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ABSTRACT
        The AIM (Assessment, Instruction, Mastery) system is a
performance-based assessment that was developed in Oregon. The AIM system was
piloted by 83 volunteers and staff from 18 volunteer-based programs to assess
the system's usefulness as a means of collecting and aggregating data on
student progress in adult literacy and similar programs in Pennsylvania. Six
programs that had received AIM training in prior years also worked with the
assessment on a more intensive level. They reported that, of the 192 students
to whom AIM was assigned, 44 completed some skills on the AIM checklist and
43 showed posttest gains, and 10 students completed the checklist they were
assigned and moved on to the next level. Based on the sample portfolios
received, it was concluded that tutors gave more attention to correct
documentation and collection of evidence during the current project year than
in past years. Close mentoring of tutors using the AIM checklists was found
to ensure better student progress on the AIM checklists. The AIM training was
revised again after the second year. A role-playing activity for tutors was
added. The project was slated for continuation. AIM tutor tips and an AIM
student progress report form are appended. (MN)

Piloting the AIM Project:
Measuring Progress for Program Evaluation and Accountability

Karen Mundie: Program Director
Debbie Thompson: Program Manager
Michelle Joyce: Reading Specialist

1999-2000

Greater Pittsburgh Literacy Council
100 Sheridan Square
Pittsburgh, PA 15206
412-661-7323

Amount of Grant: $30, 000

Project Number: 98-00-0004

ABSTRACT PAGE

Project No.: 98-00-0004

Grant Recipient: Greater Pittsburgh Literacy Council
100 Sheridan Sq., 4th Floor
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Program Name: Piloting the AIM Project: Measuring Progress for Program Evaluation and Accountability

Grant Allocation: $30,000

Project Period: July 1, 1999-June 30, 2000

Project Director: Debbie Thompson, Karen Mundie, Michelle Joyce

Project Purpose: The project proposed to pilot the AIM (Assessment, Instruction, Mastery), a performance-based assessment developed in Oregon, in volunteer-based programs (5 new programs and any of the 26 programs from previous year) in Pennsylvania and to make recommendations to the PDE on the usefulness of this system as a means of collecting and aggregating data on student progress for these and similar programs.

Project Outcomes: Eighty-three volunteers and staff from eighteen literacy programs attended training on the use of the AIM system. Six programs that had received AIM training in prior years worked with this assessment on a more intensive level. They reported that AIM was assigned to 192 students. Forty-four of these students completed some skills on the AIM checklist and forty-three showed post-test gains. Ten students completed the checklist they were assigned and five moved on to the next level.

Impact: Two important findings came out of the information collected this year. Based upon the sample portfolios received, tutors gave more attention to correct documentation and collection of evidence than in past years. Based upon the pilot project conducted by the Literacy Council of Lancaster-Lebanon, close mentoring of tutors using the AIM checklists ensured better student progress on the AIM checklists.

Product or Training Developed: The AIM training was again revised after the second year to reflect what was learned in years one and two. This training offered more intensive work on lesson planning and documentation of mastery of skills. A role-playing activity was added to increase the tutors understanding of the idea of the adult learner as a facilitator in the learning process.

Project Continuation and/or Future Implications: The project will continue in a fourth year. All programs previously involved will be offered the opportunity for on-site training and additional materials. The PDC's and TLC will also have this training available to new programs in their regions. GPLC will continue to work closely with Oregon in revising the AIM guides and disseminating them to programs presently using the AIM system.

Conclusions/Recommendations: GPLC is still unable to establish that student progress data can be collected and aggregated in sufficient numbers across programs. Until this can occur, we are unable to recommend that the PDE offer the AIM as an alternative or auxiliary assessment to Pennsylvania volunteer-based literacy programs.

Additional Comments: The AIM and this final report are intended for use by administrators, program staff, and tutors in volunteer-based literacy programs.

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Section 1

Project Team

Piloting the AIM Project: Measuring Progress for Program Evaluation and Accountability

Debbie Thompson, Program Manager
Greater Pittsburgh Literacy Council

Debbie Thompson, MA, Program Manager for Greater Pittsburgh Literacy Council, supervises ten area literacy offices in Allegheny County. In addition to her supervisory role, Debbie leads the agency□s Program Improvement Team and is a part of the regional implementation team. She is also a member of the state-wide evaluation team currently in its second year of evaluating Pennsylvania's professional development system, is the Chairman for Tutors of Literacy in the Commonwealth, and is a trainer for the EQUAL data sharing strand and lead trainer for the LLA/LVA Accreditation strand. Debbie is a certified Laubach supervising trainer and has worked in education for eighteen years.

Karen Mundie, Program Director
Greater Pittsburgh Literacy Council

Karen Mundie, MA, Program Director for Greater Pittsburgh Literacy Council, has been a literacy professional for twenty-five years and program director for eight. Karen supervises a support staff of fifteen and has directed a number of exemplary 353 projects including one which brought tutor training expertise to other literacy programs in Pennsylvania. She is the First Vice-President of the Pennsylvania Association for Adult and Continuing Education and is the lead trainer for the EQUAL data sharing strand. Karen is also a part of the regional implementation team and has worked on a national project designed to document success in literacy programs, the What Works Literacy Partners.

Michelle Joyce, Reading Specialist
Greater Pittsburgh Literacy Council

Michelle Joyce, MS, Reading Specialist for Greater Pittsburgh Literacy Council, has led the agency's reading program for nine years. Michelle has directed previous 353 projects including a research project on the place of literacy council's in workplace education. She is a statewide trainer in the areas of 1) assessment and 2) adults with learning differences and is part of a national working group on measuring gains through authentic assessment sponsored by What Works Literacy Partners. Michelle is a member of both the EQUAL training team and the regional implementation team.

Section 2

Project History

Piloting the AIM Project: Measuring Progress for Program Evaluation
and Accountability

The Bureau of Adult Basic and Literacy Education awarded Greater Pittsburgh Literacy (GPLC) a 353 grant to pilot a performance based assessment developed in Oregon, AIM (Assessment, Instruction, Mastery), which showed promise as an instrument to measure student progress in volunteer literacy programs. Karen Mundie, Program Director for GPLC, identified two staff members who would lead this project: Debbie Thompson, Program Manager, and Michelle Joyce, Reading Specialist.

The AIM was designed for use with literacy students (basic and ESL) in adult education programs. In this system the student and tutor form a partnership to make decisions on both instruction and assessment using an accomplishment checklist whose items are based on federal Student Performance Levels. They target certain skills for instruction and as each skill is mastered, work together to choose what would best exemplify mastery of that skill. Examples of mastery must be concrete and are attached to a progress summary and placed in a portfolio. When a designated number of skills are mastered, they move on to the next level.

For many beginning and intermediate learners results on standardized assessments do not truly reflect the amount of hard work they and their tutors have invested in the learning process. Often these students and tutors become frustrated because they are unable to see the relationship between their work and the assessment instrument. Although necessary, standardized tests are gross measures that do not show subtle or small incremental changes in skills, and therefore should not be the only method for measuring student performance. In order to help literacy programs better demonstrate learner progress for themselves, funders, and the tutoring pair, AIM was developed. It is designed to match curriculum with assessment using a technique for collecting information and demonstrating progress--the accomplishment checklist. In this way, assessment can be an on-going, natural part of the learning process.

To implement the AIM project in Pennsylvania, GPLC staff developed an initial training, revised the training twice, and prepared support materials. Among the materials developed was a "tutor tip" packet designed to lead volunteer tutors through the process of evaluation and documentation of student skills. This program year the PDC's were contacted and asked to assist in organizing regional trainings for volunteer programs interested in piloting the AIM in their programs. Six programs where selected to working more intensively with AIM and were offered on-site training. Data was collected throughout the year. TLC staff was given an orientation to the AIM materials and training and asked to include AIM, when appropriate, in tutor training. Staff from Oregon and GPLC has met twice to share their findings and develop a plan for further collaboration and standardization of the process. The most recent meeting included a visit to sites in Oregon who are using AIM in their

programs. Through presentations at PAACE Midwinter Conference, institutes, and other regional activities, GPLC has been able to share information about AIM on a statewide basis and gain the interest of a number of literacy providers.

The AIM checklists are now being revised by the Oregon staff. GPLC staff has kept in contact with the Oregon staff and offered assistance and input whenever possible. The revision will include more specific skills to be learned and more concrete examples of evidence from which tutors and students can select to demonstrate mastery. In addition, the ESL checklists will be replaced by communication skills checklist, appropriate for both basic and ESL.

Section 3

Project Plan

Piloting the AIM Project: Measuring Progress for Program Evaluation
and Accountability

Goal: To identify literacy programs interested in piloting a performance based assessment developed in Oregon and provide the necessary training and support for successful use of this instrument.

Objectives:

1.   To continue to review the usefulness of the AIM, an assessment/accountability instrument developed in Oregon, for Pennsylvania volunteer-based adult literacy programs.

2.   To train five (5) new literacy programs in the use of this assessment tool and to provide on-going support and training to the twenty-six programs that were trained in 1997-99

3.   To continue to pilot the AIM in these 26 programs and any additional programs who choose to participate

4.   To continue to work with the 26 programs and any additional programs on a) developing a system for collecting and reporting the data on student progress when using the AIM and b) comparing how progress on the AIM correlates with progress in basic skills as evidenced by standardized test scores.

5.   To work with Tutors of Literacy in the Commonwealth (TLC) in incorporating AIM into basic and ESL tutor training for further dissemination throughout the state

6.   To create a directions manual for the AIM to make it standardized across programs and more user friendly

7.   To collaborate with staff from Portland Community College (developers of the AIM) to inform and improve both our project and the project in Oregon.

8.   To coordinate activities and outcomes with the Assessment Tools for Adult Education Project

These goals and objectives were the basis for this project. They were developed through discussions with staff and outcomes from the previous year.

Section 4

Project Activities

Piloting the AIM Project: Measuring Progress for Program Evaluation and Accountability

Objective 1:

To continue to review the usefulness of the AIM, an assessment/accountability instrument developed in Oregon, for Pennsylvania volunteer-based adult literacy programs.

Activity A: Select six programs to work intensely with the AIM assessment.
Activity B: Collect sample portfolios and testing information from each of six programs participating in a more intensive study of AIM.

Objective 2:

To train five (5) new literacy programs in the use of this assessment tool and to provide on-going support and training to the twenty-six programs that were trained in 1997-1999.

Activity C: Revise and present a training to new and veteran volunteers on the use of the AIM.
Activity D   Revise materials necessary for implementation of this project in programs receiving training.
Activity E: Work with the Professional Development Centers (PDC) in providing · regional trainings on the AIM.

Objective 3:

To continue to pilot the AIM in these 26 programs and any additional programs who choose to participate.

Activity F: Disseminate revised and new materials to all programs interested in continuing to work with the AIM.
Activity G: Offer on-site training to any of these programs that request it.

Objective 4:

To continue to work with the 26 programs and any additional programs on a) developing a system for collecting and reporting the data on student progress when using AIM and b) comparing how progress on the AIM correlates with progress in basic skills as evidenced by standardized test scores.

Activity H: Develop a new reporting form for programs to use in collecting and submitting information to GPLC on student assessment and progress on the AIM checklists.

Objective 5:

To work with Tutors of Literacy in the Commonwealth (TLC) in incorporating AIM into their basic and ESL tutor training for further dissemination throughout the state.

Activity I: Provide training and materials for TLC trainers to include in the basic and ESL tutor training they provide for volunteer literacy programs.

Objective 6:

To create a directions manual for the AIM to make it standardized across programs and more user friendly.

Activity J: Create a "Tutor Tip Packet" which provides directions to the tutor on how to document mastery of skills on the AIM checklists.
Activity K: Provide training on how to use the tutor tip packet.

Objective 7:

To collaborate with staff from Portland Community College (developers of the AIM) to inform and improve both our project and the project in Oregon.

Activity L: Share information (data and portfolios) collected from programs participating in this project with staff from Portland Community College.
Activity M: Conduct focus groups for the purpose of collecting information on example of evidence used by volunteer when working on the AIM checklists.

Objective 8:

To coordinate activities and outcomes with the Assessment Tools for Adult Education Project

Activity N: Meet with Assessment Module trainers to inform them about the AIM process.

Section 5

Project Results

Piloting the Oregon AIM Project 2: Measuring Progress for Program
Evaluation and Accountability

Activity A: Select six programs to work intensely with the AIM assessment.

Six programs who had been working with AIM for at least one year were asked to pilot this project agency-wide for one year. Programs were selected based upon their interest and level of participation in past years. All had requested on-site training for volunteers and staff and had provided the required documentation (test record forms and portfolios of student work) in previous years. These programs were provided a one-time stipend to offset expenses involved in participating in this project. The six agencies were: Adult Literacy Lawrence County, Butler County Community College Adult Literacy Program, Franklin County Literacy Council, Greater Pittsburgh Literacy Council, Literacy Council of Lancaster-Lebanon, and Susquehanna County Literacy Council.

One of these programs, Literacy Council of Lancaster-Lebanon, decided to pilot a mentoring component with the AIM system. Veteran tutors who had successfully used the AIM in the previous year, were asked to work closely with new tutors who were using the AIM. The literacy council also created some additional training on the AIM and retyped the checklists into a more easy-to-read format. By May it was evident that the mentoring part of this pilot provided the needed support to make the AIM system a successful instrument for their tutors and students. The additional training and changes to the checklist were not as effective.

Activity B: Collect sample portfolios and testing information from each of six programs participating in a more intensive study of AIM.

All of the programs listed above collected test information related to those students who were assigned the AIM as part of their prescribed studies. The AIM was prescribed for 192 students. Of these students 44 completed some skills on the appropriate checklist and 43 showed post-test gains. Ten students completed the checklist that was assigned, and five moved to the next level.

All programs reported difficulty in getting feedback from volunteers. This seems to be the primary difficulty in using the AIM checklists. Volunteers were receptive to this instrument during training, but when working with their students, many used it indiscriminately, not following the guidelines for documentation or for demonstrating mastery of a skill.

Twelve portfolios were collected from five of the six programs participating in this project. They ranged in quality from those whose documentation kept to the format they learned during training, to those who tended to take a few short cuts. None were completely erroneous or lacked understanding in terms of student progress. It is

obvious that tutors who use the AIM as part of their students' lessons are attentive to their students' needs and take the time to make sure that their students have mastered a particular skill. They often included samples of evidence of mastery, as requested, and documented mastery in very specific terms. Overall, the quality of the portfolios received this year were much better than those received in the past.

Activity C: Revise and present a training to new and veteran volunteers on the use of the AIM.

This year the AIM training was revised for the third time. The lesson planning section was intensified. After being given a student profile and appropriate materials, groups of 3-4 tutors were asked to work together to develop a 90 minute lesson plan using the student textbook, student goals, and AIM checklist. Groups then asked to present their lesson plans at the end of the activity and talk about how they brought all components together to create a lesson. A role-playing activity was introduced. It demonstrated the importance of including the student as a partner in the learning process. More examples of documenting mastery of skills were included. The training expanded from 2 to 2 ½ -3 hours.

Activity D: Revise materials necessary for implementation of this project in programs receiving training.

A new packet was designed to give tutors something to use as a resource once the completed training. The packet included a sample checklist (Beginning Basic Skills because that is assigned most often), an overview of skills included in the complete AIM series, a curriculum guide of "real world" resources, a lesson planning guide, and the new "AIM *Step by Step* Tutor Tips" packet.

Activity E: Work with the Professional Development Centers (PDC) in providing regional trainings on the AIM.

Each PDC was contacted in early September to make arrangements for regional training of the AIM. A flyer was prepared which the PDC's could use in publicizing the trainings. Trainings were held in five out of six regions. It was cancelled in one region due to a lack of response from programs.

Eighty-three (83) people from eighteen (18) programs received training on how to implement the AIM in their tutoring sessions. Eleven (11) of these programs received this training for the first time.

Activity F: Disseminate revised and new materials to all programs interested in continuing to work with the AIM.

All programs that participated in AIM in the past were notified of additional trainings through the PDC's. They were also told about the change in the data collection form (AIM Progress Report) and the development of a new "AIM *Step by Step* Tutor Tips" packet. Programs were instructed to contact GPLC to receive these materials.

Activity G: Offer on-site training to any programs that request it.

Five programs requested on-site training, three of them being the pilot programs mentioned above.

Activity H: Develop a new reporting form for programs to use in collecting and submitting information to GPLC on student assessment and progress on the AIM checklist.

The "AIM Progress Report" form was developed to get better information from programs using AIM. Programs had the option of using this form in hard copy or on the computer. This form (attached) asked for the following information: AIM level, test used and test level, pre/post test scores, the number of skills mastered on the AIM, the number of tutoring hours, and completion dates where appropriate.

Activity I: Provide training and materials for TLC trainers to include in the basic and ESL tutor training provided for volunteer literacy programs.

GPLC staff met with the TLC trainers to go over the AIM training. The trainers were also given a master packet öf materials used during the training. TLC set up an AIM training as part of a basic workshop and GPLC staff was going to assist in presenting this part of the workshop. The workshop was cancelled due to lack of volunteers and no basic trainings were scheduled for the remainder of the program year. It is still the intention of GPLC to assist TLC in providing AIM training when needed.

Activity J: Create a "Tutor Tip Packet" which provides directions to the tutor on how to document mastery of skills on the AIM checklists.

The "AIM *Step by Step* Tutor Tips" packet was developed for both volunteers and staff using AIM. The packet outlines the procedures to use in introducing AIM to a student, in recording examples of evidence, and in actually deciding whether or not mastery has occurred. A copy of this packet is attached.

Activity K: Provide training on how to use the tutor tip packet.

Twice during the AIM training, participants are taken through the tutor tip packet. Each section is viewed separately and then as a whole. The importance of the tutor-student "partnership" is discussed and then tied into a role-playing activity. The correct way in which to document mastery of a skill is demonstrated and examples are given in the packet. A discussion of what is meant by "mastery" of a skill has always been a part of the training. This is outlined step by step in the tutor tip packet. The tutors now have a guide that they can refer to when working with their students.

Activity L: Share information collected from programs participating in this project with staff from Portland Community College (PCC).

Copies of the training packet (which included "AIM *Step by Step* Tutor Tips") and the "AIM Progress Report" form were sent to the staff at Portland Community College. They indicated that they have used this information in their own training.

Communication with PCC has been very difficult despite numerous e-mails and phone calls to the coordinator. In January the training coordinator explained that AIM is not working well in its present form. Their plan now is to take a closer look at how this instrument lines up with CASAS in reading, writing, and math. They are also looking at realigning AIM with some of the workforce investment competencies. They want to make the guides a cross between CASAS and other lists of competencies. The training coordinator explained that it would take a year to develop the new guides that will focus more closely on skills (reading, writing, math, listening, and speaking) rather than specific tasks. The tasks will become ways in which students can demonstrate mastery of a skill.

GPLC has agreed to assist in this process in any way it can, but PCC has not communicated with GPLC since the discussion in January. In late June GPLC was informed that the training coordinator at PCC in no longer in that position, so GPLC is in the process of finding out who the new contact person will be. Hopefully we will be able to continue to collaborate, possibly at a higher level than in the past.

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Activity M: Conduct focus groups for the purpose of collecting information on examples of evidence used by volunteers when working with the AIM.

Due to the changes that PCC is initiating with the AIM, this part of the collaboration has been cancelled. The training coordinator at PCC said that they have hired someone to work on the AIM revisions.

Activity N: Meet with Assessment Module trainers to inform the about the AIM process.

GPLC staff has met with several Assessment Module trainers to explain AIM and provide copies of the training packet. Learning about the AIM has enabled the trainers to give Assessment Module participants more information when questions about alternative assessment are discussed during the module training.

Section 6

Project Recommendations

Piloting the Oregon AIM Project 2: Measuring Progress for Program
Evaluation and Accountability

During the 1999-2000 program year, GPLC staff trained 83 volunteers and staff from 18 programs on use of the AIM assessment. Eleven of these programs were new to the project. Six programs who had piloted the AIM during years one and two agreed to work more intensively with the AIM, documenting student progress and collecting sample portfolios. These programs represented five out of six regions.

The AIM training was again revised based upon the needs expressed after years one and two. More time and direction were given to the lesson planning section and a folder of materials was provided for each participant. Included in this folder was the "AIM *Step by Step* Tutor Tips" packet that gives volunteers directions and examples for selecting skills to be learned, and determining and documenting mastery of these skills.

The mentoring pilot carried out by the Literacy Council of Lancaster-Lebanon has some important ramifications. It appears that tutors need more assistance when they actually begin using the AIM with their students. The mentoring empowered the tutors to become better tutors using a life-skills curriculum along with their textbooks and other materials. It also took a considerable amount of staff and volunteer time to implement this pilot, which would be a consideration in attempting to do this with other groups of tutors.

The portfolios that were collected from the programs that piloted the AIM on a more intense level were definitely better than those collected last year. More of the tutors made efforts to document mastery of skills in a specific ways, using behavioral terms to explain precisely what the student did to demonstrate mastery. Tutors also appear to be using a wider variety of "real world" materials and are allowing an adequate amount of time to pass between the first and second documentation of mastery of a skill. Program staff also appears to be giving better feedback to the tutors in terms of how documentation should occur and for whom AIM is appropriate.

There seemed to be some correlation between those who completed some skills on the checklist and those who made post-test gains, but these same students also averaged 60 hours of instruction which are most certainly linked to such gains.

Recommendation: To continue to work with programs interested in using the AIM. These programs will be provided materials and on-site training if needed. Programs who request a training will be asked to submit the "AIM Progress Form" to GPLC on a quarterly basis.

GPLC will also inform all PDC's that AIM training is available if they want to schedule a regional training.

Recommendation: To continue to collaborate with Portland Community College in redesigning the AIM guides. GPLC will make every attempt to continue to communicate with the contact person at PCC and coordinate efforts in revising the present guides. This may entail holding focus groups to gather ideas on what kinds of tasks work best in demonstrating mastery of skills in order to standardize the process.

Recommendation: To continue to work with TLC by including the AIM training in both their basic and ESL tutor training when requested by a program. This may be done in two ways. TLC staff may choose to provide the training themselves or they may ask GPLC staff for assistance. Programs who receive AIM training through TLC will be asked to complete the "AIM Progress Report."

Recommendation: To conduct a train the trainer session in the event that the new AIM guides are completed during this program year. This would be coordinated through the PDC's who would be asked to identify appropriate literacy staff to participate. TLC would also be included in this training.

A.I.M.
Step by Step
Tutor Tips

INSTRUCTIONS:

STEP 1
Check the numbers of the skills that you and your student have selected for tutoring.

- *Make sure that you and your student select the skills together.*
- *Select a few skills to work on at a time.*
- *Incorporate these skills <u>into</u> your usual lessons.*

STEP 2
Record the skills and your student's examples of evidence on the form provided.

- *Remember <u>to state the evidence in behavioral terms</u>.*
- *Document mastery of the skill not what you have practiced.*
- *Read over this definition/explanation before documenting your evidence on the form.*

Evidence: Something that addresses the skill you have listed and describes in specific behavioral terms exactly what the student has performed with at least 80% mastery.

In other words—what exactly did the student do and how well did he /she do it.

- *Words often used in stating evidence:*

described	named	identified	wrote
labeled	gave	stated	listed
demonstrated	located	dialed	read
dictated	obtained	told	expressed
planned	interpreted	completed	purchased
selected	signed	added/subtracted	used

Look at the samples on the following pages.

AIM
Documenting Mastery of Skills - Examples of Evidence

Student Progress Summary
Sample--Beginning Basic Skill Level

Skill to be learned _Student can identify sources for job searches and describe how to use them_

Evidence

    1. Date _3/9/99_ Description _Carol used the classified ads in the Post-Gazette to match her secretarial skills to the descriptions of five jobs with 100% accuracy._

    2. Date _4/28/99_ Description _Carol described with 100% accuracy how to use the local library's job search center to locate jobs suitable to her skills._

(The portfolio should include 1) a copy of the Post-Gazette ad with the jobs circled and an outline of Carol's skills; and 2) Carol's description of the library's job search center and the procedures she used to access the information.)

Sample--Intermediate Basic Skills

Skill to be learned _Student can complete a written order form for a purchase._

Evidence

    1. Date _3/23/99_ Description _Mark completed a J.C.Penney order form for a pair of men's jeans with 90% accuracy._

    2. Date _5/6/99_ Description _Mark correctly ordered a man's dress shirt from Land's End catalogue and received the item within two weeks of mailing the order form._

(The portfolio would include 1) the J.C. Penney's order form; and 2) a copy of the Land's end order form and/or a copy of the receipt from the item received.)

Student Progress Summary
Sample--Beginning ESL

Skill to be learned _Student can give English names of primary and secondary colors._
Evidence

1. Date _2/11/99_ Description _When given a color chart of ten primary and secondary colors, Maria named all colors with 90% accuracy._

2. Date _3/18/99_ Description _Maria correctly named the colors of twelve objects with 100% accuracy._

(The portfolio should include the color chart indicating those colors correctly identified and a list of the objects/colors named on 3/18/99.)

Sample--Intermediate ESL

Skill to be learned _Student can find and identify grocery store items, their usage, and expiration dates._

Evidence

1. Date _4/21/99_ Description _Mayumi identified ten grocery store items by name, stated what the common usage is for each item, and found the expiration date for each item with 95% accuracy._

2. Date _5/5/99 and 5/12/99_ Description _Using the ads for Giant Eagle grocery store, Mayumi circled fifteen items which she would normally purchase, identified each by name and stated for what she would use each product with 100% accuracy. After purchasing the products, she made a list of each item and beside it, wrote the expiration date with 100% accuracy._

(The portfolio should include 1) a list of the ten items, usage, and expirations dates; 2) the Giant Eagle ad with items circled and the list with the expiration dates.)

Remember: audio tapes can also be included as part of the portfolio for an ESL student.

INSTRUCTIONS:

STEP 3
Record the dates that your student demonstrates evidence of learning.

- *These should be <u>two</u> <u>different</u> <u>dates</u> that are far enough apart to show that your student has retained this knowledge over time.*

STEP 4
A skill is learned when your student has demonstrated 2 examples of evidence. Next to each SKILL TO BE LEARNED is an example. You are not required to use this example; it is there to help you with you planning.

- *Make sure that the evidence <u>shows</u> that your student has <u>mastered</u> that skill.*
- *Include the best <u>(2)</u> <u>samples</u> <u>of</u> <u>evidence</u> in the <u>portfolio</u>. These should be the samples you used to demonstrate/document mastery.*
- *Each item in the portfolio should have a <u>SKILL NUMBER</u> <u>reference</u> on it. <u>Write</u> <u>the</u> <u>number</u> <u>of</u> <u>the</u> <u>skill</u> <u>on</u> <u>the</u> <u>item</u>.*

Read over the following explanation
before you document your student's <u>mastery</u> of a skill.

> **Mastery: The skill can be <u>retained</u> over a period of time; it can be <u>transferred</u> from one application to another; and it can be done <u>independently</u> <u>with</u> <u>at</u> <u>least</u> <u>80%</u> <u>accuracy.</u>**

Retention: *Mastery of skills must be documented on two separate occasions, preferably with at least a 3-4 week interval in order to demonstrate that retention has occurred.*

Transfer: *Mastery should be demonstrated in more than one way. For example, if demonstrating how to complete a form, two different kinds of forms should be used.*

Accuracy: *Mastery means being able to do something with an accuracy level of 80-100%. This allows for minor errors which could occur but do not interfere with the overall understanding of the skill. For example, in writing a letter a few spelling, punctuation or grammatical errors would not interfere with the message it contains.*

STEP 5
When your student has demonstrated evidence of learning for (75-80%)* of the skills listed, this level is complete.

- It may take a while to complete a checklist. Work at the student's pace.

* A.I.M. levels vary in the percentage rate required for mastery.

AIM Progress Report

Agency: _____

Last Name	First Name	A.I.M. Level	Test / Level	Pre-Test Score	Post-Test Score	Skills Mastered	Hours	Completion Date
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

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