

# Assessment

## Objectives

- **To understand assessment as the foundation of good case management and an extension of the intake/registration process;**
- **To identify the components of a comprehensive objective assessment, including methods and tools;**
- **To appreciate the need to engage youth in establishing personal, academic, employment and career goals.**

# Assessment

## About assessment:

Assessment is the foundation of good case management and without it there's no comprehensive plan. It's an on-going process that guides the initial initial service plan and later updates and revisions. A complete, thorough assessment of the individual's needs both, formal and informal, will result in better case management.

# Assessment

## What is assessment?

- **Process of observing, recording, & documenting an individual's work;**
- **Process of gathering information that can be used in decision making, career-planning, and service plan development;**
- **On-going, individual-driven process of data-gathering, appraisal, exploration, and goal-setting;**
- **Assisting individuals identify strengths, and skill deficiencies;**
- **Snapshot of an individual at a particular moment; and**
- **Means of gathering information.**

# Assessment

## Purpose of assessment:

- **Good assessment practices should weave throughout all WIA services and it is often case managers who make sure this happens. You are always assessing. At intake/registration you assess in order to discover who the individual is as you determine if they are eligible for WIA youth services. You assess as services unfold in order to gauge progress, shifting interests and needs, and to revise service tactics if needed. As services wind down, you assess in order to sum up achievements and final outcomes.**

# Assessment

## Purpose of assessment continued...

- **Help the individual confirm interests, skills and valuable experiences;**
- **Identify internal and external factors that support or impede success;**
- **Prioritize skill development, career awareness and support needs;**
- **Evaluate and monitor progress and ultimately results.**

# Assessment

## Why is assessment important?

- Evaluate individual's mastery of skills;
- Measure individual's achievement; and
- Provides baseline data, which helps develop action plan/ISS for individual.

# Assessment

## Why is assessment done?

- Provide individual with understanding of current level of ability;
- Provides information that helps identify services individual needs; and
- Identify and monitor areas of progress.

# Assessment

## Principles of good assessment

- **Use assessment tools in purposeful manner;**
- **Use reliable assessment tools and procedures;**
- **Use assessment tools that have been demonstrated to be valid for the specific purpose for which its being used;**
- **Ensure testing conditions are suitable and uniform for all individuals;**
- **Provide accommodations if necessary;**
- **Ensure all scores are interpreted correctly; and**
- **Maintain assessment security.**

# Assessment

## Principles continued...

- **Use whole-person approach to personal assessment;**
- **Use reliable assessment tests and procedures;**
- **Use assessment tools which are understandable and comprehensive documentation is available;**
- **Ensure testing conditions are suitable and uniform for all individuals; and**
- **Maintain confidentiality of assessment results.**

# Assessment

## Common misconceptions about assessment:

- **One test is all I need.**
- **I can tell a test is right by its name.**
- **All tests measure what they say they measure in the same way.**
- **All tests are equally dependable;**
- **My test has been valid and reliable for the past ten years. I do not need to change.**
- **All tests are based on the same population as my clients and customers.**

# Assessment

## Common mistakes in assessment:

- **Over-dependence on testing, neglecting informal assessment methods;**
- **Not enough attention to interpretation;**
- **Too much emphasis on measures of achievement, and too little on measures of interests, aptitude, and values;**
- **Inappropriate use of test results; and**
- **Failure to administer properly and inform individuals of the purpose of the tests.**

# Assessment

**Engaging youth in the assessment process is a challenging task. The following are suggestions that may help:**

- **Channel individual's development to discover who they are and identify their skills and talents;**
- **Emphasize purpose, value and use of information for them and you;**
- **Avoid using the word "TEST"; and**
- **Present assessment results positively, emphasizing strengths.**

# Assessment

**There are four overlapping domains of Formal assessment:**

- 1. Educational assessments include academic tests that measure academic achievement or performance, like math or English language literacy tests;**
- 2. Vocational assessments measure career interests, job aptitudes and skills, and work capacities;**
- 3. Psychological assessments measure neuropsychological, behavioral, social, and emotional skills and abilities; and**
- 4. Medical assessments measure physical and functional capabilities such as vision or speech.**

# Assessment

## Four Domains of Assessment Formal Testing

### Areas:

1. **Academic performance or achievement;**
2. **Vocational and career interests; job aptitudes and skills; occupation specific certification;**
3. **Cognitive abilities, behavioral, social and emotional; and**
4. **Physical and functional capacities.**

# Assessment

## Informal assessment:

- **Less intimidating but more subjective;**
- **Helpful for information on dreams, goals, strengths, interests, fears, feelings...**
- **Structured questioning – asked in a friendly, caring way;**
- **Worksheets/inventories – used individually**
- **Gathering information from observations;**
- **Reports from supervisors, and/or teachers;**
- **School or work records;**
- **Personal interviews.**

# Assessment

**Assessments are broad-based and use a variety of methodologies; for example**

- **Interviews;**
- **Structured questioning;**
- **Observations;**
- **Portfolios;**
- **Performance-based assessment;**
- **Criterion and norm-referenced testing;**
- **Group discussions;**
- **Peer interviewing;**
- **Checklists;**
- **Self-assessment checklists; and**
- **Questionnaires.**

# Assessment

## Components of a comprehensive both formal and informal, objective assessment

- Identifies strengths, assets, abilities, academic, aptitudes, interests, occupational and employability levels including prior work experiences;
- Assess barriers/challenges that interfere with participation on a continual basis; and
- Provide supportive services that will help the individual successful participate in activities included in the ISS.

# **Common Measures and Assessment**

## **Youth Measures**

- 1. Placement in Employment or Education**
- 2. Attainment of a Degree or Certificate**
- 3. Literacy and Numeracy Gains**

# **Common Measures and Assessment**

## **Literacy and Numeracy**

**Pre-tests administered up to six months prior to participation may be used to establish the baseline for the literacy and numeracy gains measure.**

**If no pre-test was administered before the youth was referred to the WIA youth program, the out-of-school youth must take a pre-test within 60 days following the date of participation.**

**The post-test must be given within one year from the date of participation.**

# **Common Measures and Assessment**

## **Literacy and Numeracy Gains:**

### **Testing youth with disabilities:**

**Reasonable accommodations must be provided when assessing a youth with a disability. The term disability means, with respect to an individual:**

- Physical or mental impairment that substantially limits one or more major life activities of such individual;**
- Record of such an impairment; or**
- Regarded as having such impairment.**

# **Common Measures and Assessment**

## **Literacy and Numeracy Gains**

**Accommodations for assessing youth with disabilities generally fall into the following categories:**

- **Changes to methods of (Presentation)**  
(e.g., Braille version, interpreter, large print, visual clues, repeating directions, or reading aloud);
- **Changes to methods of (Response)**  
(e.g., test taker point to a response, mark answers in book, use reference aids, calculator, tape recorder);

# Common Measures and Assessment

## Literacy and Numeracy Gains

- **Changes to (Setting)**  
(e.g., permitting test to be taken at home, small groups, separate room, special lighting); and
- **Changes to (Timing/Scheduling)**  
(e.g., frequent breaks, extend amount of time, giving test over several days).

# **Common Measures and Assessment**

## **Literacy and Numeracy Gains**

### **Educational Functioning Levels:**

- **Two sets of educational functioning levels – six levels for Adult Basic Education (ABE) and six levels for English-as-a Second Language (ESL).**

# Common Measures and Assessment

## Literacy and Numeracy Gains

### Educational Functioning Levels:

- **ABE and ESL levels describes set of skills and competencies in:**
  - A) Reading;**
  - B) Writing;**
  - C) Math;**
  - D) Speaking;**
  - E) Listening;**
  - F) Functional; and**
  - G) Workplace skills.**

# **Common Measures and Assessment**

## **Literacy and Numeracy**

### **Educational Functioning Levels:**

**If a participant is functioning at different levels in reading and math they only need to show educational gain in one of these academic areas to meet the literacy and numeracy gains common measure.**

# **Common Measures and Assessment**

## **Literacy and Numeracy Gains**

**In some instances, use of alternate assessment tools, even with appropriate accommodations, may not provide a valid or reliable evaluation of the literacy and numeracy skills of participants with one or more disabilities. When this occurs Workforce Development Boards may use an alternate assessment tool to measure literacy and numeracy gains.**

# **Common Measures and Assessment**

## **Literacy and Numeracy Gains**

**Alternate assessments may include, but are not limited to:**

- (Portfolio): Assessment method uses collection of participant's work that demonstrates skills being assessed;**
- (Performance): Assessment direct measure of skills and knowledge, usually in a one-on-one assessment;**

# **Common Measures and Assessment**

## **Literacy and Numeracy Gains**

- **(Observation in Structured and Unstructured Setting)** Method to observe whether participants are able to perform certain activities; and
- **(Samples of Participants Work)** Method used to demonstrate skills being assessed.

# Common Measures and Assessment

**Workforce Development Boards are required to use one of the following assessment tools when assessing out-of-school youth to determine if they are basic skills deficient.**

- **Test for Basic Adult Education (TABE) Forms 9 and 10**

**<http://www.ctb.com>**

# Common Measures and Assessment

- **Comprehensive Adult Student Assessment System (CASAS)**

<http://www.casas.org>

- **Work Keys**

<http://www.act.org/workkeys>

- **Basic English Skills Test (BEST)**

<http://www.cal.org/best>

- **Basic English Skills Test (BEST) Plus**

<http://www.cal.org/bestplus>

# Common Measures and Assessment

- **Wonderlic-General Assessment of Instructional Needs (GAIN)** <http://www.wonderlic.com>
- **Massachusetts Adult Proficiency Test (MAPT)** <http://www.sabes.org/assessment/mapt.htm>

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