Tests designed to be interpreted in this manner usually contain items randomly selected from a very narrow and clearly-defined domain. The items are usually instructionally relevant --the student has been taught how to do specific tasks and the teacher wants to see how well that student can actually perform. It really does not matter how the student compares with anyone else; it is the degree to which s/he has mastered the task (e.g., 70% level of mastery) that determines the student's progress.

NORM-REFERENCED SCORES

When a teacher looks at a student's score and gives meaning to it by comparing that score with the scores earned by other students in the class or in some norming group (the group used by the test creators to generate a standard set of scores), the teacher is using a **Norm-referenced measurement**. S/he is making a relative comparison.

Scores interpreted this way do not tell what the student can or cannot do as far as specific tasks are concerned. They only tell how that student's score compared with other students' scores. Tests designed to be interpreted this way are often constructed with fewer items that come from a broad domain.



COMPARISON OF TWO BASIC APPROACHES TO ACHIEVEMENT TESTING

	NORM-REFERENCED TESTING	CRITERION-REFERENCED TESTING
Principal Use	Survey Testing	Mastery testing
Major Emphasis	Measures individual differences in achievement	Describes tasks students can perform
Interpretation Results	Compares performance to that of other individuals	Compares performance to a clearly specified achievement domain
Content Coverage	Typically covers a broad area of achievement	Typically focuses on limited set of learning tasks
Nature of Test Plan	Table of specifications is commonly used	Detailed domain specifications are favored
Item Selection Procedures	Items are selected that provide maximum discrimination among individuals (to obtain high score variability). Easy items are typically eliminated from the test.	Includes all items needed to adequately describe performance. No attempt is made to alter item difficulty or to eliminate easy items to increase score variability.
Performance Standards	Level of performance is determined by relative position in some known group (ranks fifth in a group of twenty)	Level of performance is commonly determined by absolute standards (demonstrates mastery by defining 90 percent of the technical terms)

Source: Gronlund. N.E.. How to Construct Achievement Tests. Page 12 Prentice - Hall. Inc.. Englewood Cliffs. NJ 07632

SELF-TEST

COMPARING NON-REFERENCED AND CRITERION-REFERENCED ACHIEVEMENT TESTS

NOTES: This test uses a **Defining Features Matrix.** It assesses your skills in categorizing important information according to a set of critical defining features. It is useful when you want to see how well someone can distinguish between similar concepts.

DIRECTIONS: Place an (x) within the brackets for a category that best matches the description in the left column.

Description	Norm-Referenced Testing	Criterion-Referenced Testing
Measures individual differences in achievement	{ }	{ }
Primarily used for mastery testing	{ }	{ }
Usually covers a broad range of outcomes with few test items per outcome	{ }	{ }
Discrimination among students emphasized	{ }	{ }
Compares performance to clearly specified instructional objectives	{ }	{ }
Licensing exams are an example of this type of test	{ }	{ }
Demonstrates mastery by defining 90% of the technical terms	{ }	{ }

Description	Norm-Referenced Testing	Criterion-Referenced Testing
This test would most likely be used to select candidates	{ }	{ }
Compares performance to that of other individuals	{ }	{ }
Typically covers a broad area of achievement	{ }	{ }
Could rank a student fifth in a group of 20	{ }	{ }
Describes student performance on specific learning tasks	{ }	{ }

SELF-TEST ANSWER KEY

COMPARING NON-REFERENCED AND CRITERION-REFERENCED ACHIEVEMENT TESTS

Measures individual differences in achievement	{ X }	{ }
Primarily used for mastery testing	{ }	{ X }
Usually covers a broad range of outcomes with few test items per outcome	{ X }	{ }
Discrimination among students emphasized	{ X }	{ }

Compares performance to clearly specified instructional objectives	{ }	{X}
Licensing exams are an example of this type of test	{ }	{X}
Demonstrates mastery by defining 90% of the technical terms	{ }	{X}
This test would most likely be used to select candidates	{X}	{ }
Compares performance to that of other individuals	{X}	{ }
Typically covers a broad area of achievement	{X}	{ }
Could rank a student fifth in a group of 20	{X}	{ }
Describes student performance on specific learning tasks	{ }	{X}

INTERPRETING GRADE-EQUIVALENT (GE) SCORES

We give many test results in terms called "grade-equivalent scores." A GE score of 5.0 means that the student's score was comparable to the average of other students (in the norming group) who were entering the fifth grade. While these scores seem easy to understand, there are problems with them. The norming group usually includes students who were a grade- level below and a grade-level above that score. The score also assumes that there is a constant level of growth between students at, for example, grade 4.8, and 4.9, and 5.0. This is not necessarily an accurate assumption. A third problem is that the difference

between a student with a grade-equivalent score of 10.8 and one with a score of 10.9 is much greater than between students with grade-equivalent scores of 5.0 and 5.1. Finally, GE scores relate to traditional K-12 education programs and do not take into account the unique learning experienced by adults. When used with adults, GE scores are useful for placement purposes and to select instructional materials.

DETERMINING TEST OF ADULT BASIC EDUCATION (TABE) TOTAL BATTERY GRADE EQUIVALENT SCORES

THE TABE PROFILE

For interpreting test results for classroom use, the TABE Individualized Student Multi-Referenced reports provides an excellent sample. The video that accompanies this QPD training manual provides a visually comprehensive example of this kind of interpretation. In addition, this section of the manual includes a student multi-referenced report for "Alice Liddell" for referencing here. With the report in hand, please refer to the following sections:

NR/N Comparing "number right" with "number attempted" is significant, particularly for a student whose NR and NA scores are very nearly identical and when the test is incomplete. Such a situation shows that the student's knowledge base is high, but that s/he may be a slow reader.

SS This is a type of "standard score" based on an equal interval scale. These scores are useful because they can be averaged and can be used to track a student's progress across grades.

GE The "grade equivalent" score is based upon the average performance of individuals within the grade level on which a given test was standardized.

GE scores are useful in organizing instructional groups and in selecting appropriate instructional materials. However, it is important to note that these equivalencies are based on K-12 graders, **not** on adult students. Adults bring life-experience and maturity to their studies that aren't measured here. Thus, the TABE grade equivalent is not as clear-cut for adults, and student performance may not be adequately reflected by the score.

NP "National percentiles" indicate the percentage of students who scored below a given level within the norm group. Percentile scores indicate to the student where s/he stands in comparison to other students taking the test. Thus, if a student scores a 25 percentile, this means that s/he scored below 75% and above 25% of other examinees. When interpreting these results to such a student, however, the instructor can explain that this is not a bad score, but is just at the low end of average and indicates that there is a certain amount of work to do.

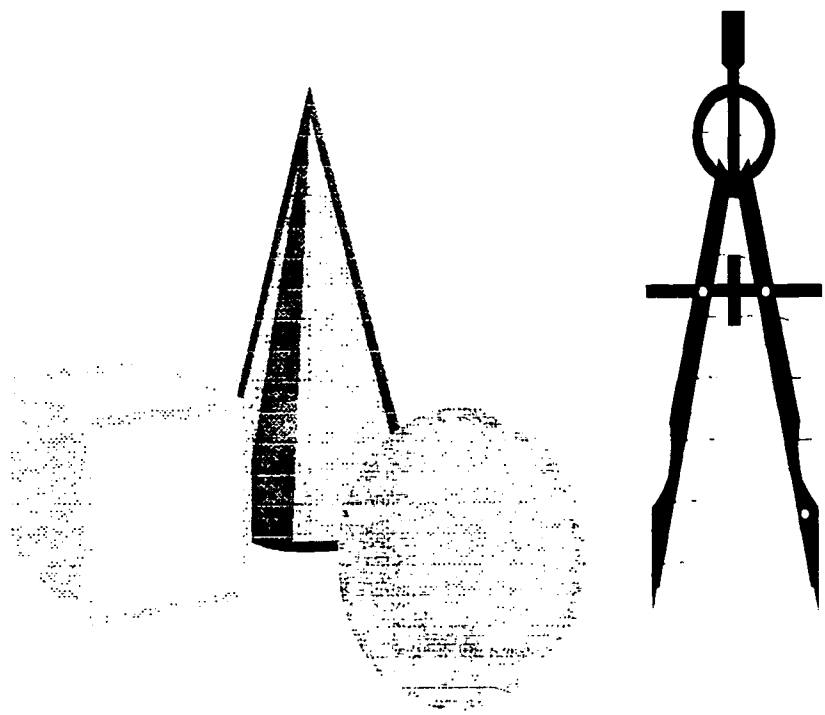
% RANK	**DESCRIPTIVE TERMS**
95 or above	Very high; superior
85-95	High; excellent
75-85	Above average; good
25-75	Above average; satisfactory or fair
15-25	Below average; fair or slightly weak
5-15	Low; weak
5 or below	Very low; very weak

MST LVL "Mastery level": More than 75% shows mastery (+)
51% - 75% shows partial mastery (P)
0% - 50% shows no mastery (-)

A Total Battery Score, which is listed on the multi-referenced report, can also be obtained by simple calculations with the scale scores. These scores are often used as criteria to signify when students can advance to the next instructional level.

Following a period of instruction and when the student has demonstrated sufficient progress, the teacher will retest the student. When part of the TABE test is taken, it is necessary to manually calculate the Total Battery Score.

There is a simple method for calculating Total Battery Scores. On the following page its formula and reference table are described. Please note - GE scores are not equal units of measurement and therefore cannot be averaged. It is necessary to average scale scores and then use the appropriate table to convert the scores to Grade Equivalents (GE).



CALCULATING TOTAL BATTERY GRADE EQUIVALENT SCORES FOR TABE (Forms 5 & 6)

1. **The total battery grade equivalent score is obtained by first averaging the SCALE SCORES for total reading, total mathematics, and total language. Spelling is not part of the total battery score. See the sample calculation below:**

Total Reading	**SS**	**697**
Total Mathematics	**SS**	**715**
Total Language	**SS**	**+ 696**
		2108 / 3 = 702.6 or 703

2. **Refer to the grade equivalent table below to find the appropriate grade equivalent.**

TOTAL BATTERY	SPELL	GE
1-418	1-455	0.0
419-426	456-462	0.1
427-435	463-468	0.2
436-443	469-475	0.3
444-451	476-482	0.4
452-459	483-489	0.5
460-467	490-495	0.6
468-475	496-502	0.7
476-483	503-509	0.8
484-491	510-515	0.9
492-499	516-522	1.0
500-507	523-529	1.1
508-516	530-536	1.2
517-524	537-542	1.3
525-532	543-549	1.4
533-540	550-556	1.5
541-548	557-563	1.6
549-556	564-569	1.7
557-564	570-576	1.8
565-572	577-583	1.9
573-580	584-589	2.0
581-588	590-596	2.1
589-597	597-603	2.2
598-605	604-610	2.3
606-613	611-616	2.4
614-619	617-621	2.5
620-624	622-626	2.6
625-629	627-630	2.7
630-635	631-635	2.8
636-640	636-639	2.9
641-646	640-644	3.0
647-651	645-649	3.1
652-656	650-653	3.2
657-662	654-658	3.3
663-667	659-662	3.4
668-670	663-665	3.5
671-672	666-668	3.6
673-674	669-671	3.7
675-676	672-673	3.8
677-678	674-676	3.9
679-680	677-679	4.0
681-683	680-681	4.1
684-685	682-684	4.2
686-687	685-687	4.3
688-689	688-689	4.4

TOTAL BATTERY	SPELL	GE
690-691	690-692	4 5
692-693	693-694	4 6
694-696	695-696	4 7
697-698	697-699	4 8
699-700	700-701	4 9
701-702	702-704	5 0
703-705	705-706	5 1
706-707	707-708	5 2
708-709	709-711	5 3
710-711	712-713	5 4
712-713	714-715	5 5
714-715	716	5 6
716	717-718	5 7
717-718	719	5 8
719	720-721	5 9
720	722	6 0
721-722	723-724	6 1
723	725	6 2
724-725	726-727	6 3
726	728	6 4
727-728	729	6 5
729	730	6 6
730	731	6 7
731		6 8
732	732	6 9
733	733	7 0
734	734	7 1
735	735	7 2
736		7 3
737	736	7 4
738	737	7 5
739-740	738	7 6
741	739	7 7
742	740	7 8
743-744	741	7 9
745	742	8 0
746-747	743	8 1
748	744	8 2
749	745	8 3
750-751	746	8 4
752		8 5
753	747	8 6
754	748	8 7
755	749	8 8
756		8 9

⇐ Do not assign a score greater than Gr. 8.9 for Level E

TOTAL BATTERY	SPELL	GE
757	750	9.0
758	751	9.1
759	752	9.2
760		9.3
761	753	9.4
762	754	9.5
763		9.6
	755	9.7
764		9.8
	756	9.9
765	757	10.0
766		10.1
	758	10.2
767		10.3
	759	10.4
768		10.5
	760	10.6
769		10.7
	761	10.8
		10.9
770		11.0
	762	11.1
771		11.2
		11.3
	763	11.4
772		11.5
		11.6
	764	11.7
773		11.8
		11.9
		12.0
		12.1
774	765	12.2
		12.3
		12.4
		12.5
775		12.6
	766	12.7
		12.8
776		12.9
777-999	767-999	12.9+

⇐ Do not assign a score greater than Gr. 10.9 for Level M

CALCULATING TEST OF ADULT EDUCATION (TABE) TOTAL BATTERY (TB)

INSTRUCTIONS: **Calculate the average of the GE scores to see the difference from using scale scores (SS).**

Remember - Even if the two methods produce similar results, it is inaccurate to average GE scores.

	READING		MATH		LANGUAGE			
	SS	GE	SS	GE	SS	GE	Actual TB based on SS	Avg of GE
Student A	781	12.5	784	9.7	705	5.9	8.9	
Student B	759	8.7	567	2.2	661	3.2	3.3	
Student C	778	11.4	747	7.0	667	3.4	6.7	
Student D	791	12.9	769	8.3	746	11.8	10.7	
Student E	745	7.5	743	6.7	688	4.7	6.3	
Student F	763	9.0	698	4.6	695	5.2	5.9	
Student G	770	10.0	742	6.7	718	7.9	7.9	
Student H	771	10.2	788	10.6	771	12.9	12.9	
Student I	729	6.3	792	11.7	734	9.4	8.5	
Student J	768	9.6	771	8.5	739	10.0	9.2	

WHEN TEST SCORES ARE *WRONG!*

When the instructor examines a set of test scores and senses that they don't accurately reflect the student's ability, there are several issues that may be discussed with the student.

- **Was the test unfinished?** If the student had a time management problem with this particular test, he may actually be performing on a higher level than the test scores reflect. If the teacher does not feel that a re-test is indicated at this time, he may want to work with the student on time management and wait until the next regularly scheduled test.

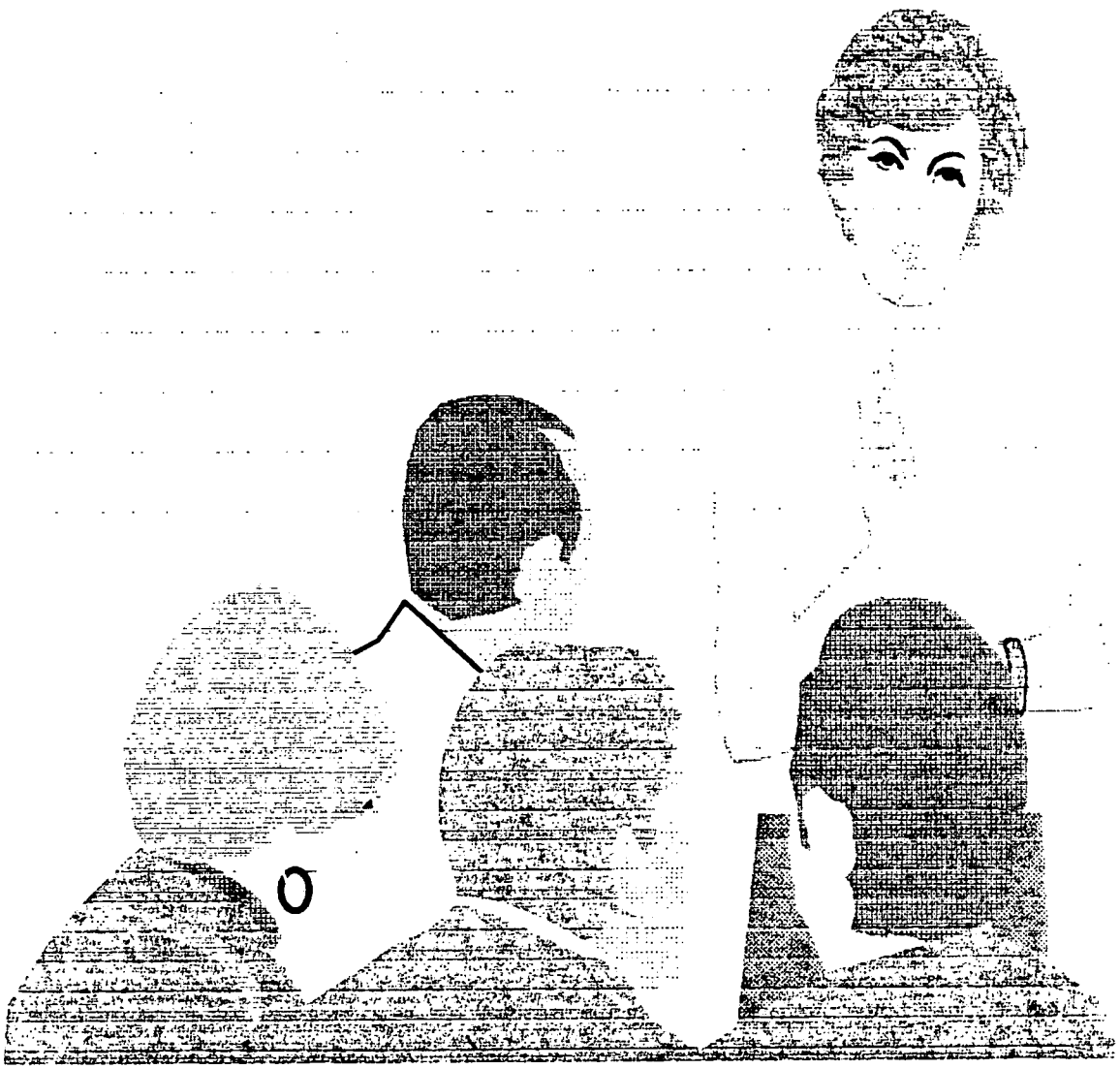
- **Did the student Christmas Tree the test?** If the student simply filled in the answer sheet in a random manner, making no attempt to answer the questions, he may not have understood the significance of the test. If this is the case, the teacher may opt for a re-test after explaining the purpose and importance of the test.

- **Do the student's high verbal skills conflict with test results?** If the student has not made a simple error such as misnumbering the answer sheet, talk with him/her about the test and the score. He may suffer from text anxiety, or he may have had this experience in previous testing for other reasons. He may have personal problems which directly affected his/her ability to concentrate. Does the student appear to be realistic in assessing his/her abilities? Observing the student in class or giving a short writing assignment on a non-threatening subject may enable the instructor to get a clearer picture of the student's ability.

- **Is the student upset or embarrassed about his/her scores?** Help the student to realize that test scores are only limited piece of information. Adult students need to realize that grade equivalent scores are simply a descriptor of what instructional level materials to use, not a statement that the student is functioning like third grader, for

example. Start with the student's area of strength and build from there, being sure to make clear the relationship between the classwork and the student's goals. Adult learners are already successfully functioning in the outside world and recognize the value of practical education.

- **Did the student fill in the correct section on the answer sheet?**



STUDENT MULTI-REFERENCED REPORT

FLORIDA COMMUNITY COLLEGE TABE 87

NAME: **ALICE LIDDELL**

	NR	NA	SS	GE	OM
VOCABULARY	24	30	770	9.5	80
READING COMP	30	40	754	8.4	50
MATH COMP	45	48	765	6.9	100
MATH C & A	34	40	713	5.9	67
LANGUAGE MECH	19	30	717	8.2	40
LANGUAGE EXP	34	45	724	7.9	57
SPELLING	28	30	767	12.9	100
TOTAL READING	54	70	762	9.0	
TOTAL MATH	79	88	739	6.5	
TOTAL LANGUAGE	53	75	721	8.1	
TOTAL BATTERY	186	233	741	7.7	
READING LEVEL	D5				
MATH LEVEL	E5				
LANG/SPL LEVEL	D5				

	GED	(PREDICTED)	GED
WRITING	44	SCIENCE	47
LIT/ARTS	47	SOCIAL STUDIES	47

NR=NUMBER RIGHT NA=NUMBER ATTEMPT
SS=SCALE SCORE GE=GRADE EQUIV
OM=OBJECTIVES MASTERED

OBJECTIVE	RIGHT POSS	MST LVL	%CORRECT STD
VOCABULARY			
SYNONYMS	6/7	+	86
ANTONYMS	4/4	+	100
HOMONYMS	4/4	+	100
AFFIXES	4/4	+	100
WDS IN CONTEXT	6/11	-	55
SUBTEST AVG			**80**
READING COMP			
PASSAGE DETAILS	9/9	+	100
CHAR ANALYSIS	4/4	+	100
CENTRAL THOUGHT	6/9	P	67
INTERPRET EVENT	5/8	-	63
WRITING FORMS	0/3	-	0
WRITING TECHNIQ	6/7	+	86
SUBTEST AVG			**75**
MATH COMP			
ADD WHOLE NO.	8/8	+	100
ADD DECIMALS	4/4	+	100
ADD FRACTIONS	3/4	+	75
SUB WHOLE NO.	8/8	+	100
SUB DECIMALS	4/4	+	100
SUB FRACTIONS	3/4	+	75
MULT WHOLE NO.	8/8	+	100
DIV WHOLE NO.	7/8	+	88
SUBTEST AVG			**94**
MATH C & A			
NUMERATION	8/8	+	100
NUMBER SENTENCE	6/6	+	100
NUMBER THEORY	5/6	+	83
PROBLEM SOLVING	8/11	P	73
MEASUREMENT	3/5	-	60
GEOMETRY	4/4	+	100
SUBTEST AVG			**85**

OBJECTIVE	RIGHT POSS	MST LVL	%CORRECT STD
LANGUAGE MECH			
NOUNS, PRON, ADJ	4/4	+	100
BEG WDS/TITLES	2/4	-	50
PERIOD, ?, !	2/4	-	50
COMMA, :, ;, " "	3/10	-	30
PROOFREADING	8/8	+	100
SUBTEST AVG			**83**
LANGUAGE EXP			
PRONOUNS	4/4	+	100
VERBS	4/5	+	80
ADJECTIVES, ADV	5/5	+	100
SENTENCE RECOGN	6/6	+	100
SENT COMBINING	5/9	-	56
TOPIC SENTENCE	6/10	-	60
SENT SEQUENCE	4/6	P	67
SUBTEST AVG			**76**
SPELLING			
VOWEL SOUNDS	10/12	+	83
CONSONANT SOUND	8/8	+	100
STRUCTURAL UNIT	10/10	+	100
SUBTEST AVG			**81**
TOTAL AVG			**81**

+ = MASTERED
P = PARTIALLY MASTERED
- = NOT MASTERED

BATCH 123456-78
TEST DATE: 01/31/96
RUN DATE: 01/05/96

ID NUMBER - 2121311999
CODES A-J

USING ASSESSMENT RESULTS

Alice Liddell: A Case Study

Alice is a 20 year old single mother of a three-year-old son. She completed the 10th grade at her regular high school and is now enrolled in the high school completion program at FCCJ. Alice's transcript shows mostly B's and C's. Alice believes that the high school completion program is better than the GED for students planning to enroll in college programs at FCCJ. Alice currently works as a part-time cashier at Winn Dixie.

LEARNING STYLE PROFILE

Alice benefits from worksheets and workbook exercises in mathematics. She will benefit from audio tapes, rote oral practice, a lecture or a class discussion. Alice may benefit from using a tape recorder to make tapes for listening, from teaching another student, or from conversing with the teacher.

APTITUDES	Below Average	Average	Above Average	PERCENTILE
General Learning		x		65
Verbal		x		67
Numerical		x		69
Spatial			x	82
Form Perception	x			36
Clerical Perception	x			35
Motor Coordination	x			1
Finger Dexterity	x			17
Manual Dexterity	x			25
Eye/Hand/Foot Coordination	x			44

SELF-TEST

INTERPRETING ALICE LIDDELL'S TEST SCORES

DIRECTIONS: **Using the information given in the student case study on Alice Liddell, answer the following questions on a separate sheet of paper.**

1. Assuming that the assessment results are current, is there anything from these results that surprise you? If you answer yes, please elaborate.

2. How can you use the Number Right and Number Attempted scores to gain more information about this student?

3. What might explain her low reading score?

4. What characteristics or motivational styles might you capitalize on to improve her performance?

5. What would you do if you did not agree with these assessment results?

6. What do you think is important while communicating test scores to students?

SUPPLEMENTAL GLOSSARY OF MEASUREMENT TERMS

assessment: Can refer to assessment of individual performance or assessment of a larger system (i.e., a school district). Assessment is activity broad enough to encompass both measurement and testing.

evaluation: Evaluation is a determination of a thing's worth, value or quality. Evaluation of pupil performance is the observation of pupil behavior and the interpretation of scores from other measurement devices to provide judgments about the quality of the performance of individual students.

measurement: Measurement is the process of making empirical observations of some attribute, characteristic, or phenomenon and translating those observations into quantifiable or categorical form according to clearly specified procedures or rules. Assigning numbers to an attribute measured according to explicit rules for doing so. It is broader than testing as it may also employ observation instruments, use of checklists, and other methods that cannot precisely be construed as testing.

norm-referenced measurement: When we interpret an individual's score by comparing it to the scores earned by other students in the class or in some norming group. It tells us where a student stands in relation to other students. It gives meaning to a test score for an individual by comparing it with the scores of others taking the same test.

objectivity: A test is objective to the degree that two or more reasonable persons, given a scoring key and/or scoring criteria, would agree on how to score each item.

self-report: Includes measures, such as questionnaires and rating scales, which are used to obtain personal information from individuals. This personal information may include thoughts, feelings, attitudes, and opinions.

test: A test is one form of measurement. A test is a set of tasks or questions designed to provide a sample of behavior within a given area. Performance on a test allows us to infer how well a student would have done if presented with all possible test questions pertaining to the area tested.

TYPES OF ASSESSMENTS USED IN EDUCATION

TRUE - FALSE ASSESSMENT

*Note: True-False assessments **are** an effective measure when distinguishing fact from opinion.

DIRECTIONS: **Read each of the following statements and decide if it is true or false.**

___ 1. A learning style assessment is used to determine current academic skills.

_____ 2. Results obtained from interest inventories can help students to make better educational and occupational choices.

_____ 3. Diagnostic tests should only be administered after first administering a standardized achievement test.

_____ 4. An aptitude test may be used to identify a student who is achieving poorly due to a motivational problem.

_____ 5. Diagnostic tests measure a sample of content related to broad learning objectives.

_____ 6. Aptitude tests are relatively quick and economical to administer.

_____ 7. Teacher-made achievement tests are usually superior to standardized achievement measures in content validity.

_____ 8. Minimum competency tests are a form of exit testing.

ANSWER KEY

TYPES OF ASSESSMENTS USED IN EDUCATION

TRUE - FALSE ASSESSMENT

__F__ 1. A learning style assessment is used to determine current academic skills.

__T__ 2. Results obtained from interest inventories can help students to make better educational and occupational choices.

__F__ 3. Diagnostic tests should only be administered after first administering a standardized achievement test.

__F__ 4. An aptitude test may be used to identify a student who is achieving poorly due to a motivational problem.

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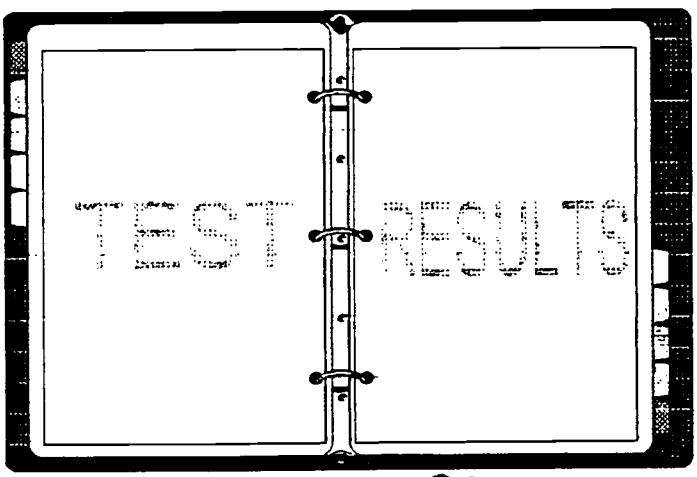
__T__ 7. Teacher-made achievement tests are usually superior to standardized achievement measures in content validity.

__T__ 8. Minimum competency tests are a form of exit testing.



WORKSHEET

MATCHING BASIC MEASUREMENT TERMS AND CONCEPTS

Fill in the letter to indicate the correct match for each of the following terms:

a. testing	g. norm-referenced measurement
b. validity	h. reliability
c. achievement test	I. criterion-referenced measurement
d. measurement	j. aptitude
e. assessment	k. standardized test
f. objectivity	l. self-report

____ A set of tasks or questions to provide a sample of behavior

____ Encompasses both measurement and testing

____ A test that measures what an individual has learned

____ Consistency in measuring the same trait or quality

____ Two or more reasonable persons would agree on how to score each item

____ A test given to individuals under similar conditions

____ Comparing a student's test performance to an absolute standard

____ Includes measures, such as questionnaires and rating scales, that are used to obtain personal information from individuals

____ Comparing an individual student's test score against the score of others taking the same tes.

____ Measures what it says it measures

____ A natural or acquired ability which predicts how well an individual may perform a particular activity

____ Is broader than testing as it may also employ observation instruments, use of checklists, and other methods that cannot be precisely construed as testing

ANSWER KEY

WORKSHEET
MATCHING BASIC MEASUREMENT TERMS AND CONCEPTS

a. testing	g. norm-referenced measurement
b. validity	h. reliability
c. achievement test	I. criterion-referenced measurement
d. measurement	j. aptitude
e. assessment	k. standardized test
f. objectivity	l. self-report

_a__ A set of tasks or questions to provide a sample of behavior.

_e__ Encompasses both measurement and testing.

_c__ A test that measures what an individual has learned.

_h__ Consistency in measuring the same trait or quality.

_f__ Two or more reasonable persons would agree on how to score each item.

_k__ A test given to individuals under similar conditions.

_i__ Comparing a student's test performance to an absolute standard.

_l__ Includes measures, such as questionnaires and rating scales, that are used to obtain personal information from individuals.

_g__ Comparing an individual student's test score against the score of others taking the same test.

_b__ Measures what it says it measures.

_j__ A natural or acquired ability which predicts how well an individual may perform a particular activity.

_d__ Is broader than testing as it may also employ observation instruments, use of checklists, and other methods that cannot be precisely construed as testing

UNIT V: ACCOUNTABILITY AND STUDENT TRACKING

The learner will be able to:

- ✓ **Understand the need for accurate assessment of and accounting for student performance in adult education programs.**
- ✓ **Identify the kind of data that will substantiate the success of adult education programs and justify continued funding.**
- ✓ **Identify the two legislative mandates that drive the reform in adult education.**
- ✓ **Describe the key priorities of the reform systems**

PROGRAM IMPROVEMENT AND ACCOUNTABILITY

In the mid-1990's our state legislature issued a strong challenge representing the public's demand for wise, accountable, cost-effective delivery of adult education programs. To maintain a continuation of the funding to serve our adult education population, teachers in the state educational system are being called on to provide statistical proof of the effectiveness of their programs. This is why Florida Community College at Jacksonville (FCCJ) implemented the Student Success Tracking System (SSTS). This tracking project, funded through a Florida Department of Education, Division Workforce Development, 353 Special Demonstration Grant, has been tested in counties throughout Florida.

In recent years, many studies at the state and federal levels have investigated employers' workforce needs and the skills needed for high school graduates to enter the workforce. They

have reported that an increase in skill levels required of workers is due to the globalization of the economy and the growth of technology. These studies determined that students coming out of school are ill-prepared for entering the workforce. *Blueprint 2000*, passed by the Florida legislature in 1991, was Florida's response to state and national concerns.

FLORIDA'S EDUCATION GOALS

The seven state goals set forth in *Blueprint 2000* are:

***Goal 1:** Readiness to Start School*

Communities and schools collaborate to prepare children and families for children's success in school.

***Goal 2:** Graduation Rate and Readiness for Postsecondary Education and Employment*

Students graduate and are prepared to enter the workforce and postsecondary education.

***Goal 3:** Student Performance*

Students successfully compete at the highest levels nationally and are prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.

***Goal 4:** Learning Environment*

School boards provide a learning environment conducive to teaching and learning.

***Goal 5:** School Safety and Environment*

Communities provide an environment that is drug-free and protects students' health, safety, and civil rights.

***Goal 6:** Teachers and Staff*

The schools, districts, and state ensure professional teachers and staff.

Goal 7: Adult Literacy

Adult Floridians are literate and have the knowledge and skills needed to compete in a global economy and exercise the rights and responsibilities of citizenship.

Goal 3 of *Blueprint 2000* deals with student performance. Some Goal 3 objectives call for defined performance standards and outcomes for students, the establishment of minimum exit-level skills for students, and performance expectations for assessing adequate progress. Assessment of every student is basic to these objectives.

Goal 3 also requires exit skills to be the same for those who will be entering postsecondary training as for those entering the workforce. This has resulted in many accountability initiatives, such as benchmark statements and diverse assessment measurements, to evaluate student performance.

The 1991 Indicators of Program Quality federal legislation amended the National Literacy Act. It required adult education programs to identify and adopt nine indicators that determine the effectiveness of adult education programs. So, software databases (similar to the Student Success Tracking System) will now be used to track and report student performance.

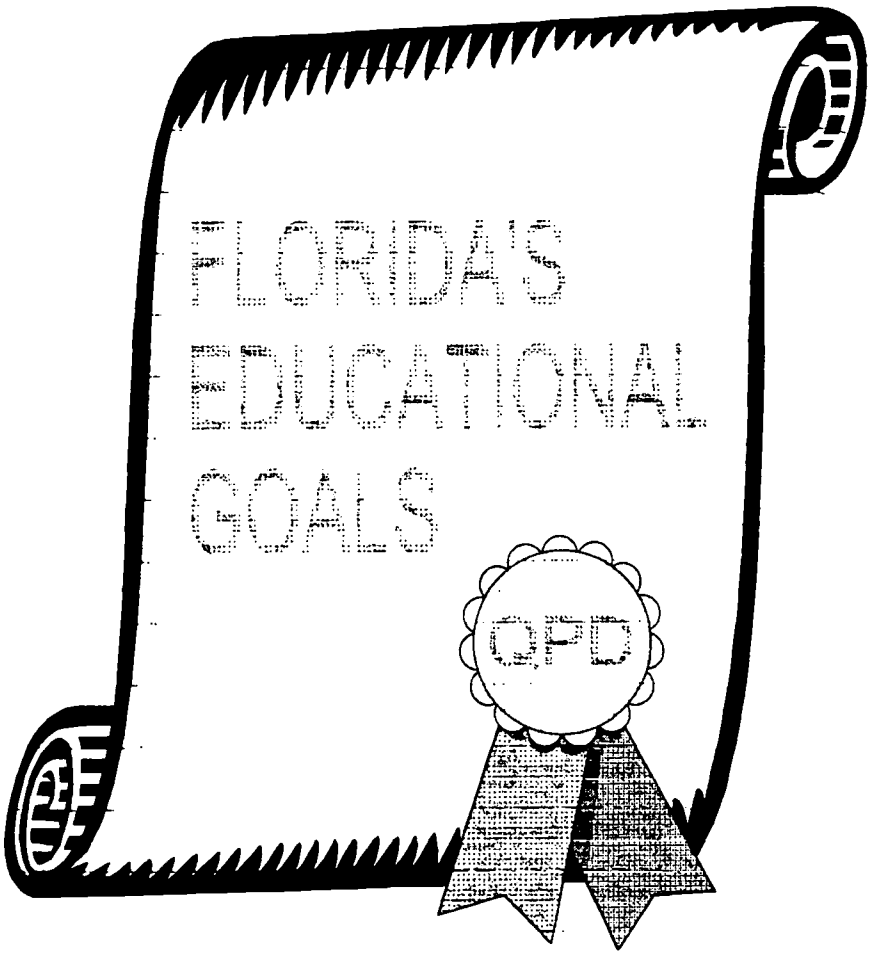
FCCJ's Student Success Tracking System is an example of a system that satisfies state accountability requirements by recording information for the program quality indicators.* *Blueprint 2000* established broad goals for literacy, such as Goal 7 that states schools must be held accountable for achieving adult literacy in Florida. Standard 1 under Goal 7 states that adult Floridians must have mastered the student performance standards and outcomes identified in Goal 3. The Indicators of Program Quality are very specific in listing what must be done in adult education programs to receive continued funding.

* *See Appendix*

Previously, adult education programs received funding for every student enrolled. Now, with welfare reforms and block grants, the move is to performance-based funding, where funding is tied to student accomplishments, such as the numbers and percentages of students enrolled who have completed a program or moved to higher level skills.

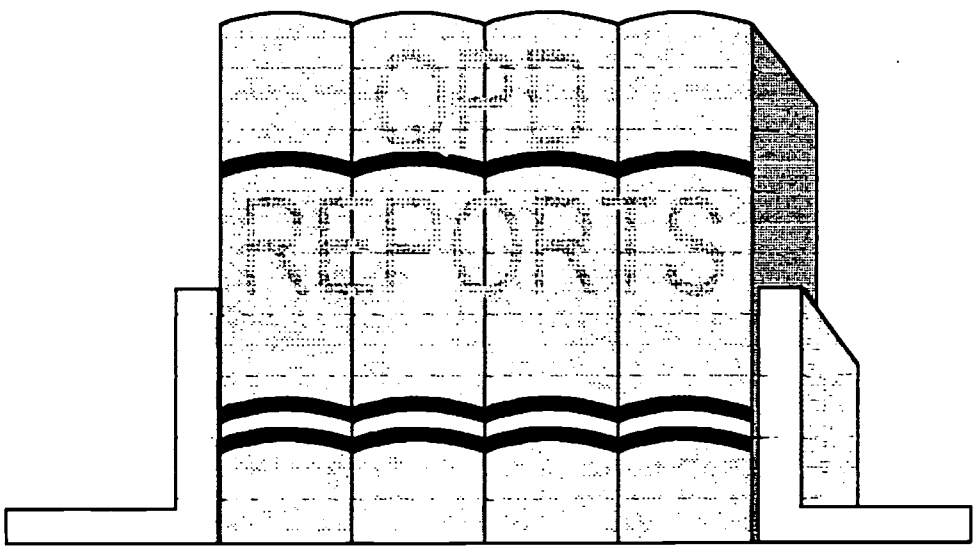
In addition, two 1997 Florida State Senate Bills (SB 458 and 1688) are also attempting to address these diverse challenges to adult education. (Please see the QPD addendum, that will be available in the summer of 1999, on these legislative changes.)

Finally, these reforms are necessary and reasonable. We need to be accountable and to demonstrate what we have accomplished. Part of the solution lies in accurate student testing, record keeping, and reporting to validate our claims that we have effective teaching programs.



APPENDIX

- **CORRELATIONS OF STUDENT SUCCESS TRACKING (SSTS) REPORTS TO INDICATORS OF PROGRAM QUALITY**
- **LIST OF SSTS REPORTS**
- **ABE 1997 BASIC SKILLS TRACK**
- **ABE 1997 FUNCTIONAL SKILLS TRACK**
- **PRE-TEST ANSWER KEY**
- **POST-TEST ANSWER KEY**



CORRELATIONS OF STUDENT SUCCESS TRACKING SYSTEM (SSTS) REPORTS TO INDICATORS OF PROGRAM QUALITY

INDICATOR		STUDENT SUCCESS TRACKING SYSTEM REPORT
1. EDUCATIONAL GAINS		
Learners demonstrate progress, attainment of basic skills and competencies that support their educational needs.		
1.1.1.	Number and percent of students demonstrating gains on standardized tests	- Student TABE Progress Report - Aggregate TABE Progress Report
1.1.2	Number and percent of students progressing in the program as reported by teachers	- Curriculum Progress Report - Statistical Summary
1.1.6	Nature of personal/academic goals of participants	- Student Personal & Academic Goals - Personal Goals Statistics
2. EDUCATIONAL OUTCOMES		
Learners advance in the instructional program or complete program educational requirements that allow them to continue their education or training.		
2.1.1	Number and percent of students advancing to a higher level of skills or competency in the program	- Curriculum Progress Report - Statistical Summary

INDICATOR		STUDENT SUCCESS TRACKING SYSTEM REPORT
2.1.2.	Number and percent of students advancing to a higher level of skills or competency in the program	- Retention (Subsequent Course Registrations)
2.1.3.	Number and percent of students attaining a GED or high school diploma	- GED Test Results by Student or Demographics
2.1.4.	Pre/Post status while in and after exiting from the program (e.g., change in income, employment, job status, stopped receiving AFDC or food stamps, incarcerated, enrollment in: voc tech, comm college, military, etc.)	- Data collected on Student Data Form - DVE-333
3. RETENTION		
Learners remain in the program long enough to meet their immediate educational goals and re-enter and exit as their goals change.		
3.1.1.	Number and percent of students who remain in the program and attain immediate goals	- Retention (Subsequent Course Registrations)
3.1.2	Number and percent of students who reenter the program within a specified period of time	- Data collected via course registrations
4. RECRUITMENT		
Programs successfully recruit the population in the community as identified by needs assessments or demographic data.		

INDICATOR		STUDENT SUCCESS TRACKING SYSTEM REPORT
4.1.2	Number and percent of students enrolled with specific characteristics compared with the population with these characteristics in need of instruction in the service area	- Data collected on Student Data Form
6. PROGRAM PLANNING AND EVALUATION		
Program has a planning process that is ongoing and participatory, guided by evaluation, and based on a written plan that considers community demographics, needs, resources, and economic trends, and local labor market conditions.		
6.1.3	Program evaluation activities	- STUDENT SUCCESS TRACKING SYSTEM data collection, reporting, analysis, and resulting action
6.1.4	Procedures for student tracking and follow-up	- same
7. CURRICULUM AND INSTRUCTION		
Program has curriculum and instruction geared to individual student needs and learning styles.		
7.1.1	Use of student needs assessment information in guiding the instructional process	- SS Data collected on Student Data Form
7.1.2.	Existence of student goal-setting process linked to decisions on instructional materials, approaches, and strategies	- Student Personal & Academic Goal - Personal & Academic Goals Statistics

INDICATOR		STUDENT SUCCESS TRACKING SYSTEM REPORT
7.1.3	Instructional strategies used in relationship to prevalent learning styles.	- Student's Learning Preferences Report - Learning Preferences Statistics
8. SUPPORT SERVICES		
8.1.1	Procedures used identify and provide student support service needs	- Data collected on Student Data Form - Tutorial Referral List

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

STUDENT SUCCESS TRACKING SYSTEM (SSTS) REPORTS

Student TABE Progress - tracks the TABE results of students, shows the grade equivalents, level and form of the tests, gains, and the time between tests

Aggregate TABE Progress - details the grade level of students at entry and the level to date (by most recent TABE score)

ABE Curriculum Progress - reports student progress in intended outcomes/performance standards showing level progression from term to term; also generates an aggregate summary of progress for the group reported

ABE Curriculum Progress Report/Report Summary - report counts intended outcomes and performance standard clusters, or intended outcomes and performance standards, depending upon the method used by an institution.

ABE Achievers List - a list of the ABE students who have completed ABE level 1A, completed the ABE program (TABE Total Battery of 9.0+), or have good attendance that is notable; includes name, home address, phone number, and course number enrolled

GED Curriculum Progress - student progress in GED course objectives showing the level of progress from term to term

GED Curriculum Progress Report/Report Summary - this report counts outcomes and objectives

GED Test Results by Students or Demographics - reports test results on the GED exam or an aggregate report by demographic factors

AHS Curriculum Progress - student progress through performance standards or course textbook chapter/units showing level of progress gains through terms

AHS Course Completion - details the number and percent of students by demographic factors who have completed a course

ABE, GED, and AHS Demographics by Intended Outcomes, Performance Standards, or Objectives - a report by program type of the number of outcomes, standards, or objectives worked on during the reporting period by gender and ethnicity

Student Learning Style Preferences - details student-reported learning preferences, categorized by gender and ethnicity

Learning Style Preference Statistics - an aggregate report of learning style preferences by total number of students in the group selected by gender and ethnicity, and the percentages for all

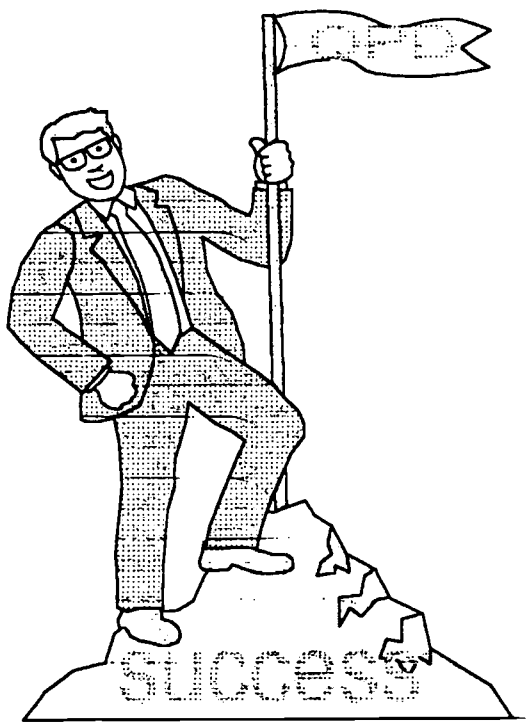
Student Personal & Academic Goals - details the goals of students, as reported by the, categorized by gender and ethnicity

Personal & Academic Goals Statistics- an aggregate report of goals by the group selected

Retention Report (subsequent course registrations) - details the number of students re-enrolling in subsequent terms and the program enrolled in; can also detail the retention of an individual student

Tutorial Referral List - the report lists students who indicate they would like to receive more help than what is given in the classroom (to be referred to the Learning Partners Program).

DVE-333 - calculates and reports the statistics for the state annual report



ADULT BASIC EDUCATION
BASIC SKILLS TRACK

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
1 DEMONSTRATE THE ABILITY TO APPLY THE SKILLS OF READING, SPEAKING, LISTENING, AND OBSERVING TO MEET THE NEEDS OF EVERYDAY LIVING.	**1a**	The student will demonstrate readiness skills.	1.01	use left to right eye movement
			1.02	recognize likenesses and differences
			1.03	orally identify pictured objects
			1.04	identify the letters of the alphabet
			1.05	listen and join in classroom discussions
			1.06	listen and follow simple discussions
	1b	The student will demonstrate knowledge of a basic vocabulary as determined by a specified word list.	1.07	identify frequently used words on sight
			1.08	identify the meanings of frequently used words presented in context
	1c	The student will recognize sounds and their association with letters.	1.09	identify initial sounds
			1.10	identify single vowels, vowel combinations, and vowel consonant variations
			1.11	identify single consonant sounds
			1.12	identify consonant blends and digraphs
			1.13	use correct pronunciation in oral reading
			1.14	demonstrate knowledge of syllabication and dictionary pronunciation
	1d	The student will determine word meaning from a knowledge of word parts as used in a given context.	1.15	identify the meanings of words with prefixes
			1.16	identify the meanings of words with suffixes
			1.17	identify the meanings of contractions
			1.18	identify and select inflected words in a given context
			1.19	identify the meaning of plural nouns
			1.20	identify the meaning of verbs denoting the past, present, or future
			1.21	identify the meanings of compound words
			1.22	identify the meanings of abbreviations
			1.23	determine the meaning of a sentence which contains negative words
			1.24	identify the meaning of comparative and superlative forms of adjectives and comparative forms of adverbs

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
	1e	The student will demonstrate literal comprehension skills by responding to oral or written questions about reading selections.	1.25	determine the main idea of a paragraph
			1.26	answer "WHO" questions about sentences or paragraphs
			1.27	answer "WHAT" questions about sentences or paragraphs
			1.28	answer "WHERE" questions about sentences or paragraphs
			1.29	answer "WHEN" questions about sentences or paragraphs
			1.30	answer "WHICH" questions about sentences or paragraphs
			1.31	answer "HOW" questions about sentences or paragraphs
			1.32	identify the order of events in a paragraph
			1.33	identify the cause or effect implied in a paragraph
			1.34	follow written directions
	1f	The student will demonstrate inferential comprehension skills.	1.35	identify the meanings of words in context using example clues
			1.36	identify the meanings of words in context using direct explanation clues
			1.37	identify the meanings of words in context using synonym clues
			1.38	identify the meanings of words in context using comparison and contrast clues
			1.39	identify the pronoun referent in a sentence or paragraph
			1.40	identify the main idea implied in a paragraph
			1.41	identify the cause or effect implied in a paragraph
			1.42	identify an appropriate conclusion or generalization for a paragraph
	1g	The student will demonstrate evaluative comprehension skills.	1.43	distinguish between real and unreal actions or events in a paragraph
			1.44	distinguish between fact and opinions in a paragraph

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
	1h	The student will demonstrate appropriate skills for obtaining information.	1.45	place words in alphabetical order
			1.46	obtain appropriate information from pictures, maps, or signs
			1.47	obtain appropriate information from diagrams, tables, graphs, or schedules
			1.48	obtain appropriate information from indexes, tables of contents, and dictionary entries
			1.49	obtain appropriate information from commonly used forms
			1.50	identify the appropriate source to obtain information, using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers
2 DEMONSTRATE THE ABILITY TO EXPRESS IN WRITING ONE'S IDEAS AND NEEDS TO PROVIDE INFORMATION IN ORDER TO FUNCTION SUCCESSFULLY IN SOCIETY.	2a	The student will write legibly.	2.01	write legible capital and lower case letters
			2.02	use legible cursive handwriting
			2.03	group letters to form words
			2.04	space words to form sentences
			2.05	space sentences to form a legible paragraph
	2b	The student will compose grammatically correct sentences.	2.06	write the singular and plural forms of nouns correctly
			2.07	write declarative sentences having compound subjects and/or verbs
			2.08	make subjects and verbs agree
			2.09	using the appropriate forms of common regular and irregular verbs in writing
			2.10	write declarative and interrogative sentences using appropriate word order
			2.11	write compound declarative sentences using appropriate word order

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
	2c	The student will organize objects and information into logical groupings and orders.	2.12	classify pictures and shapes under appropriate headings
			2.13	arrange pictures in an appropriate sequential pattern
			2.14	classify words naming objects with similar characteristics under appropriate headings
			2.15	arrange events in sequential order
			2.16	group words that name objects which are similar
			2.17	generate headings for groups or words or phrases
			2.18	write a set of simple directions
			2.19	organize information related to a single topic
	2d	The student will write a paragraph expressing ideas clearly.	2.20	write a paragraph giving information in support of one topic
			2.21	write a paragraph using chronological order
	2e	The student will write letters and messages.	2.22	dictate or write a friendly letter
			2.23	use the proper form when writing a simple business letter
			2.24	use the proper form when addressing a business envelope

INTENDED OUTCOMES	SKILL CLUSTERS	PERFORMANCE STANDARDS
	2f. The student will spell, punctuate, and capitalize correctly.	2.25 proofread for spelling 2.26 spell months of the year, days of the week, and numbers from one to one hundred twenty-one 2.27 use a dictionary to spell words having phonetically regular beginnings 2.28 spell words needed in writing through grade eight 2.29 spell commonly used "consumer" words 2.30 spell commonly used "survival" words 2.31 apply generalizations for adding common suffixes 2.32 use a period or question mark to punctuate simple declarative or interrogative sentences, respectively 2.33 use a period to complete abbreviations of common titles used as proper nouns (Mr., Mrs., Dr.) 2.34 use a comma between cities and states and between the day of the month and the year 2.35 use a comma after the greeting and after the closing of a friendly letter 2.36 use an apostrophe to form contractions 2.37 use a comma to separate words in a series 2.38 use a comma to set off proper names in direct address 2.39 use an apostrophe to show the possessive noun 2.40 capitalize the first letter of the first word of a sentence, the pronoun "I", and the first letters in the names of persons 2.41 capitalize a simple greeting and the first word of the closing of a letter 2.42 capitalize common titles (Mr., Mrs., Dr., Miss), and proper nouns which name persons, days of the week, months of the year, and the names of streets, cities, states, and countries 2.43 capitalize commonly used abbreviations for proper nouns 2.44 capitalize proper nouns and proper adjectives which name languages, institutions, companies, historical periods, a deity, important personal title,

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
3 DEMONSTRATE THE ABILITY TO COMPUTE AND TO USE MATHEMATICAL CONCEPTS TO SOLVE PROBLEMS ENCOUNTERED IN DAILY LIVING.	3a	The student will read and write numerals.	3.01	identify numeral zero to hundred
			3.02	count the number of objects in a set of less than 100 objects
			3.03	read and write the numerals for any given whole number less than 100
			3.04	read and write names for whole numbers less than 100
			3.05	count the number of objects in a set of less than 1,000 objects
			3.06	read and write the numerals for any given whole number less than 10,000
			3.07	read and write names for numeral of any given whole number less than 10,000
			3.08	read and write, in numeral, money values thru $5.00
			3.09	read and write the numeral representing any whole number less than ten million
			3.10	read and write the fractions having denominators of 2, 3, 4, 5, 6, 8, 10, 25, 50, or 100
			3.11	read and write money values through $1,000
			3.12	read and write names for three-digit whole numbers
	3b	The student will round numbers.	3.13	round a whole number less than 100 to the nearest 10
			3.14	round a whole number less than 10,000 to any designated place
			3.15	round a number less than 10 with no more than two decimal places to the nearest whole number
			3.16	estimate by first rounding to the nearest ten, hundred, or thousand

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
	3c	The student will put numbers in order.	3.17	identify the smaller or larger of any two given whole numbers less than 20
			3.18	write the numeral that comes just before, just after, or between given whole numbers less than 100
			3.19	using a reference point, identify the ordinal position of any object in a set of no more than 10 objects
			3.20	put in order three whole numbers less than 1,000
			3.21	using a reference point, identify the ordinal position of any object in a set of no more than 100 objects
			3.22	put in order three whole numbers less than 10,000
	3d	The student will add whole numbers.	3.23	add two 1-digit numbers (basic facts) given in vertical and horizontal notation
			3.24	add three 1-digit numbers sum through 18, given in vertical and horizontal notation
			3.25	add a 2-digit number to a 2-digit number, without regrouping, given in vertical and horizontal notation
			3.26	add a 1-digit number to a 2-digit number, without regrouping
			3.27	add three or four 3-digit numbers, given in vertical and horizontal notation, without regrouping
			3.28	add a 1, 2, or 3-digit number to a 3-digit number
			3.29	add four 3-digit numbers, given in vertical and horizontal notation, with regrouping
			3.30	add three 4-digit numbers

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
	3e	The student will subtract whole numbers.	3.31	subtract basic facts, sums through 18, given in vertical and horizontal notation
			3.32	subtract a one-digit number from a two-digit number, with and without regrouping, given in vertical and horizontal notation
			3.33	subtract two 2-digit numbers, with and without regrouping, given in vertical and horizontal notation
			3.34	subtract two 3-digit numbers, given in vertical and horizontal notation, with only one regrouping
			3.35	subtract two 4-digit numbers, given in vertical and horizontal notation, without regrouping
			3.36	subtract two 4-digit numbers, given in vertical and horizontal notation with only one regrouping
			3.37	subtract two five-digit numbers
	3f	The student will multiply whole numbers.	3.38	determine the total number of objects when given sets of equal amounts, total not exceeding 12
			3.39	write basic multiplication facts, given in vertical and horizontal notation, products through 81
			3.40	multiply a one-digit and a two- or three-digit number, given in vertical and horizontal notation
			3.41	multiply a two-digit number and a three-digit number
	3g	The student will divide whole numbers.	3.42	group twelve or fewer objects into sets of equal amounts (no remainders)
			3.43	write basic division facts, products through 81, using both symbols
			3.44	divide a 2- or 3-digit number by a one-digit number with remainder zero, without regrouping, using both symbols
			3.45	divide a 5-digit number by a 1-digit number, with and without regrouping
			3.46	divide a 3-digit number by a 2-digit number including multiples of 10

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
	3h	The students will demonstrate an understanding of fractions, decimals, and percents.	3.47	identify one-half, one-third, or one-fourth of a given region
			3.48	identify equivalent fractional parts of regions that have been separated into halves, fourths, fifths, eighths, or tenths
			3.49	identify one-half, one-third, or one-fourth of a set having no more than 12 objects, with no remainder
			3.50	add proper fractions (with like denominators without simplification)
			3.51	add two proper fractions having unlike denominators of 2, 3, 4, 5, 6, 8, or 10
			3.52	subtract proper fractions (with like denominators without simplification)
			3.53	subtract two proper fractions having unlike denominators of 2, 3, 4, 5, 6, 8, or 10
			3.54	multiply two proper fractions
			3.55	multiply a proper fraction with denominator of 2, 3, 4, 5, 6, 8, or 10 by a whole number such that the product is a whole number
			3.56	add three numbers, each having no more than two decimal places
			3.57	subtract two numbers, each having no more than two decimal places
			3.58	multiply a whole number and a number having no more than two decimal places
			3.59	multiply two decimal fractions, both named in tenths or in hundredths
			3.60	divide a decimal name in tenths or hundredths by a 2-digit whole number, such that quotient is a number named in hundredths with remainder zero
			3.61	identify a decimal or percent that is equivalent to a proper fraction having a denominator of 10 or 100

INTENDED OUTCOMES	SKILL CLUSTERS	PERFORMANCE STANDARDS
	3i. The student will measure time, temperature, distance, capacity, and mass/weight.	3.62 state the days of the week in consecutive order 3.63 state the months of the year in consecutive order 3.64 state the date by month, day, and year, using a calendar 3.65 select a clock which matches a given hour or half-hour 3.66 tell time on the hour, half-hour, quarter-hour, and in minutes 3.67 determine the temperature using fahrenheit or celsius thermometer 3.68 using a given unit of measurement (inch, centimeter, non-standard), determine the length of an object in whole units 3.69 determine the length, width, or height by measuring objects in centimeters, meters, inches, feet, or yards 3.70 determine capacity by measuring quantities in teaspoons, tablespoons, cups, pints, quarts, gallons metric cups, and liters 3.71 determine mass/weight measuring to the nearest gram, kilogram, ounce, and pound

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
	3j	The student will solve money problems.	3.72	identify coins and currency of different value
			3.73	identify sets of coins equivalent in value to a set of coins, valued $.25 or less
			3.74	determine equivalent amounts of up to five dollars using coins and paper currency
			3.75	determine change from a one dollar
			3.76	read and write numerals for money (values through five dollars)
			3.77	determine equivalent amounts of up to twenty dollars using coins and paper currency
			3.78	use addition, without regrouping, to solve real world problems involving two purchases totaling no more than $.50
			3.79	solve real-world problems involving purchases with change from a twenty dollar bill
			3.80	solve real-world problems involving comparison shopping for purchases less than ten dollars
	3k	The student will interpret graphs, tables, and maps.	3.81	read and determine relationships described by pictographs or bar graphs expressed in whole units
			3.82	read and determine relationships described by bar graphs or pictographs
			3.83	using a table of metric measures, convert within the metric system using the following units: mm, cm, km, mL, L, mg, G, and kg
			3.84	locate a point on a highway map
			3.85	measure distance on a map, using a scale

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
	3l	The student will solve real-world problems involving whole numbers.	3.86	solve real-world problems involving addition of two 1-digit or two 2-digit numbers, without regrouping
			3.87	solve real-world problems involving subtraction of two 1-digit or two 2-digit numbers, without regrouping
			3.88	solve real-world problems involving addition of three 3-digit numbers, without regrouping more than once
			3.89	solve real-world problems involving addition subtraction of two 3-digit numbers, with no more than one regrouping
			3.90	solve one step real-world problems involving multiplication of a 1-digit number and a 2 or 3-digit number
			3.91	solve real-world problems involving multiplication of a 2-digit number and a 3-digit number
			3.92	solve real-world problems involving multiplication of a 2 digit number and a 3-digit number
			3.93	translate a one-step real-world problem into the appropriate number sentence
	3m	The student will solve real-world problems involving fractions, decimals, and percents.	3.94	solve real-world problems involving multiplication of a proper fraction and a proper fraction or whole number
			3.95	solve real-world problems involving addition and subtraction of decimals
			3.96	identify geometric figures and shapes; identify a circle, square, triangle, cube, cylinder, cone, sphere, and an angle

INTENDED OUTCOMES	SKILL CLUSTERS	PERFORMANCE STANDARDS
	3n The student will solve measurement problems.	3.97 determine the elapsed time between two events stated in days, months, or years with regrouping 3.98 determine the perimeter of triangles, squares, and rectangles with whole number dimensions 3.99 solve linear measurement problems with centimeters, meters, inches, feet, or years, using addition or subtraction, with no conversion 3.100 solve capacity problems with liter, cups, pints, or quarts, using addition or subtraction, with no conversion 3.101 solve mass/weight problems with grams, kilograms, ounces, or pounds, using addition or subtraction with no conversion

INTENDED OUTCOMES	SKILL CLUSTERS	PERFORMANCE STANDARDS	
4 DEMONSTRATE AN UNDERSTANDING OF AND APPLY BASIC LIFE SCIENCE CONCEPTS AND FACTS		4.01	list requirements necessary for life
		4.02	contrast characteristics of living and non-living things
		4.03	identify the chemical elements commonly found in living organisms (carbon, hydrogen, oxygen, and nitrogen)
		4.04	classify selected groups of living things as plants or animals
		4.05	recognize the major physical differences between plants and animals
		4.06	identify environmental conditions necessary for plant growth
		4.07	identify the stages of growth of a plant as seed, seedling, and mature plant
		4.08	identify the function of each plant (root, stem, and leaf)
		4.09	identify the uses of plants other than for food
		4.10	select examples of how living things grow and change
		4.11	identify changes in the environment that can affect plant growth
		4.12	classify common foods obtained from plants as roots, stems, leaves, or fruits
		4.13	identify common animals with their natural environment
		4.14	state that animals require oxygen and they give off carbon dioxide
		4.15	explain the positive and negative effects of an animal's environment on its survival
		4.16	describe the useful and harmful effects of insects
		4.17	identify the major organs of each body system in the human body
		4.18	identify examples of air, land, and water pollution
		4.19	describe ways to prevent air, water, and land pollution

INTENDED OUTCOMES	SKILL CLUSTERS	PERFORMANCE STANDARDS
5 DEMONSTRATE AN UNDERSTANDING OF AND APPLY BASIC PHYSICAL SCIENCE CONCEPTS AND FACTS		5.01 identify properties of air and water 5.02 identify and classify matter as solid, liquid or gas 5.03 recognize that an electric current can make heat and light 5.04 distinguish between conductors and nonconductors of electricity 5.05 identify how temperature change affects the states of matter 5.06 identify simple machines used to make work easier (lever, incline plan, pulley, and wedge) 5.07 describe methods of reducing noise 5.08 use a thermometer to determine the temperature of a liquid 5.09 identify the freezing and boiling points of water on the celsius and fahrenheit temperature scales 5.10 describe how heat influences our everyday lives (i.e., food, cooking and refrigeration, heat, air conditioning, and weather) 5.11 illustrate the reduction of heat loss by insulating materials

INTENDED OUTCOMES	SKILL CLUSTERS	PERFORMANCE STANDARDS
6 DEMONSTRATE AN UNDERSTANDING OF AND APPLY BASIC EARTH/SPACE SCIENCE CONCEPTS AND FACTS		6.01 identify sources of water 6.02 identify the major uses of water 6.03 recognize that the majority of the earth's surface is water 6.04 recognize the effects of erosion 6.05 recognize that the forces of weather change the earth's surface 6.06 identify the differences between tornadoes and hurricanes 6.07 identify relationships between the sun, moon, and the earth 6.08 recognize the sun as the principal source of energy 6.09 recognize the relationship between the earth and sun in terms of time (day and year) 6.10 identify natural resources used to generate energy 6.11 identify renewable and nonrenewable natural resources 6.12 identify natural resources found in the ocean 6.13 identify factors that determine weather 6.14 demonstrate ability to track hurricanes on a map or chart 6.15 explain why afternoon thunderstorms are common in Florida

INTENDED OUTCOMES	SKILL CLUSTERS	PERFORMANCE STANDARDS	
7 APPLY THE BASIC CONCEPTS OF HEALTH EDUCATION		7.01	identify common ailments and seek appropriate medical assistance
		7.02	identify medical and dental forms and related information
		7.03	demonstrate an understanding of how to select and use medications
		7.04	demonstrate an understanding of basic safety procedures
		7.05	identify skills for self-awareness, self-acceptance and self-improvement
		7.06	demonstrate skills necessary for the enhancement of interpersonal relationships
		7.07	understand the physical, mental, emotional, social, economic and legal consequences of drug abuse
		7.08	identify techniques for managing stress and time management
		7.09	identify the roles and services of local health agencies in the community
		7.10	demonstrate knowledge of good nutritional principles leading to the promotion of health and weight management throughout the stages of life
		7.11	identify cooperative efforts which can promote a higher level of health and environmental quality within a community
		7.12	identify the causes, effects, symptoms and methods of preventing and controlling major diseases and disorders
		7.13	identify the physiological and social implications of personal hygiene practices

INTENDED OUTCOMES	SKILL CLUSTERS	PERFORMANCE STANDARDS
8 APPLY THE BASIC CONCEPTS OF HISTORY AND THE VARIOUS SOCIAL SCIENCES		8.01 explain causes and consequences of specific historical events 8.02 interpret information from charts, maps, globes, and graphs 8.03 explain how the life styles of different cultures have different impacts upon the environment 8.04 demonstrate an understanding of a citizen's rights and responsibilities 8.05 contrast what it means to be a citizen in the United States with what it means in an authoritarian society 8.06 demonstrate an understanding of the concept of taxation 8.07 demonstrate a knowledge of employability skills 8.08 identify community agencies and services, including leisure time resources and facilities 8.09 identify major individuals, events, and characteristics of past periods in American history 8.10 demonstrate an understanding of the uniqueness of the American people as a synthesis of various cultures 8.11 explain the significance of geography on the development of Florida 8.12 locate and identify the continents and major countries of the world 8.13 demonstrate an understanding of the structure and function of government at all levels of American political life 8.14 utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills 8.15 demonstrate an understanding of the importance of participation in community service, civic improvement, and political activities 8.16 demonstrate an understanding of the role that lawyers, law enforcement officers, youth and adult correctional officers, and court officials play in our system of justice 8.17 demonstrate an understanding of the nature and consequences of crime

INTENDED OUTCOMES	SKILL CLUSTERS	PERFORMANCE STANDARDS	
9. APPLY THE BASIC CONCEPTS OF CONSUMER EDUCATION		9.01	use weights, measures, measurement scales
		9.02	apply principles of comparison shopping in the selection of goods and services
		9.03	demonstrate an understanding of methods and procedures used to purchase goods and services
		9.04	demonstrate an understanding of methods and procedures to obtain housing and services and related maintenance
		9.05	apply principles of budgeting in the management of money
		9.06	demonstrate an understanding of consumer protection laws and resources
		9.07	demonstrate an understanding of procedures for the care, maintenance, and use of personal possessions
		9.08	use banking and financial services in the community
		9.09	demonstrate an understanding of methods and procedures for the purchase and maintenance of an automobile
		9.10	demonstrate an understanding of the principles involved in purchase of automobile, homeowners, and life insurance
		9.11	demonstrate an understanding of guarantees, warranties, and the right to redress
		9.12	interpret driving regulations

ADULT BASIC EDUCATION
FUNCTIONAL SKILLS TRACK

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
1 APPLY PRINCIPLES OF CONSUMER ECONOMICS TO PERSONAL LIFE	**1a**	The student will use weights, measures, measurement scales, & money.	1.01 1.02 1.03 1.04 1.05 1.06 1.07 1.08 1.09	interpret recipes select, compute, or interpret appropriate standard or metric measurement for length, width, perimeter, area, volume, height, or weight convert equivalent measurements (cups to quarts) interpret temperature interpret time, time measurements and time zones count, convert, and use coins and currency interpret product container weight and volume compute averages interpret clothing and pattern sizes, or use height and weight table
	1b	The student will apply principles of comparison shopping in the selection of goods and services.	1.10 1.11 1.12 1.13 1.14	interpret advertisements, labels, or charts to select goods and services compare price/quality to determine the best buys for goods and services using a calculator or pencil and paper estimate answers through the rounding-off process compute discounts compute unit pricing using a calculator or pencil and paper
	1c	The student will describe and sue procedures used to purchase goods and services.	1.15 1.16 1.17 1.18 1.19 1.20 1.21	interpret credit applications and recognize how to use and maintain credit compute and/or use tables to calculate credit interest rates identify/use methods to purchase goods and services including catalogs, order forms and related information use coupons/rebates to purchase goods and services use coin-operated machines interpret information or directions to locate consumer goods write personal checks/money orders to purchase goods and services

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
	1d	The student will understand methods and procedures to obtain housing and services and related maintenance or by the identification of resources within the community to assist with that process.	1.22	identify different kinds of housing
			1.23	interpret classified ads and other information to locate housing
			1.24	interpret lease and rental agreements
			1.25	interpret information to obtain housing utilities
			1.26	interpret information about the rights of a renter and the rights of a landlord
			1.27	recognize and use information about housing loans and home related insurance
			1.28	interpret information about home maintenance
			1.29	recognize home theft and fire prevention measures
	1e	The student will apply principles of budgeting in the management of money.	1.30	interpret information about personal and family budgets
			1.31	develop a personal/family budget
			1.32	interpret bills and demonstrate procedures for questioning billings
	1f	The student will understand consumer protection laws and resources.	1.33	interpret food packaging labels
			1.34	identify consumer protection resources available when confronted with fraudulent tactics
			1.35	identify procedures the consumer can follow if merchandise is defective or inappropriate
	1g	The student will understand procedures for the care, maintenance, and use of personal possessions.	1.36	interpret product guarantees, warranties and service agreements
			1.37	interpret clothing care labels
			1.38	interpret operating instructions or labels for consumer products
			1.39	interpret warning labels on consumer products
			1.40	interpret maintenance procedures for household appliances and personal possessions
			1.41	interpret directions to obtain repairs

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
	1h	The student will use banking and financial services in the community or identify resources to assist with the use of these services.	1.42	demonstrate the use of savings and checking accounts
			1.43	interpret the procedures and forms associated with banking services
			1.44	interpret interest or interest-earning savings plans
			1.45	interpret information about the types of loans available through lending institutions.
			1.46	interpret information on financial agencies and financial planning
			1.47	demonstrate understanding of charges associated with banking services (checking charges, ATM usage fees, etc.)
	1i	The student will understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations.	1.48	identify regulations and procedures to obtain a driver's license
			1.49	compute mileage and gasoline consumption
			1.50	demonstrate use(s) of maps
			1.51	interpret information related to the selection and purchase of a car
			1.52	interpret information related to automobile maintenance
			1.53	recognize what to do in case of automobile emergencies
			1.54	interpret information about automobile insurance
			1.55	demonstrate an understanding of vehicle registration procedures and renewals
			1.56	demonstrate an understanding of laws relating to appropriate insurance coverage, vehicle inspections, etc.
	1j	The student will use statistics and probability.	1.57	interpret statistical information used in news reports and articles
	1k	The student will interpret data from graphs.	1.58	interpret data given in a line, bar and circle graph
	1l	The student will use estimation and mental arithmetic in conjunction with a calculator.	1.59	use computation shortcuts as a check with a calculator
			1.60	estimate answers through the rounding-off process

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
2 UTILIZE COMMUNITY RESOURCES TO ENHANCE THE QUALITY OF LIFE	**2a**	The student will use the telephone and telephone book.	2.01	Use the telephone directory and related publications to locate information
			2.02	identify the procedures to locate emergency numbers and to place emergency calls
			2.03	interpret telephone billings
			2.04	interpret information about using a pay telephone
			2.05	take telephone messages
			2.06	use the telephone to make routine personal and business calls
			2.07	interpret rates and procedures of current means of electronic communication (for example: fax, e-mail, telegram)
	2b	The student will demonstrate the use of different types of transportation and interpret travel information.	2.08	ask, give, follow, or clarify directions
			2.09	identify signs related to transportation
			2.10	identify/use different types of transportation in the community
			2.11	interpret transportation schedules and fares
	2c	The student will demonstrate an understanding of concepts of time.	2.12	interpret analog/digital timepieces
			2.13	identify the months of the year and the days of the week
			2.14	develop a travel itinerary demonstrating knowledge of elapsed time, estimated travel time, etc.
	2d	The student will use the services provided by the post office and/or alternative postal services.	2.15	address letters and envelopes
			2.16	interpret postal rates and types of mailing services
			2.17	interpret postal service forms
			2.18	purchase stamps and other postal items or services
			2.19	identify the process for tracing a lost letter or parcel
			2.20	interpret a postal money order

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
	2e	The student will use community agencies and services or identify resources to assist with the use of these services.	2.21	locate agencies that provide emergency help and how to effectively use them
			2.22	identify how and when to obtain social and governmental services
			2.23	locate medical and health facilities in the community
			2.24	read, interpret, and follow directions found on signs and directories
			2.25	identify educational services and facilities and how to use them
			2.26	use library resources, reference materials, content tables, indexes, and dictionaries
			2.27	interpret permit and license requirements
			2.28	interpret information found in newspapers, periodicals, business letters, pamphlets, and publications
			2.29	identify child care services in the community
			2.30	identify or use information necessary to make or keep appointments
			2.31	use a computer to find needed resources
	2f	The student will use leisure time, resources, and facilities.	2.32	interpret information about recreational and entertainment facilities and activities
			2.33	locate information in movie, and other recreational listings
			2.34	interpret information on video rentals
			2.35	demonstrate ability to plan for outings and vacations
			2.36	interpret restaurant menus and compute related costs including tax and tips
	2g	The student will use published or broadcasted information.	2.37	interpret periodical literature (for example: journals, newspapers, newsletters)
			2.38	locate information in TV listings
			2.39	interpret broadcast radio and television information
			2.40	demonstrate an understanding of various purposes of media; including advertisements, education and entertainment

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
3 UNDERSTAND THE ROLE THAT HEALTH/WELLNESS PLAYS IN THE ESTABLISHMENT OF PERSONAL AND ECONOMIC INDEPENDENCE	**3a**	The student will understand how self-image is important to health/wellness.	3.01	identify and define values, traits, and behavior patterns to enhance sense of self-worth
			3.02	identify and define individual and group goals involving health/wellness
			3.03	promote sense of individual and group responsibility for consequences of failure to practice principles of health/wellness
	3b	The student will demonstrate an understanding of the role of diet and exercise in health/wellness.	3.04	interpret importance of balanced diet
			3.05	identify basic foods necessary to health/wellness
			3.06	identify vitamins, minerals, and nutrients essential to health/wellness
			3.07	identify significance of cholesterol, sodium, fat, and additives in food
			3.08	demonstrate an understanding of labeling information on foods and interpret meaning from a nutritional standpoint
			3.09	identify forms of exercise which enhance health/wellness
	3c	The student will identify, locate and/or use health care facilities or obtain assistance with the use of these facilities.	3.10	identify, locate, and select health care professionals
			3.11	complete medical/dental health history forms
			3.12	understand basic health care terminology
			3.13	interpret medical/dental insurance forms, benefits and obligations
	3d	The student will understand use/misuse of medications.	3.14	identify and use medications
			3.15	identify effects of medication and dangers of misuse
	3e	The student will understand basic health and safety procedures.	3.16	identify common illnesses/injuries, their prevention, and care in fitness activities
			3.17	understand basic health and safety procedures
			3.18	identify safety measures to prevent accidents and injuries
			3.19	interpret medicine and product labels: directions for use, precautions, and symbols
			3.20	understand simple first aid and CPR procedures

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
	3f	The student will describe special problems in relation to personal health/wellness.	3.21	recognize/practice appropriate prenatal care
			3.22	identify causes of substance dependency/abuse
			3.23	identify and locate treatment programs
			3.24	identify short and long-term consequences of substance abuse
			3.25	describe the contraction of A.I.D.S. and its implications
			3.26	describe the consequences of various sexually transmitted diseases (STD's)
			3.27	identify the risks and effects of smoking
	3g	The student will understand the role of social services in public health.	3.28	interpret and practice immunization requirements
			3.29	recognize the importance of immunization and veterinary care for domestic animals
			3.30	interpret family planning information
			3.31	identify community resources that assist child-rearing and parenting
			3.32	identify agencies and facilities for the promotion and maintenance of public hygiene, health and mental wellness
	3h	The student will understand the role of exercise in our lives and its relationship to our health/wellness.	3.33	understand the principles of the health related components of fitness/wellness (muscular strength, muscular endurance, cardiovascular flexibility, and body composition)
			3.34	develop an exercise program to include both aerobic and anaerobic exercises
	3i	The student will understand/apply the principles of stress management.	3.35	identify sources of stress
			3.36	identify and practice stress management techniques to include time management principles

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
4 USE OCCUPATIONAL KNOWLEDGE TO MAINTAIN EFFECTIVE CAREER DEVELOPMENT	4a	The student will understand and record basic principles for obtaining employment.	4.01	interpret and complete job applications
			4.02	compose resume', cover letter, and letter of application (if applicable)
			4.03	locate, select, and process classified ads
			4.04	identify and locate support (government and private) employment agencies and computer assisted job search programs
			4.05	interpret and process forms related to seeking work
			4.06	identify and locate personal resource materials
			4.07	identify, contact, and list potential references (personal)
			4.08	develop a personal fact sheet to include but not be limited to personal references, work history, educational information and other pertinent data
			4.09	utilize personal/professional contacts to obtain job search information
			4.10	apply for documentation or certification
			4.11	develop a portfolio (if applicable)
			4.12	develop a job search plan
			4.13	demonstrate competence in job interview techniques to include grooming, dress, conduct, and verbal/nonverbal communication
	4b	The student will understand wages, benefits, and concepts of employee organizations or identify references to assist in this understanding.	4.14	interpret wages, deductions, and benefits (include wage information charts, pamphlets, and forms)
			4.15	identify employee organizations
			4.16	identify fringe benefits to include employee assistance programs, medical insurance, retirement, etc.
			4.17	interpret contract and union agreements
			4.18	interpret employee handbook
			4.19	interpret information about worker's compensation

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
	4c	The student will understand safety standards and procedures in training programs and in the workplace.	4.20	interpret safety signs found in places of training in employment and in public buildings
			4.21	interpret safety manuals and related publications
			4.22	identify safe work procedures including wearing safe work attire
			4.23	identify procedures for reporting training and job-related hazards, accidents, injuries, and damages
			4.24	demonstrate acceptable employee health habits
	4d	The student will identify materials and describe/define concepts related to job training, employment, maintaining a job, obtaining a promotion, and changing jobs.	4.25	identify job-related skills regarding behavior, education, attitudes, and social interactions
			4.26	recognize job responsibilities and interpret performance reviews
			4.27	interpret tasks related to clarifying, giving or providing feedback to instructions or reacting to criticism
			4.28	demonstrate a knowledge of how to make job changes
5 UNDERSTAND AND APPLY CONCEPTS OF GOVERNMENT AND LAW TO DAILY LIVING	5a	The student will understand voting and political process.	5.01	identify voter qualifications and registration procedure
			5.02	interpret a ballot
			5.03	interpret information about the electoral process
			5.04	communicate opinions on a current issue
	5b	The student will understand historical information.	5.05	identify or interpret United States historical documents
			5.06	interpret information about world history
	5c	The student will understand legal rights, responsibilities and procedures for obtaining legal advice or identify resources to assist in this endeavor.	5.07	interpret common legal forms, rules, and ordinances
			5.08	identify procedures for obtaining legal advice
			5.09	identify small-claims court procedures
			5.10	interpret laws effecting door-to-door sales
			5.11	identify alternatives for satisfaction of citations
			5.12	interpret information or identify requirements on establishing residency or obtaining citizenship

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
	5d	The student will understand the concepts of taxation or identify resources to assist in this endeavor.	5.13 5.14 5.15 5.16	complete sample income tax forms obtain professional aid in completing tax forms compute sales tax read and use income tax chart
	5e	The student will understand civic responsibilities and activities.	5.17 5.18	interpret information about civic organizations and public groups interpret information about civic responsibilities, such as jury duty
6 APPLY FAMILY LITERACY PRINCIPLES TO INCREASE THE LIKELIHOOD THAT SUCCEEDING GENERATIONS WILL BE LITERATE	**6a**	The student will understand the role of parents in becoming full partners in the education of their children.	6.01 6.02 6.03 6.04 6.05 6.06 6.07	recognize that learning begins at the neonatal stage identify ways that parents can provide children a basic foundation for learning identify a variety of techniques to assist children in developing reading, language, critical thinking and computational skills including trips to local attractions, recreational and educational facilities identify ways to ask questions and hold conversations that stimulate children to think, give directions, and provide information demonstrate knowledge of ways by which parents can develop effective parent/school relationships describe ways to reward children for positive behaviors and discipline negative actions recognize and demonstrate good study habits
	6b	The student will become aware of ways to foster a positive home environment.	6.08 6.09 6.10 6.11	recognize the importance and the role played by each family member delegate home responsibilities to family members allocate time and space for family interaction recognize and practice effective communication skills within the family
	6c	The student will recognize parents as the role-models for the family.	6.12 6.13	identify techniques that encourage feelings of confidence, perseverance, and personal responsibility. demonstrate knowledge of the resources available to assist the parent in responding to family needs

INTENDED OUTCOMES	SKILL CLUSTERS	PERFORMANCE STANDARDS
NOTE:	**Some performance standards are repeated under more than one Intended Outcome. This repetition allows for ease of usage when developing a specific course or direction.**	
7 READ AND INTERPRET MATERIALS INCLUDED IN PROSE LITERACY	**7a** The student will read and interpret an article.	7.01 draw conclusions by integrating information in an article (for example: biographical article, fiction article) 7.02 identify the stated main ideas of an article 7.03 locate and underline information in an article (for example: newspaper article) 7.04 identify appropriate information in an article (such as: question-and-answer article) 7.05 list and interpret information from an article 7.06 answer "Who, What, When, Where, How, Why" questions from an article 7.07 predicate probable outcomes from knowledge of events in a reading selection (for example: fiction article) 7.08 select an appropriate title based on interpretation of a given article (such as: news article) 7.09 underline phrase defining symbolism in an article
	7b The student will read and interpret an advertisement or brochure.	7.10 identify and list appropriate information from an advertisement/brochure 7.11 interpret needed information from an advertisement/brochure 7.12 underline information in an advertisement/brochure
	7c The student will read and interpret a warranty or set of instructions.	7.13 identify information in a warranty 7.14 restate conditions under which a warranty applies 7.15 interpret a set of instructions/warranty 7.16 referring to a set of directions, identify appropriate action in a sequence of events

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
	7d	The student will use prose selections as a foundation for the generation of a developmentally appropriate response activity.	7.17	given a particular poetry selection, the student may understand, interpret, and generate familiar themes
			7.18	generate an unfamiliar theme, from a poetry selection
			7.19	understand, interpret, and/or describe distinctions between two given life choices (for example: employee benefit options)
8 USE VARIOUS DOCUMENTS TO PERFORM PERSONAL TASKS, MANAGE A HOUSEHOLD, AND MEET JOB REQUIREMENTS (DOCUMENT LITERACY)	8a	The student will understand income tax forms.	8.01	identify and complete standard forms (for example: 1040-A, W-2, W-4) for reporting and establishing tax due
			8.02	complete forms, itemizing deductions (1040) and related forms
	8b	The student will understand employment documents.	8.03	complete employment application
			8.04	demonstrate the ability to use time cards
			8.05	compose cover letter/resume
			8.06	interpret employee benefit package(s) and complete enrollment/claim forms
			8.07	interpret pay schedules
SPECIAL NOTE: Student may demonstrate knowledge of sources of assistance in the completion of each item in this section.	8c	The student will understand housing documents.	8.08	interpret rental/sales contracts
			8.09	interpret mortgage contracts
			8.10	interpret property titles
			8.11	interpret homeowner and rental insurance policies
			8.12	interpret utility deposit forms
			8.13	interpret property tax assessment statements
	8d	The student will understand transportation documents.	8.14	read and interpret public transportation schedules
			8.15	read and interpret maps of all kinds
			8.16	obtain vehicle registration
			8.17	interpret car owner's handbook
			8.18	complete care sale/leasing contracts
			8.19	complete accident reports and insurance claims

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
	8e	The student will understand banking documents.	8.20	interpret and calculate checkbook balance record
			8.21	complete application for check-cashing card
			8.22	interpret savings and interest in bankbook
			8.23	interpret bank statement
			8.24	complete application for personal loan
			8.25	complete application for credit card
			8.26	complete application for checking account
			8.27	complete deposit and withdrawal forms
			8.28	interpret receipts
	8f	The student will understand postal forms and alternative services.	8.29	compete money order
			8.30	interpret postal regulations
			8.31	interpret customs documents
			8.32	interpret postal service forms
			8.33	interpret zip code charts
	8g	The student will understand health documents.	8.34	interpret personal health history (medical and dental)
			8.35	interpret medical, dental, or life insurance policies
			8.36	complete hospital admittance or discharge forms
			8.37	interpret food and medicine labels
			8.38	interpret accident reports
	8h	The student will understand government and law documents.	8.39	complete voter registration application
			8.40	interpret examples of voting ballots
			8.41	interpret historical papers
			8.42	interpret legal forms, contracts, rules, ordinances
			8.43	interpret traffic citations
			8.44	complete residency and citizenship forms (for example: applications, cards, certificates, passports)

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
	8i	The student will understand other self-generated documents.	8.45	produce telegram, telex, and fax messages
			8.46	complete letters of application, requests, complaints, etc.
			8.47	develop budget ledgers or personal money management
			8.48	develop schedules, time lines, and to-do lists
			8.49	write logs (for example: diaries, notes, memos)
			8.50	keep calendars (appointments, duties, conferences)
			8.51	address correspondence (for example: postcards, letters, etc.)
			8.52	complete phone messages
	8j	The student will understand school-related documents.	8.53	interpret and complete school registration forms
			8.54	interpret school reassignment forms
			8.55	interpret school progress reports and report cards
			8.56	explain process for obtaining school transcripts
	8k	The student will understand consumer-related documents.	8.57	complete catalog order forms
			8.58	complete warranty cards
			8.59	interpret warranty information
			8.60	complete magazine and newspaper order forms
			8.61	interpret travel-related information
			8.62	complete coupon refund application forms
			8.63	complete a classified ad form
			8.64	complete an application process for a library card

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
9 APPLY ARITHMETIC OPERATIONS TO INFORMATION CONTAINED IN PRINTED MATERIALS (QUANTITATIVE LITERACY)	**9a**	The student will solve addition problems in stipulated situations.	9.01	using an order form, determine the total cost of a purchase
			9.02	determine the total for an order after calculating the cost of two items and tax
			9.03	determine the total cost of multiple items ordered from a menu, including one item having multiple quantities
			9.04	calculate the cost of identical items on a grocery receipt
			9.05	calculate total value (for example: redeem coupons on receipt)
			9.06	using an advertisement, determine the total cost of several items with different quantities
	9b	The student will compute differences.	9.07	calculate reported differences (for example: minutes spending working on two jobs)
			9.08	calculate differences between percentages
			9.09	calculate differences between interest rates for two loans
			9.10	calculate differences between two hourly wage rates
			9.11	calculate difference between percentage from a table
			9.12	deducting the value of coupons, determine the net cost of groceries
			9.13	calculate difference between figures from a summarizing table
			9.14	using hourly and daily wage rates, calculate the difference in earnings
			9.15	calculate difference between percentages in a given year for specified groups using a bar graph
			9.16	determine the difference between lengths of business hours on week days and week ends
			9.17	calculate the savings between two specific subscription rates

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
	9c	The student will calculate with units.	9.18	using given information and time zone map, calculate arrival time according to given time zone
			9.19	using a map showing time zones, determine the time in one location given the specified time in another
			9.20	describe how to calculate the per-unit cost of an item
			9.21	given the cost for servicing five items in an advertisement, estimate the cost of one
	9d	The student will compute increase.	9.22	calculate the rate increase using figures from a bar graph
			9.23	determine daily earnings based on hourly rate and number of hours worked
			9.24	using a bar graph, calculate percentage increase
			9.25	using figures from a comparison table, calculate increases
			9.26	given stated problems, calculate the increase in fuel efficiency
			9.27	total the amount accrued for several driving violations
			9.28	using figures from a table, calculate increase in linear feet between the size of two designated areas
	9e	The student will compute with ratios.	9.29	calculate a ratio using figures found in a pie chart
			9.30	estimate a ratio, using percentages located in a pie chart
			9.31	calculate a ratio using numbers given in a table
			9.32	using average minutes per day, determine time spent on a particular activity over a five day period

INTENDED OUTCOMES	SKILL CLUSTERS		PERFORMANCE STANDARDS	
	9f	The student will demonstrate an understanding of percents.	9.33	given the required percent down, calculate amount of dow payment needed for a loan
			9.34	add percentages found in a pie chart
			9.35	describe how to determine percentages based on figures in a table
			9.36	calculate difference between amounts of down payments based on different percentages
			9.37	determine the amount of sales tax as indicated in an order form
			9.38	calculate tax on the amount of an order
			9.39	given tax rate schedule, describe how to calculate amount of estimated tax
			9.40	calculate tax from schedule requiring base rate and percentage over this rate
10 APPLY PERSONAL CARE SKILLS TO DAILY INDEPENDENT LIVING SITUATIONS	10a	The student will perform self-care skills.	10.01	recognize and/or demonstrate hygiene and grooming skills
			10.02	recognize and/or demonstrate dressing skills
			10.03	recognize and/or demonstrate dining skills and manners
			10.04	recognize and/or demonstrate selections and care of clothing and personal property
			10.05	recognize and/or demonstrate the care and upkeep of personal possessions
			10.06	recognize and/or demonstrate principles of safety in the home
			10.07	learn basic first aid for self care
			10.08	know how to secure basic transportation needs
			10.09	know how to secure medical help

INTENDED OUTCOMES	SKILL CLUSTERS	PERFORMANCE STANDARDS
	10b The student will perform home-care skills.	10.10 recognize and/or demonstrate meal and snack preparation tasks and activities 10.11 recognize and/or demonstrate dishwashing and meal cleanup activities 10.12 recognize and/or demonstrate housekeeping and housecleaning tasks 10.13 recognize and/or demonstrate laundry skills and related clothing care skills 10.14 recognize and/or demonstrate yard and garden tasks and activities 10.15 recognize and/or demonstrate general household repair and maintenance 10.16 apply principles of nutrition to food decisions
	10c The student will recognize appropriate behavior in social situations.	10.17 greet visitors with simple hello and/or handshake 10.18 understand and react appropriately to remarks made by others in life situations 10.19 display an accurate estimation of own ability/achievement level 10.20 recognize rights of others 10.21 demonstrate the ability to recognize rules of structured activities and react appropriately 10.22 recognize how a positive self-concept builds good relationships with others 10.23 identify social skills that contribute to good relationships with others 10.24 identify areas of possible conflict with others 10.25 recognize and use an identification and verification method when dealing with strangers (for example: police, workmen, door-to-door salesmen) 10.26 compare ways of dealing with conflict situations 10.27 recognize appropriate manners and etiquette 10.28 identify areas where personal change and adjustment may be necessary

INTENDED OUTCOMES	SKILL CLUSTERS	PERFORMANCE STANDARDS
11 USE EFFECTIVE SOCIAL INTERACTION TECHNIQUES	**11a** The student will use effective interaction techniques in general social situations.	11.01 compare and contrast group rights and obligations as opposed to individual rights 11.02 recognize and interpret the difference between: A. discussion and argument B. opinion and fact C. question and interrogation D. feedback and criticism E. humor and humiliation 11.03 express and explain ideas concisely and clearly in an oral or written format 11.04 describe how courtesy, helpfulness, and acceptance can enhance personal relationships 11.05 recognize and identify opportunities to develop companionships/friendships 11.06 demonstrate skills necessary for enhancement of interpersonal relationships 11.07 identify personal strengths to offer a friend 11.08 identify comfortable/uncomfortable social situations 11.09 identify ways to handle a social conflict 11.10 state topics of conversation that are acceptable when establishing relationships with new acquaintances 11.11 identify skills for self-awareness, self-acceptance, and self-improvement 11.12 plan and describe steps needed to undertake realization of goals 11.13 initiate social interaction with peers 11.14 demonstrate socially acceptable behavior for winning and losing 11.15 verbalize or demonstrate benefits of leisure (a chance to have fun or make someone feel better) 11.16 demonstrate alternatives or appropriate chain of events to resolve conflict (identify problems, suggest alternatives, determine most appropriate course of action) 11.17 demonstrate physical contact at appropriate times 11.18 demonstrate or verbalize acceptable

INTENDED OUTCOMES	SKILL CLUSTERS	PERFORMANCE STANDARDS
	11b The student will use effective interaction technique in employment situations.	11.20 demonstrate proper workplace social behavior 11.21 define the role of a supervisor, boss, and foreman 11.22 list probable stress factors of various jobs 11.23 give examples of desired worker characteristics from the standpoint of the employer 11.24 identify and express personal goals related to employment 11.25 conduct a personal self-inventory of skills, experience, education, and interests 11.26 conduct a study of requirements for probable job 11.27 prioritize areas needing personal improvement 11.28 describe appropriate dress code and hygiene standards for employment situations 11.29 evaluate personal strengths and weaknesses in relationship to the job 11.30 describe and give examples of effective interviewing techniques 11.31 identify appropriate behavior, attitudes, and social interaction for maintaining a job and obtaining a promotion 11.32 demonstrate appropriate response to a supervisor's evaluation 11.33 describe the appropriate skills and education for maintaining a job and obtaining a promotion 11.34 identify possible areas of disagreement between co-workers and provide examples of ways to resolve the conflict 11.35 report emergencies to appropriate persons 11.36 recognize unnecessary social communication on the job 11.37 work cooperatively in a small group

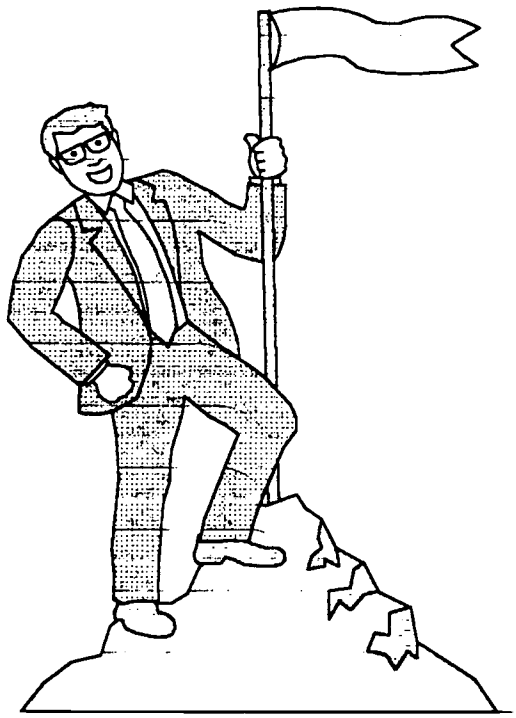
INTENDED OUTCOMES	SKILL CLUSTERS	PERFORMANCE STANDARDS
12 USE BASIC AND FUNCTIONAL SKILLS TO GAIN OR MAINTAIN EMPLOYMENT THROUGH WORKFORCE EDUCATION CLASSES	The essence of the workplace effort includes a customized curriculum developed for that particular worksite. This should reflect the application of basic and functional skills to company materials to foster opportunity for the basic education student.	

QUALITY PROFESSIONAL DEVELOPMENT PROJECT

ASSESSING THE ADULT STUDENT

PRE-TEST ANSWER KEY

1.	B	6.	D	11.	A
2.	B	7.	A	12.	D
3.	A	8.	A	13.	C
4.	A	9.	A	14.	D
5.	C	10.	D	15.	A

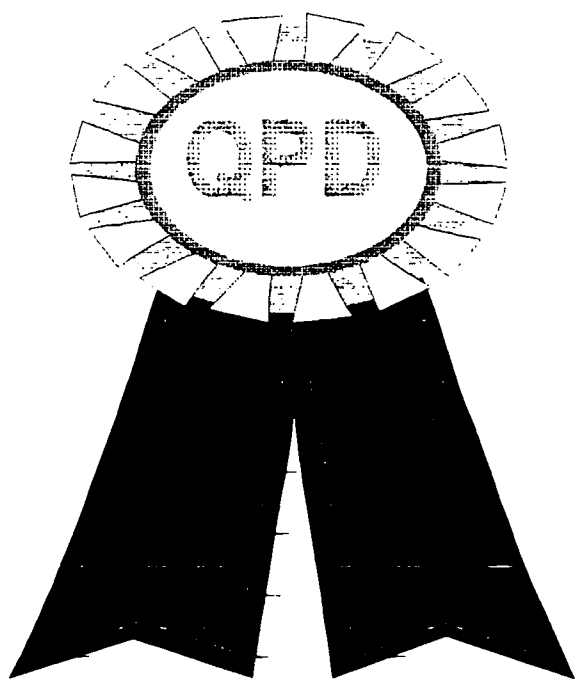


QUALITY PROFESSIONAL DEVELOPMENT PROJECT

ASSESSING THE ADULT STUDENT

POSTTEST ANSWER KEY

1.	C	6.	C	11.	B
2.	B	7.	B	12.	B
3.	B	8.	A	13.	D
4.	A	9.	B	14.	B
5.	C	10.	C	15.	C



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Send this form to the following ERIC Clearinghouse:

Acquisitions Coordinator
ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to: