

**Developmental Ed PLO information:**

<u>Program</u>	<u>Adult Basic Skills Outcome</u>	<u>Program Learning Outcome</u>	<u>Course where assessment is embedded</u>	<u>Assessment type</u>	<u>Assessment description</u>	<u>How scored</u>	<u>Benchmark target</u>
ESOL	<b>ESOL B2 Reading and Writing</b>	<p>Locate information on specific topics using text, titles and non-textual information to respond to simple test questions and to complete tasks related to everyday life.</p> <p>Write a series of related sentences and questions to form a paragraph.</p>	<b>XELL 0722Y</b>	eCASSAS (nationally normed standardized online test)	Normed assessment test used for national Title II reporting	Electronic-ally scored	CASAS score of 223 or higher
ESOL	<b>ESOL C2 Reading and Writing</b>	<p>Apply prior knowledge of the content and situation, including cultural understanding, to support comprehension.</p> <p>Use a multi-step (invention, organizing, drafting, revising, editing) process to produce short, focused compositions and essays for a limited number of specific purposes, situations, and audiences.</p>	<b>XELL 0732R/W</b>	eCASSAS (nationally normed standardized online test)	Normed assessment test used for national Title II reporting	Electronic-ally scored	CASAS score of 230 or higher

<u>Program</u>	<u>Adult Basic Skills Outcome</u>	<u>Program Learning Outcome</u>	<u>Course where assessment is embedded</u>	<u>Assessment type</u>	<u>Assessment description</u>	<u>How scored</u>	<u>Benchmark target</u>
<b>Dev Ed Reading</b>	<b>Credit Dev Ed Reading</b>	Identify topics, main ideas, and major/minor details in college level reading selections.  Identify and apply a variety of study-reading strategies to improve comprehension and retention.	<b>RD 90</b>	Assessment created by Reading / Study Skills faculty	Rubric Cross graded	Portfolio  Instructor graded	80% or higher
<b>Dev Ed Writing</b>	<b>Credit Dev Ed Writing</b>	Practice an essay writing process that involves invention strategies, drafting, peer review, revision, and editing.  Write coherent paragraphs to include topic sentence, detailed support, with clear transitions.	<b>WR 90</b>	Assessment created by Writing faculty	Written assessment	Rubric Cross graded	80% or higher
<b>Study Skills</b>	<b>Credit Dev Ed Reading</b>	Apply active and experimental learning activities to time management techniques	<b>SS 115</b>	LASSI	Normed Test	Electronic-ally	75% percentile or higher

<u>Program</u>	<u>Adult Basic Skills Outcome</u>	<u>Program Learning Outcome</u>	<u>Course where assessment is embedded</u>	<u>Assessment type</u>	<u>Assessment description</u>	<u>How scored</u>	<u>Benchmark target</u>
ABE / GED	GED Math 2	Solve multi-step equations, including linear equations and inequalities.  Determine the different attributes of 2- and-3 dimensional figures, including area, perimeter, volume, and surface area and predict impact of changes in dimensions	XACT 1306E	eCASSAS (nationally normed standardized online test)	Normed assessment test used for national Title II reporting	Electronically scored	CASAS score of 230 or higher
ABE / GED	GED Language Arts 2	Make inferences about implied main ideas or about relationships between ideas.  Produce a written response to a text citing specific evidence from the text and using appropriate organizational structure and vocabulary.	XACT 1707C	eCASSAS (nationally normed standardized online test)	Normed assessment test used for national Title II reporting	Electronically scored	CASAS score of 230 or higher
ABE / GED	GED Science & Social Studies 2	Design experiments using scientific method and evaluate experimental design.  Use sources to create written responses to social studies test questions and support those responses with evidence.	XABE 1607C	eCASSAS (nationally normed standardized online test)	Normed assessment test used for national Title II reporting	Electronically scored	CASAS score of 230 or higher

**ESOL B2 R/W (XELL 0722Y)**

- Locate information on specific topics using text, titles and non-textual information to respond to simple test questions and to complete tasks related to everyday life.
- Write a series of related sentences and questions to form a paragraph.

**ESOL C2 R/W (XELL 0732R/W)**

- Apply prior knowledge of the content and situation, including cultural understanding, to support comprehension.
- Use a multi-step (invention, organizing, drafting, revising, editing) process to produce short, focused compositions and essays for a limited number of specific purposes, situations, and audiences.

**RD 90**

- Identify topics, main ideas, and major/minor details in college level reading selections.
- Identify and apply a variety of study-reading strategies to improve comprehension and retention.

**WR 90**

- Practice an essay writing process that involves invention strategies, drafting, peer review, revision, and editing.
- Write coherent paragraphs to include topic sentence, detailed support, with clear transitions.

**SS 115**

- Apply active and experimental learning activities to time management techniques.
- Develop and apply a long-term academic schedule to meet identified goals.

**GED Math 2 (XACT 1306E)**

- Solve multi-step equations, including linear equations and inequalities
- Determine the different attributes of 2-and-3 dimensional figures, including area, perimeter, volume, and surface area and predict impact of changes in dimensions

**GED Language Arts 2 (XACT 1707C)**

- Make inferences about implied main ideas or about relationships between ideas.
- Produce a written response to a text citing specific evidence from the text and using appropriate organizational structure and vocabulary.

**GED Science & Social Studies 2 (XACT 1607C)**

- Design experiments using scientific method and evaluate experimental design.
- Use sources to create written responses to social studies test questions and support those responses with evidence.

**Standards and sources:**

Vision for the Oregon ABS Learning Standards:

<http://www.oregonabslearningstandards.org/acknowledgements.html>

The Oregon Adult Basic Skills Learning Standards support students in developing the knowledge and skills they need to achieve their goals as family members, workers, community members, and lifelong learners. The Learning Standards and their corresponding frameworks are accessible and practical tools used by teachers, program administrators, professional developers, and State leadership.

Each Learning Standard Framework supports learning by providing:

- An articulation of key sets of knowledge and skills which are transferable to postsecondary education/training, employment, family self-sufficiency, civic participation, and lifelong learning
- A clearly-delineated continuum of skill development that guides goal-setting, curriculum, instruction, assessment, and accountability
- A focus for instruction and formal and informal assessment to supplement the State-approved standardized assessments (i.e., CASAS, BEST Plus, GED)
- Consistency in expectations across programs for learners who transfer between institutions

The Learning Standard Frameworks build the Oregon ABS system by:

- Supporting student transition to postsecondary education/training and work
- Supporting program efforts in course development or revision as part of college institutional effectiveness goals and individual program goals
- Providing a common language for the system to talk about teaching and learning
- Providing the basis for statewide professional development grounded in research and best practice