

III-A. Assessing Learner Needs in the Adult ESL Classroom

Table of Contents

Trainer Guide	3
Trainer Notes	13
Goal, Objectives, and Agenda.....	13
Practitioner Needs Assessment.....	14
Needs Assessment for Adult ESL Learners	15
<i>Digest</i>	15
<i>Discussion Questions</i>	20
Types of Needs Assessment.....	22
<i>Type 1: Focus Groups</i>	22
<i>Type 2: Questionnaires of Learners' Needs and Goals</i>	24
<i>Type 3: Inventories of Language and Literacy Use</i>	29
<i>Type 4: Timelines</i>	35
<i>Type 5: Brainstorming</i>	36
Needs Assessment Tools Chart	39
Sample Intermediate Curriculum.....	43
Results: Can-Do List for Self-Assessment for Intermediate/Advanced Levels.....	45
Syllabus: Intermediate ESL.....	47
Selecting Needs Assessment Tools: Scenarios	49
Analyzing Needs Assessment Results	50
Needs Assessment Planning Sheet.....	60
Participant Handouts	61
Goal, Objectives, and Agenda.....	61
Practitioner Needs Assessment.....	62
Needs Assessment for Adult English Learners	63
<i>Digest</i>	63
<i>Discussion Questions</i>	68
Types of Needs Assessment.....	69
<i>Type 1: Focus Groups</i>	69
<i>Type 2: Questionnaires of Learners' Needs and Goals</i>	71
<i>Type 3: Inventories of Language and Literacy Use</i>	76
<i>Type 4: Timelines</i>	82
<i>Type 5: Brainstorming</i>	83
Needs Assessment Tools Chart	86
Sample Intermediate Curriculum.....	90

Syllabus: Intermediate ESL.....	92
Selecting Needs Assessment Tools: Scenarios	94
Analyzing Needs Assessment Results	95
Needs Assessment Planning Sheet.....	104
Workshop Evaluation.....	105

Assessing Learner Needs in the Adult ESL Classroom

This workshop module contains detailed instructions and all of the materials necessary to conduct a training session on assessing learner needs in the adult ESL classroom. The module has three components:

- ▶ Trainer Guide
- ▶ Trainer Notes
- ▶ Participant Handouts

The Trainer Guide is the trainer’s script for the training session. It contains step-by-step instructions for presenting the workshop. It begins with an introduction that states the rationale and purpose of the workshop. It also gives the goal and objectives of the workshop, the workshop agenda, an overview of workshop sections with the amount of time to be spent on each section, trainer preparation instructions, and materials needed. The introduction is followed by detailed sequential instructions for conducting each section of the workshop.

The introduction to each section states the purpose of the activities and the timing of that section. It is followed by a two-column table with instructions for each activity in the first column (Action) and the materials needed in the second column (Materials). Hard copies of all of the materials needed (with the exception of non-CAELA publications) are provided in the Trainer Notes or the Participant Handouts. Materials are listed by title followed by the page number on which they can be found and TN (indicating that it can be found in the Trainer Notes) or PH (indicating that it can be found in the Participant Handouts). Ordering information for non-CAELA publications is given in the workshop introduction. Materials that need to be made into transparencies for use with an overhead projector or PowerPoint slides are marked “Transparency or PowerPoint Slide.” You will need to prepare them before the training session.

The Trainer Notes accompanies the script of the Trainer Guide. It includes copies of all the participant handouts, answer keys to participant activities, transparencies or PowerPoint slides to be made, and other supplemental handouts if appropriate. The contents of the Trainer Notes are organized in the order they are needed in the session, and the place they will be used is indicated in the Materials column in this Trainer Guide.

The Participant Handouts contains all the information and activity sheets that participants need to participate in the session and will take with them when they leave. The contents are also organized in the order they will be used in the session. Make a copy of the handouts for each participant.

Assessing Learner Needs in the Adult ESL Classroom

Introduction to the module: The effective assessment of adult English language learners' needs, goals, and interests is integral to developing curricula and classroom instruction that hold the attention of the learners. Although learners come to class for a variety of reasons, they usually have specific learning goals and needs. Learners are more likely to continue coming to class if their needs are being met. This workshop module includes many examples of needs assessments. These are examples that can be selected and adapted depending on learners' language and literacy levels.

The following Trainer Guide and workshop materials will assist you in conducting a workshop on how practitioners can assess learner needs to determine class content and instructional focus.

Target audience for this workshop: Adult ESL instructors, program administrators, and program coordinators

Goal of the workshop: To establish the purpose of needs assessment and activate participants' prior knowledge about needs assessment in ESL classrooms

Workshop objectives for participants: At the end of the workshop, participants should be able to

- ▶ Identify uses of needs assessment
- ▶ Select appropriate assessment tools for the level of their class and the purpose of the needs assessment
- ▶ Analyze needs assessment results to determine class content and instructional needs
- ▶ Develop needs assessments for their own classes

Length of workshop: 2 to 2½ hours for the basic workshop

The workshop components are as follows

Part 1. Introductions and Warm-Up	25 minutes
Part 2. Presentation: Purposes and Types of Needs Assessment	50 minutes
Part 3. Practice: Developing and Interpreting Needs Assessment Activities	40 minutes
Part 4. Application: Planning Needs Assessment	20 minutes
Part 5. Wrap-Up and Evaluation	15 minutes
Total projected length of workshop	150 minutes (2 hours and 30 minutes)*

*This does not include a break. It is recommended that a 10-minute break be given halfway through the workshop.

Materials needed for the workshop:

- ▶ Assessing Learner Needs: Trainer Guide
- ▶ Assessing Learner Needs: Trainer Notes (make transparencies or PowerPoint slides as indicated in the Trainer Guide)
- ▶ Assessing Learner Needs: Participant Handouts

Note: In the Trainer Guide, materials to be found in the Trainer Notes are indicated by TN, followed by the page number; materials to be found in the Participant Handouts are indicated by PH, followed by the page number.

1. Introductions and Warm-Up

Purposes:

- ▶ To establish the purpose of the training
- ▶ To establish the purpose of needs assessment
- ▶ To review objectives and agenda for the training
- ▶ To activate prior knowledge about needs assessment in ESL classrooms

Time: 25 minutes

Actions	Materials
<p>1. Introductions/Warm-Up (10 minutes)</p> <ul style="list-style-type: none"> • Introduce yourself and the workshop purpose. • If participants do not know each other, add a short activity here to give them the opportunity to introduce themselves. <p>2. Practitioner needs assessment (10 minutes)</p> <ul style="list-style-type: none"> • Have participants work in pairs. • Have participants take out the Practitioner Needs Assessment handout and instruct them to interview each other using the given questions. They should write down the key points of their partner’s responses, as they will return to this activity later. • When participants have finished interviewing each other, review answers with the whole group. Ask participants what interesting things they learned in their interviews. Elicit their expectations for the training, and record their answers on a flip chart. <p>3. Review of session agenda and objectives (5 minutes)</p> <ul style="list-style-type: none"> • Point out which objectives match participant expectations and explain how you will handle expectations not covered in the workshop (e.g., talk privately at break time, suggest resources). 	<p>Practitioner Needs Assessment (TN p. 14, PH p. 62)</p> <p>Assessing Learner Needs: Goal, Objectives, and Agenda (TN p. 13, PH p. 61)</p>

2. Presentation: Purposes and Types of Needs Assessment

Purposes:

- ▶ To present the purposes and types of needs assessments
- ▶ To present information on how to implement instructional steps based on the results of a needs assessment

Time: 50 minutes

Actions	Materials
<p>1. Establish the purpose of needs assessment (20 minutes)</p> <ul style="list-style-type: none"> • Divide participants into groups of four. • Explain that each person in the group will read one section of the digest and then write down his/her answers to the corresponding discussion questions. • When everyone is finished reading and answering their questions, group members will share their answers with the rest of their group. • When the activity is finished, everyone should have answers to the discussion questions for all four sections of the digest. • Quickly review answers with the whole group. 	<p>Digest: Needs Assessment for Adult ESL Learners (TN pp. 15–19, PH pp. 63–67)</p> <p>Needs Assessment for Adult ESL Learners Digest Discussion Questions (TN p. 20–21, PH p. 68)</p>
<p>2. Discuss the types of needs assessment (20 minutes)</p> <ul style="list-style-type: none"> • Divide participants into five groups of three or four. Assign each group one type of needs assessment from the participant handouts. If there are more than five groups, some groups will have to work on the same type of needs assessment. • Within each group, participants will read the description and examples and answer discussion questions as a group. Tell participants that these are examples that can be selected and adapted depending on learners' language and literacy levels. • When all groups have finished their discussion questions, each group will present its type of needs assessment to the whole group. Groups should describe their needs assessment activity and discuss their answers to the discussion questions. • After all groups have presented, have participants take out the Needs Assessment Tools Chart. Give them 2 to 3 minutes to look it over. Answer any questions. 	<p>Types of Needs Assessments (TN pp. 22–38, PH pp. 69–85)</p> <p>Needs Assessment Tools Chart (TN pp. 39–42, PH pp. 86–89)</p>

Actions	Materials
<p>3. Examine ways to use the results of needs assessment in planning a program, curriculum, and instructional steps (10 minutes)</p> <ul style="list-style-type: none"> • Have participants take out the sample curriculum and take 2 to 3 minutes to look it over. • Show participants the overhead transparency or PowerPoint slide indicating the results of the sample needs assessment activity. • Using the transparency or PowerPoint slide, conduct an analysis of the needs assessment results with the whole group. Circle topics that large numbers of participants marked “a little difficult” or “very difficult.” Point out that certain topics (employment, banking, housing, health/emergencies, school, and directions) are top priorities. Post office and phone numbers are secondary. • Have participants take out the sample syllabus based on the curriculum and needs assessment. Explain that this represents one way of organizing the 10-week class session based on the above sample needs assessment results. Ask participants how they might have structured their 10-week session differently. Ask them to explain the reasons for a particular structure. 	<p>Sample Intermediate Curriculum (TN pp. 43–44, PH pp. 90–91)</p> <p>Transparency or PowerPoint slide: Needs Assessment Results (TN pp. 45–46)</p> <p>Syllabus: Intermediate ESL (TN p. 47–48, PH p. 92–93)</p>

3. Practice: Developing and Interpreting Needs Assessment Activities

Purposes:

- ▶ To apply the concepts learned in the presentation of new material
- ▶ To increase skills in planning and analyzing needs assessment

Objectives covered:

- ▶ Select appropriate tools for the level of their class and the purpose of the needs assessment
- ▶ Analyze needs assessment results to determine class content and instructional focus

Time: 40 minutes

Actions	Materials
<p>1. Analysis of needs assessment scenarios (20 minutes)</p> <ul style="list-style-type: none"> • Have participants take out the worksheet Selecting Needs Assessment Tools: Scenarios. Present the example scenario to the whole group. • Have the whole group discuss which needs assessment tools would be appropriate for the given situation, how best to set up the needs assessment, and what information would be learned from the needs assessment. • Divide participants into small groups. • In groups, participants will work on the five scenarios in the worksheet to determine which type of needs assessment to use and discuss why they chose that tool, how they would set it up, and what they would hope to learn from that particular type of needs assessment. • When groups are finished, briefly review the scenarios and decisions based on the scenarios, as a whole group. 	<p>Selecting Needs Assessment Tools: Scenarios (TN p. 49, PH p. 94)</p>

Actions	Materials
<p>2. Analysis of needs assessment results (20 minutes)</p> <ul style="list-style-type: none"> • Have participants take out the Analyzing Needs Assessment Results worksheets. Go over the example as a whole group and discuss which instructional steps would be best to take based on the results. • Divide participants into groups of three or four. If there are more than five groups, some groups will have to work on the same set of needs assessment results. • Assign a set of needs assessment results to each group. In their groups, participants will analyze the sample results by answering the guiding questions provided and coming up with appropriate instructional steps to take. • When all the groups are finished, they will present their sample results and instructional steps to the whole group. 	<p>Analyzing Needs Assessment Results (TN pp. 50–59, PH pp. 95–103)</p>

4. Application: Planning Needs Assessment

Purpose:

- ▶ To discuss application activities

Objective covered:

- ▶ Develop needs assessments for their own class

Time: 20 minutes

Actions	Materials
<p>Application</p> <ul style="list-style-type: none"> • Have participants take out the Needs Assessment Planning Sheet. • Discuss the worksheet with participants. Have one or two participants share what their next steps will be in their classrooms or programs. 	<p>Needs Assessment Planning Sheet (TN p. 60, PH p. 104)</p>

5. Wrap-Up and Evaluation

Purpose:

- ▶ To reflect on the training

Time: 15 minutes

Actions	Materials
<p>Reflection on practitioner needs assessment</p> <ul style="list-style-type: none"> • Return to the Practitioner Needs Assessment from the warm-up. • Have participants discuss with their partners how they will use needs assessment in their classrooms. • Have participants focus on the following questions: What has this training confirmed for you about needs assessment? What changes will you make based on this training? What information do you still need? Discuss any unmet expectations of the training. • Ask participants to complete the Workshop Evaluation form. 	<p>Practitioner Needs Assessment</p> <p>Workshop Evaluation Form (PH, p. 105)</p>

Notes

Assessing Learner Needs in the Adult ESL Classroom

Goal, Objectives, and Agenda

Goal:

To establish the purpose of needs assessment and activate participants' prior knowledge about needs assessment in ESL classrooms

Objectives:

At the end of the workshop, participants should be able to

- ▶ Identify the uses of needs assessment
- ▶ Select appropriate tools for the level of their class and the purpose of the needs assessment
- ▶ Analyze needs assessment results to determine class content and instructional needs
- ▶ Develop needs assessments for their own class

Agenda:

- I. **Introductions and Warm-Up**
- II. **Presentation:** Purposes and types of needs assessment
- III. **Practice:** Developing and interpreting needs assessment activities
- IV. **Application:** Planning needs assessment
- V. **Wrap-Up and Evaluation**

Needs Assessment for Adult ESL Learners

Kathleen Santopietro Weddel, Colorado Department of Education

Carol Van Duzer, National Center for ESL Literacy Education

May 1997

Assessment of literacy needs from the learner's perspective is an important part of an instructional program. Learners come to adult English as a second language (ESL) literacy programs for diverse reasons. Although they may say they just want to "learn English," they frequently have very specific learning goals and needs: for example, to be able to read to their children, to get a job, or to become a citizen. If their needs are not met, they are more likely to drop out than to voice their dissatisfaction (Grant & Shank, 1993). The needs assessment process can be used as the basis for developing curricula and classroom practice that are responsive to these needs.

Although learner needs assessment encompasses both what learners know and can do (learner proficiencies) and what they want to learn and be able to do, this digest focuses on ways to determine what learners want or believe they need to learn. Many of the activities described can also include or lead to assessment of proficiencies, and many of the sources cited include both types of assessment. (See Burt & Keenan, 1995, for a discussion of assessment of what learners know.)

What Is Needs Assessment?

The word "assess" comes from the Latin term "assidere," which means to "sit beside." Process-minded and participatory-oriented adult educators "sit beside" learners to learn about their proficiencies and backgrounds, educational goals, and expected outcomes, immersing themselves in the lives and views of their students (Auerbach, 1994).

A needs assessment for use with adult learners of English is a tool that examines, from the perspective of the learner, what kinds of English, native language, and literacy skills the learner already believes he or she has; the literacy contexts in which the learner lives and works; what the learner wants and needs to know to function in those contexts; what the learner expects to gain from the instructional program; and what might need to be done in the native language or with the aid of an interpreter. The needs assessment focuses and builds on learners' accomplishments and abilities rather than on deficits, allowing learners to articulate and display what they already know and can do (Auerbach, 1994; Holt, 1994).

Needs assessment is a continual process and takes place throughout the instructional program (Burnaby, 1989; Savage, 1993), thus influencing student placement, materials selection, curriculum design, and teaching approaches (Wrigley & Guth, 1992). As Burnaby (1989) noted, "The curriculum content and learning experiences to take place in class should be negotiated between learners, teacher, and coordinator at the beginning of the project and renegotiated regularly during the project" (p. 20). At the beginning of the program, needs assessment might be used to determine appropriate program types and course content; during the program, it assures that learner and program goals are being met and allows for necessary program changes; at the end of the program, it can be used for assessing progress and planning future directions for the learners and the program.

Why Is Needs Assessment Important?

A needs assessment serves a number of purposes:

- ▶ It aids administrators, teachers, and tutors with learner placement and in developing materials, curricula, skills assessments, teaching approaches, and teacher training.
- ▶ It assures a flexible, responsive curriculum rather than a fixed, linear curriculum determined ahead of time by instructors.
- ▶ It provides information to the instructor and learner about what the learner brings to the course (if done at the beginning), what has been accomplished (if done during the course), and what the learner wants and needs to know next.

Factors that contribute to learner attrition in adult literacy programs include inappropriate placement and instructional materials and approaches that are not relevant to learners' needs and lives (Brod, 1995). When learners know that educators understand and want to address their needs and interests, they are motivated to continue in a program and to learn.

Assessment Tools

Needs assessments with ESL learners, as well as with those in adult basic education programs, can take a variety of forms, including survey questionnaires on which learners check areas of interest or need, open-ended interviews, or informal observations of performance. In order for needs assessment to be effective, tools and activities should be appropriate for the particular learner or groups of learners. For example, reading texts in English might be translated into the learners' native languages, read aloud by the teacher or an aide (in English or the native language), or represented pictorially. Types of needs assessment tools and activities include:

Survey questionnaires. Many types of questionnaires have been designed to determine learners' literacy needs. Frequently they consist of a list of topics, skills, or language and literacy uses. The learners indicate what they already know or want to know by checking in the appropriate column or box, or they may be asked to use a scale to rank the importance of each item. For beginning learners who do not read English, pictures depicting different literacy contexts (such as using a telephone, buying groceries, driving a car, and using transportation) can be shown, and learners can mark the contexts that apply to them. For example, using transportation could be represented by pictures of a bus, a subway, and a taxi. The list of questionnaire items can be prepared ahead of time by the teacher or generated by the students themselves through class discussion.

Learner-compiled inventories of language and literacy use. A more open-ended way to get the same information that surveys offer is to have learners keep lists of ways they use language and literacy and to update them periodically (McGrail & Schwartz, 1993).

Learner interviews. Interviews with learners, either one-on-one or in small groups, in their native language or in English, can provide valuable information about what learners know, what their interests are, and the ways they use or hope to use literacy.

Review of reading materials. An instructor can spread out a range of reading materials on the table (e.g., newspapers, magazines, children’s books, comics, and greeting cards, and ask learners which they would like to read and whether they would like to work in class on any of them. A similar activity can be done with different types of writing.

Class discussions. Showing pictures of adults in various contexts, the teacher can ask, “What literacy skills does this person want to develop?” and have learners generate a list. The teacher then asks, “Why do you want to develop literacy skills?” Learners might be more willing to express their desires if they move from the impersonal to the personal in this way (Auerbach, 1994).

Personal or dialogue journals. Learners’ journals—where they write freely about their activities, experiences, and plans—can be a rich source of information about their literacy needs (Peyton, 1993).

Timelines. Learners can prepare their own personal timelines, in writing or pictorially, that indicate major events in their lives as well as future goals. Discussion can then focus on how progress towards those goals can be met through the class (Santopietro, 1991).

Needs Assessment in One Adult Esl Program

The Arlington Education and Employment Program (REEP) in Arlington, Virginia periodically conducts a program-wide needs assessment to determine the interests and goals of ESL learners in the community. The director and program coordinators collaborate with community agencies, schools, and employers to identify ways in which the REEP program can prepare learners for the economic, civic, and family opportunities available in the community. This information is then used for program planning purposes, such as developing courses, curricula, and materials, and preparing needs assessment tools. Learner interviews and a placement test assessing general language proficiency are used to place learners in an instructional level. Once they are in the classroom, learners participate in a continual needs assessment process to plan what they want to learn and how they want to learn it.

In-class needs assessment is most successful when learners understand its purpose and are comfortable with each other. Because of this, the first curriculum unit in every new class is called “Getting Started” (Arlington Education and Employment Program, 1994). It enables learners to get to know one another through the needs assessment process as they acknowledge shared concerns and begin to build a community in the classroom (Van Duzer, 1995). For several days, some class time may be spent discussing where they use English, what they do with it, what problems they have encountered, and why they feel they need to improve their language skills and knowledge. Through this process, both the learners and the teacher become aware of the goals and needs represented in the class. A variety of level-appropriate techniques, like those mentioned above, are used to come to a consensus on the class instructional plan and to develop individual learning plans. Learners select from both program-established curricular units and from their identified needs. The needs assessment process serves as both a learning and information-gathering process as learners use critical thinking, negotiation, and problem-solving skills to reach this plan.

Once the class instructional plan is selected, ways are discussed to meet individual learner needs apart from the whole class such as through small in-class focus groups, working with a volunteer, time in the program's computer learning lab, assistance obtaining self-study materials, or referral to other programs. The class plan is revisited each time a unit is completed to remind the learners where they have been and where they are going and to enable the teacher to make changes or adjustments to content or instruction as new needs are uncovered.

Conclusion

Needs assessment can take many forms and can be carried out at different times during the instructional process. Whatever the focus and format, the basic purpose is to determine what learners want and need to learn. When curriculum content, materials, and teaching approaches match learners' perceived and actual needs, learner motivation and success are enhanced.

References

- Arlington Education and Employment Program. (1994). *The REEP curriculum (3rd ed.)*. Arlington, VA: Arlington County Public Schools. (EDRS No. ED 397 695)
- Auerbach, E. (1994). *Making meaning, making change: Participatory curriculum development for adult ESL literacy*. Washington, DC and McHenry, IL: Center for Applied Linguistics and Delta Systems. (EDRS No. ED 356 688) (Available from Delta Systems at 1-800-323-8270.)
- Brod, S. (1995). *Recruiting and retaining language minority students in adult literacy programs*. ERIC Digest. Washington, DC: National Center for ESL Literacy Education. (EDRS No. ED 321 621)
- Burnaby, B. (1989). *Parameters for projects under the settlement language training program*. Toronto, Ontario: TESL Canada Federation. (EDRS No. ED 318 286)
- Burt, M., & Keenan, F. (1995). *Adult ESL learner assessment: Purposes and tools*. ERIC Digest. Washington, DC: National Center for ESL Literacy Education. (EDRS No. ED 386 962)
- Grant, S., & Shank, C. (1993). *Discovering and responding to learner needs: Module for ESL teacher training*. Arlington, VA: Arlington County Public Schools. (EDRS No. ED 367 196)
- Holt, D. (Ed.). (1994). *Assessing success in family literacy projects: Alternative approaches to assessment and evaluation*. Washington, DC and McHenry, IL: Center for Applied Linguistics and Delta Systems. (Available from Delta Systems at 1-800- 323-8270.)
- McGrail, L., & Schwartz, R. (1993). *Adventures in assessment: Learner-centered approaches to assessment and evaluation in adult literacy (Vol. 3)*. Boston, MA: System for Adult Basic Education (SABES).

Peyton, J.K. (1993). *Dialogue journals: Interactive writing to develop language and literacy*. ERIC Digest. Washington, DC: National Center for ESL Literacy Education. (EDRS No. ED 354 789)

Santopietro, K. (1991). *Intake and placement guidelines*. Denver, CO: Colorado Department of Education, Office of Adult Education.

Savage, L. (1993). Literacy through a competency-based educational approach. In J.A. Crandall & J.K. Peyton (Eds.), *Approaches to adult ESL literacy instruction*. Washington, DC and McHenry, IL: Center for Applied Linguistics and Delta Systems. (Available from Delta Systems at 1-800-323-8270.)

Van Duzer, C. (1995). *Final report of the REEP alternative assessment project*. Arlington, VA: Arlington County Public Schools.

Wrigley, H., & Guth, G. (1992). *Bringing literacy to life: Issues and options in adult ESL literacy*. San Mateo, CA: Aguirre International. (EDRS No. ED 348 896)

This document was produced at the Center for Applied Linguistics (4646 40th Street, NW, Washington, DC 20016 202-362-0700) with funding from the U.S. Department of Education (ED), Office of Educational Research and Improvement, National Library of Education, under contract no. RR 93002010. The opinions expressed in this report do not necessarily reflect the positions or policies of ED. This document is in the public domain and may be reproduced without permission.

Assessing Learner Needs in the Adult ESL Classroom

Discussion Questions

1. What Is Needs Assessment?

What should a needs assessment tool examine?

- ▶ From the perspective of the learner, examines skills learner already has, literacy contexts learner lives/works in, what learner wants/needs to know, expectations, what might need to be done in the native language.

When does needs assessment occur and what aspects of instruction does it influence?

- ▶ Continual process. Influences student placement, materials selection, curriculum design, and teaching approaches.

2. Why Is Needs Assessment Important?

What purposes does it serve?

- ▶ Aids administrators, teachers, and tutors with learner placement and in developing materials, curricula, skills assessments, teaching approaches, and teacher training.
- ▶ Ensures a flexible, responsive curriculum rather than a fixed, linear curriculum determined ahead of time by instructors.
- ▶ Provides information to the instructor and learner about what the learner brings to the course, what has been accomplished, and what the learner wants and needs to know next.

How can it contribute to learner motivation?

- ▶ Appropriate placement, materials, and approaches that are relevant to learners' needs and lives. Learners know that educators understand and want to address their needs and interests.

3. Assessment Tools

List the types of needs assessment tools and activities and briefly describe each.

- ▶ Survey questionnaires, learner-compiled inventories of language and literacy use, learner interviews, review of reading materials, class discussions, personal or dialogue journals, timelines.

4. Needs Assessment in One Adult ESL Program

What three types of needs assessment does this program do?

- ▶ Program-wide needs assessment; consult with community agencies, schools, and employers.
- ▶ Learner interviews and placement test.
- ▶ In-class needs assessment.

How is needs assessment used in the individual classroom?

- ▶ Learners discuss where they use English, what they do with it, what problems they have encountered, and why they feel the need to improve their language skills and knowledge.
- ▶ Class consensus on class instructional plan.
- ▶ Individual learning plans.

Sample focus group questions for a new family literacy program

For potential participants:

- ▶ Why do you want to study English?
- ▶ What do you need to read in English?
- ▶ Where do you need to speak English?
- ▶ Who do you need to speak English to?
- ▶ How often do you read with your child? (How often do you tell him/her a story; teach him/her letters, words, numbers; teach him/her songs or music; talk with him/her about family history, family culture, or ethnic heritage?)
- ▶ How often do you visit your child's school (to talk to your child's teacher or principal; to observe classroom activities; to attend a school event such as a play, art show, or party; to meet with a parent-teacher organization; to volunteer; for other reasons)?
- ▶ What are good times to offer English classes?

For school representatives:

- ▶ What languages do parents speak in your district?
- ▶ What challenges do you face communicating with the non-English-speaking parents in your district?
- ▶ What systems does the school/school district have in place to facilitate non-English-speaking parents' involvement in school activities?
- ▶ How might the school/school district be able to support a family literacy program (offer space, host events, involve the children's teachers, etc.)?

Types of Needs Assessment

Type 2: Questionnaires of Learners' Needs and Goals

Description

Questionnaires frequently consist of a list of topics, skills, or language and literacy uses. The learners indicate what they already know or what they want to know by checking the appropriate column or box, or they may use a scale to rank the importance of each item.

For beginning learners who do not read English, pictures depicting different literacy contexts can be shown, and learners can mark the contexts that apply to them. The list of questionnaire items may be prepared ahead of time by the teacher or generated by the students themselves through class discussion. Note: The sample questionnaires below are models; teachers need to adjust or develop forms for their own students. It is recommended that teachers create a folder of these forms to keep for future use.

Discussion Questions

1. How might this type of needs assessment be useful in your class?

2. When would you use this type of needs assessment?

3. What could you use as a guide in determining what questions to include in the questionnaire?

Sample Questionnaire 1

Figure 1. Questionnaire for Beginning-Level Learners

What do you want to study? Circle three topics.

<p style="text-align: center;">Community</p> <p>BANK FIRE STATION SCHOOL LIBRARY</p>	<p style="text-align: center;">Health</p> <p>HELP! HELP! HEADACHES & STOMACH ACHES PRESCRIPTIONS</p>
<p style="text-align: center;">Work</p> <p>COOK RECEPTIONIST</p>	<p style="text-align: center;">Housing</p> <p>APARTMENT TOWNHOUSE HOUSE</p>
<p style="text-align: center;">Money & Shopping</p>	<p style="text-align: center;">Transportation</p> <p>BY BUS ... BY AIRPLANE ... BY CAR ...</p>

Note: Adapted from National Center for Family Literacy & Center for Applied Linguistics. (2004). *Practitioner toolkit: Working with adult English language learners*. Louisville, KY & Washington, DC: Author.

Sample Questionnaire 2

Table 1. Questionnaire for Beginning/Intermediate-Level Learners

Name _____ Date _____

What do you already know how to read in English?

What do you want to learn to read? (Check ✓)

	Already know how to read	Want to learn how to read
Newspapers/magazines		
GED textbooks		
Job ads		
Job applications		
Signs at work		
Checks from work		
Housing ads		
Notes from school		
Children's books		
Income tax forms		
Bank statements		
Bus and train schedules		
Dictionaries		
Labels on food		
Labels in clothes		
Medicine labels		
Telephone/utility bills		
Other		
Other		

Sample Questionnaire 3

Table 2. Questionnaire for Intermediate-Level Learners: Family Activities

Purpose: To identify literacy practices in the home, record parent-child interactions, and provide a baseline for documenting changes over time.

Process: As part of either a whole-group or a small-group discussion, have learners discuss activities they currently do with their children. Give the learners the following prompt: “Parents and children can do many things together. They go to the park on Sunday, go fishing, cook, clean the house, go hiking, watch TV, work in the garden, or look at magazines. In many families, parents help their children with homework or check their assignments. What do you do with members of your family?” Record their responses on the lines below.

Luisa and her husband go to church together on Sundays.

Then they watch their son Marcos play soccer.

Note: From Holt, D. D., & Van Duzer, C. H. (Eds.). (2000). *Assessing success in family literacy and adult ESL* (p. 83). Washington, DC: Center for Applied Linguistics. Adapted with permission.

Sample Questionnaire 4

Table 3. Questionnaire for Intermediate/Advanced-Level Learners

Name _____	Date _____
1. Why do you need to learn more English? Please be specific. Give examples of situations that are difficult for you in English.	
2. What specific areas of English would you like to improve before you leave this class?	
3. When people speak English to you, how much do you understand? Check the amount. ___ everything ___ most ___ some ___ a little ___ very little	
4. When you watch TV, how much do you understand? Check the amount. ___ everything ___ most ___ some ___ a little ___ very little	
5. When you speak English, how much do other people understand? ___ everything ___ most ___ some ___ a little ___ very little	
6. Order the skills that you need from 1 to 6. Number 1 is the most important and number 6 is the least important to you at this time. Please use each number only one time.	
___ Reading	___ Writing
___ Listening	___ Speaking
___ Vocabulary	___ Pronunciation

Note: From Moss, D. (1994). *Alternative assessment: A fork in the road*. Presented at TESOL. Adapted with permission.

Types of Needs Assessment

Type 3: Inventories of Language and Literacy Use

Description

Learners keep lists of the ways they use language and literacy and update them periodically. Inventories may consist of a checklist or open-ended questions. Teachers can use the information from the inventories to tailor their classes to the needs of their students.

Discussion Questions

1. How might this type of needs assessment be useful in your class?

2. When would you use this type of needs assessment?

3. Why is it helpful to know how students are using English outside the classroom?

Sample Inventory 1

Table 4. Language Log for Beginning-Level Learners

Name _____ Date _____
Where did you speak English this week? _____ _____ _____
Who did you speak English to? _____ _____ _____
What did you read in English this week? _____ _____ _____
What did you need to study this week? _____ _____ _____
This week, _____ was difficult in class.
This week, _____ was easy in class.

Note: From Moss, D. (1994). *Alternative assessment: A fork in the road*. Presented at TESOL. Adapted with permission.

Sample Inventory 2

Table 5. Family Events Log for Beginning-Level Learners

Sample 2: Beginning-Level Family Events Log

Process: Ask the learners to record the activities they do with their children each week. Then have them discuss this record with a partner. At key points in the class cycle, meet with learners to compare their list with their planned activities. Then discuss the plan again and renegotiate, if appropriate.

Name _____	Week of _____

This week I...	

<i>helped my son with his math.</i>	

Note: From Holt, D. D., & Van Duzer, C. H. (Eds.). (2000). *Assessing success in family literacy and adult ESL* (p. 87). Washington, DC: Center for Applied Linguistics.

Sample Inventory 3

Table 6. Beginning-Level Language Use Inventory

Process: Give the forms on the next two pages to the students. Display this handout on an overhead transparency or PowerPoint slide. As a large group activity, go over the handout, offering suggestions and asking for examples from the students. Have students work on their handout individually, then have them form pairs and interview each other using the second form.

Write YOUR answers below.

	Who did you speak to?	What did you say?	Was it easy? Difficult?
At home?			
At work?			
At the store?			
Another place?			

Table 7. Beginning-Level Language Use Inventory (Part 2)

Now Write your PARTNER'S answers.

	Who did you speak to?	What did you say?	Was it easy? Difficult?
At home?			
At work?			
At the store?			
Another place?			

Note: From Moss, D. (1994). *Alternative assessment: A fork in the road*. Presented at TESOL. Adapted with permission.

Sample Inventory 4

Table 8. Can-Do List for Self-Assessment for Intermediate to Advanced Levels

Name _____ Date _____

Put a checkmark (✓) in the box that best describes you (one ✓ for each row).

Here's what I can do.	I can do this. No problem.	I do OK most of the time, except when things are complicated.	This is a little difficult for me, but I can do it with some help from others.	This is very difficult for me. I can only do it with a lot of help from others.	I can't do this. No way. It's much too difficult.
Talk about my country and my city with a friend or neighbor					
Ask for directions on the street or ask where something is in a store					
Ask someone to speak more slowly or to say things in a different way					
Fill out a form (name, birth date, address, phone)					
Explain about myself and my work in a job interview					
Understand the notes that my child's teacher sends from school					
Figure out my phone bill or electricity bill					
Explain to the doctor in detail what's wrong with me					
Pick a story in the newspaper and read it					
Understand the news on TV					

Note: Adapted from Holt, D. D., & Van Duzer, C. H. (Eds.). (2000). *Assessing Success in family literacy and adult ESL* (p. 95). McHenry, IL & Washington, DC: Delta Systems & Center for Applied Linguistics.

Types of Needs Assessment

Type 4: Timelines

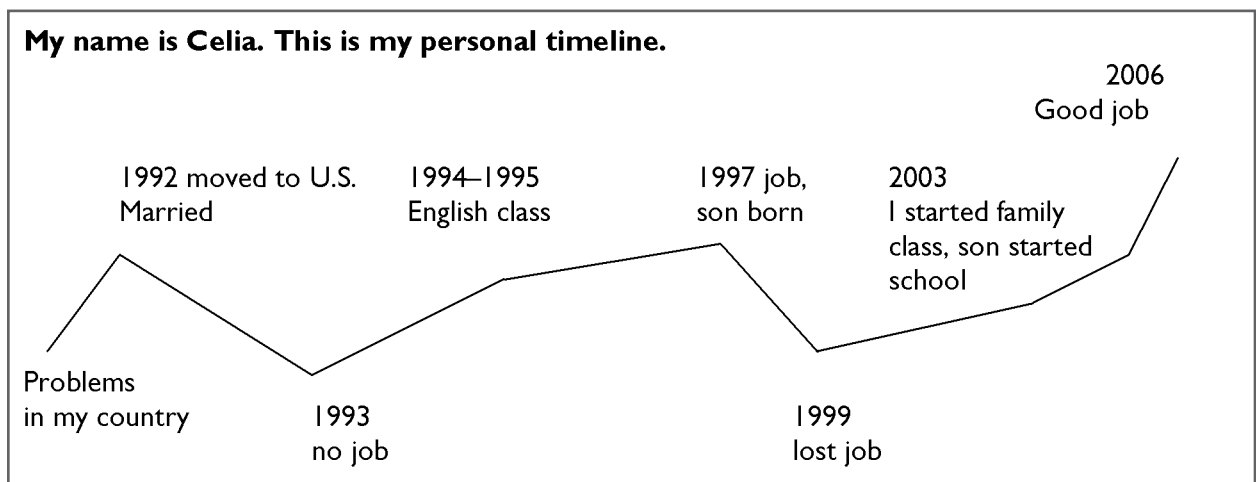
Description

With this kind of assessment, learners make written or pictorial timelines indicating major events in their lives (past and present). They also indicate future goals. Timelines help the teacher become more aware of learners' backgrounds. Class discussion should focus on the learners' goals and how the class can help them attain their goals.

Discussion Questions

1. How might this type of needs assessment be useful in your class?
2. When would you use this type of needs assessment?
3. Why is it important to know about students' past experiences?

Figure 2. Sample Timeline



From Lynda Terrill, adult ESL teacher (Arlington Education Employment Program, Arlington, VA), 2004. Used with permission.

Types of Needs Assessment

Type 5: Brainstorming

Description

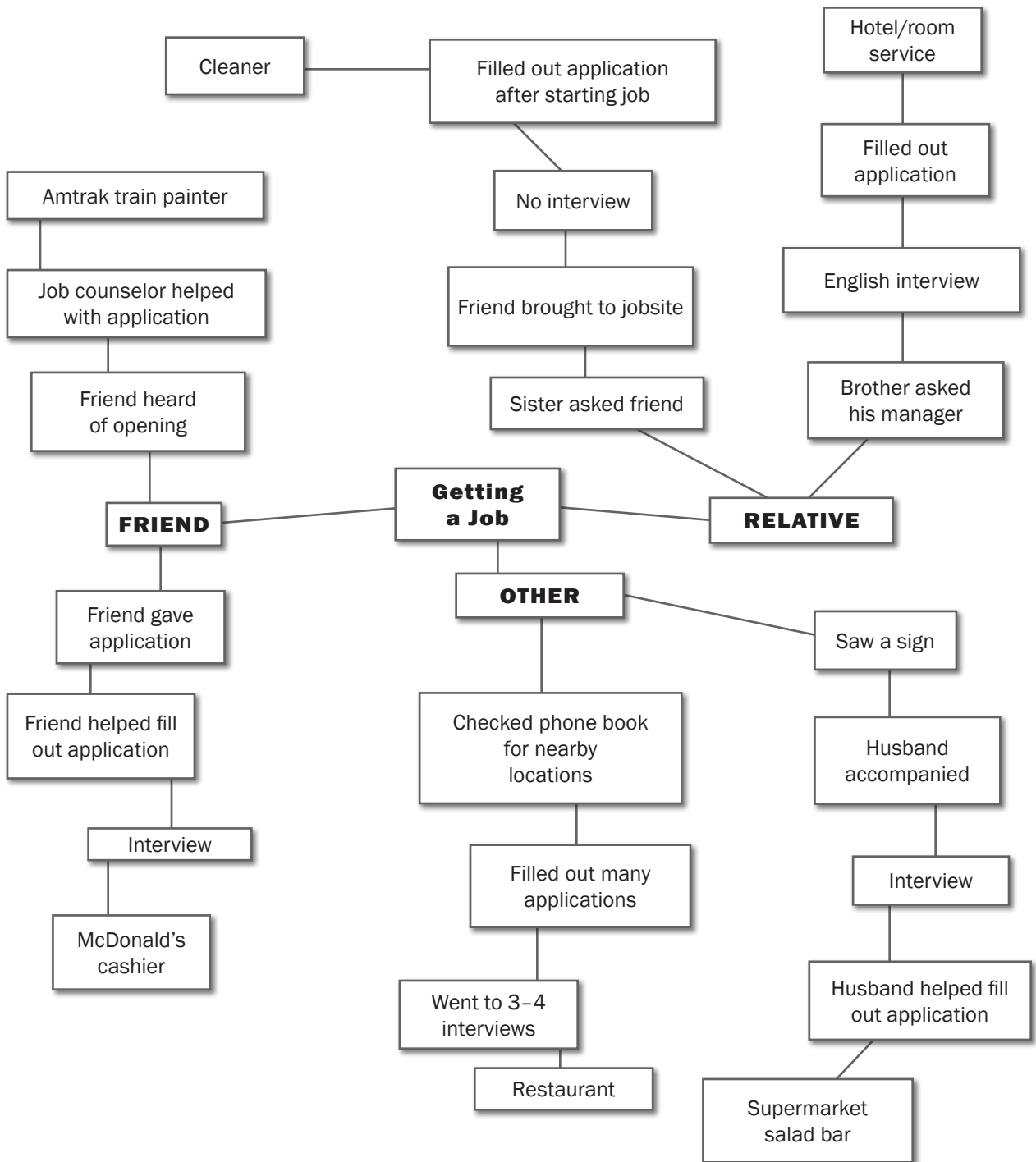
Through brainstorming, learners generate an inventory of topics, needs, or language use. Small or whole groups may create a **learner-generated list** of how they use skills (e.g., Where do you speak/write English?). The list may be used to create a questionnaire that individuals complete.

Another brainstorming method is **mind mapping**. Beginning with a topical question at the center of a diagram, the class brainstorms answers. Responses and more-detailed examples are added to the diagram and drawn as branches from the center. A count is taken of how many learners agree with each need identified in the diagram. Figure 3 on the following page is a sample only of what a completed mind-mapping exercise might look like.

Discussion Questions

1. How might this type of needs assessment be useful in your class?
2. When would you use this type of needs assessment?
3. How would you use information gathered from this needs assessment to determine next steps?

Figure 3. Sample Mind Mapping 1: Getting a Job



Note: From Grant, S., & Shank, C. (1992). *Discovering and responding to learner needs: Module for ESL teacher training*. Arlington, VA: Arlington Education Employment Program. Adapted with permission.

Figure 4. Sample Mind Mapping 2: Writing

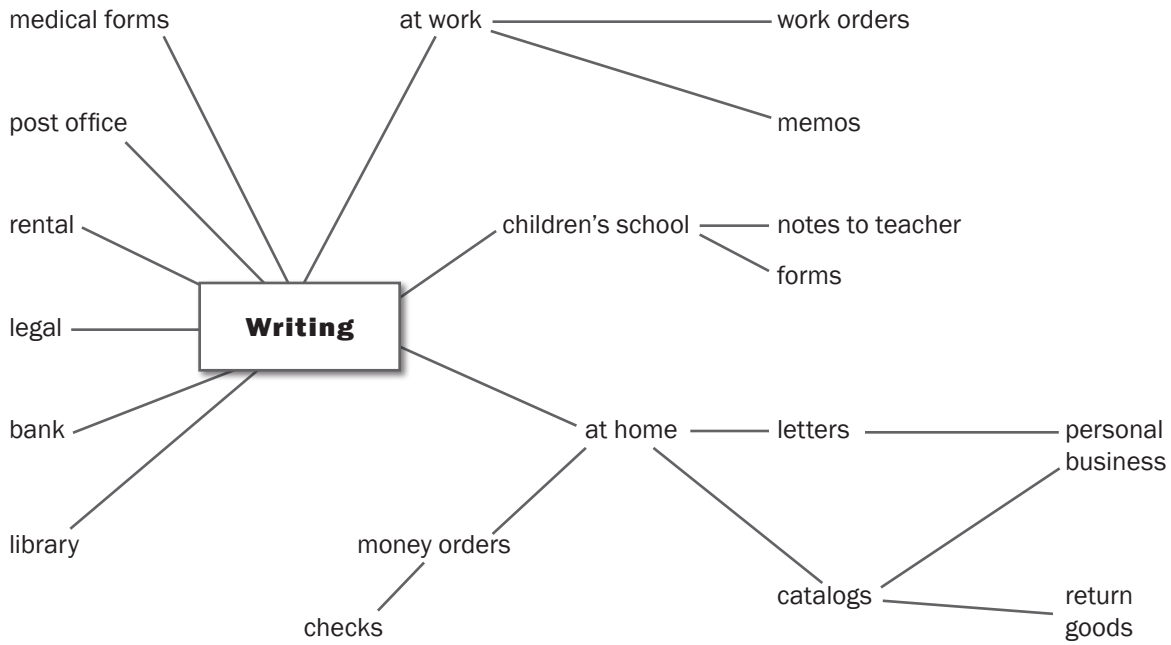
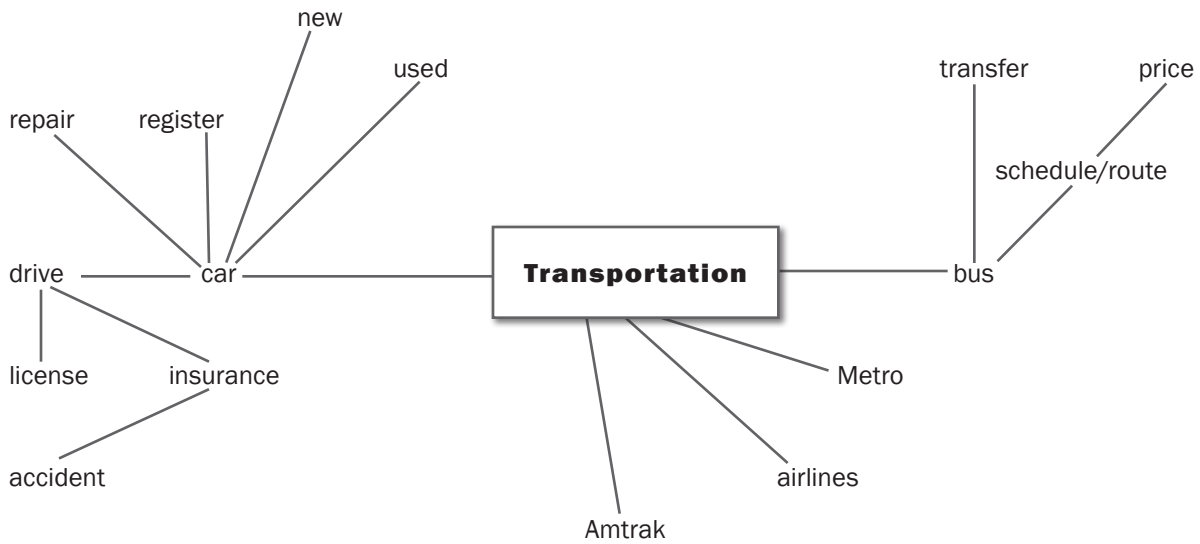


Figure 5. Sample Mind Mapping 3: Transportation



Note: From Grant S., & Shank, C. (1992). *Discovering and responding to learner needs: Module for ESL teacher training*. Arlington, VA: Arlington Education Employment Program. Adapted with permission.

Table 9. Needs Assessment Tools Chart

Tool	Description	Purpose	Analysis
Initial Assessment: Planning a Program or Curriculum			
Surveys	Surveys may consist of a written questionnaire or checklist that is completed by prospective program participants or administered orally by bilingual staff members in English or prospective participants' native language.	Survey results help create a general picture of the needs of adults who may be interested in the program.	Program planners can systematically examine respondents' answers to identify needs that should be targeted.
Focus groups	A focus group discussion is conducted with small groups according to a protocol that focuses on specific topics, procedures, and questions.	Focus group discussions help staff members gather information from a large number of people in a short time. Focus groups can help program planners understand the needs of potential program participants.	Program planners can systematically examine the participants' comments to identify trends or patterns that recur among different individuals or groups.
Interviews	Program staff can conduct individual interviews of existing service providers to obtain detailed information about setting up a program.	Interviews help determine what services already exist for learners and the relative effectiveness of those services.	Program planners can use interviews as an additional source of information about learners' needs and to understand the level of assistance available to meet those needs.
Document and literature reviews	Data can be gathered from school district records, including test scores, grades, and attendance records of participants' children; welfare department statistics on the socioeconomic status of participants; and journals, newsletters, books, and state and national reports that include information about the literacy-related needs of participants.	Document and literature reviews can provide useful information about the specific needs of targeted participants.	Program planners can examine the data to identify trends or patterns that recur among different individuals or groups.

Table 9. Needs Assessment Tools Chart (continued)

Tool	Description	Purpose	Analysis
Classroom Needs Assessment			
Information grid	<p>Learners interview each other to complete the grid.</p> <p>Topics and headings for grids are generated by the teacher and/or the learners.</p>	<p>Grids provide initial, pretopic, midcourse, and final information about the learners and their experiences, needs, and preferences.</p> <p>Grids can be adapted for various levels by controlling language or using pictures for literacy-level learners.</p>	<p>Results can be tabulated orally or on a master grid on an overhead or blackboard.</p> <p>If appropriate to the grid, the group prioritizes skills and topics to be covered.</p>
Topic selection	<p>Learners are given a list or a collection of visuals indicating skills, topics, or subtopics, either specified by a curriculum or developed by brainstorming.</p>	<p>Topic selection provides initial, midcourse, or pretopic information about learners' highest priority needs with regard to competencies, skills, and topics.</p>	<p>Teacher and class become aware of high-priority needs. Together they negotiate the selection and ordering of the course content.</p>
1. Priority cards	<p>1. Individuals or small groups create cards, each containing one skill or topic. The cards are placed in order of importance.</p>		<p>1. Individuals or small groups report their top priorities and the class reaches a consensus.</p>
2. Vote with your feet	<p>2. Names or pictures of skills or topics are posted around the classroom, and individuals move to stand near the most important choice. Several rounds of voting may occur.</p>		<p>2. At each round of voting, teacher counts learners who chose a particular skill or topic. A class consensus is reached.</p>

Table 9. Needs Assessment Tools Chart (Continued)

Tool	Description	Purpose	Analysis
<p>Brainstorming</p> <p>1. Learner-generated list</p> <p>2. Mind mapping</p>	<p>1. Small or whole groups generate lists of how they use skills (e.g., Where do you speak/write English?).</p> <p>2. Beginning with a topical question at the center of a diagram, class brainstorms answers. Responses and more-detailed examples are added to the diagram and drawn as branches from the center.</p>	<p>1. Learner lists provide initial and ongoing information about how learners use basic skills.</p> <p>2. Mind mapping provides initial and pretopic information about how learners use basic skills and life skills in a variety of settings and how they would like to be able to use skills.</p>	<p>1. The list may be used to create a questionnaire that individuals complete. The questionnaires can be tallied orally as a group. Identified needs can be prioritized.</p> <p>2. A count is taken of how many learners agree with each identified need. Identified needs can be prioritized as a group.</p>
<p>Questionnaires of learners' needs and goals</p>	<p>Questionnaires frequently consist of a list of topics, skills, or language and literacy uses. The learners indicate what they already know or what they want to know by checking the appropriate column or box, or they may be asked to use a scale to rank the importance of each item.</p> <p>For beginning learners who do not read English, pictures depicting different literacy contexts can be shown, and learners can mark the contexts that apply to them.</p> <p>The list of questionnaire items may be prepared ahead of time by the teacher or generated by the students themselves through class discussion.</p>	<p>Questionnaires provide initial, pretopic information about how learners use language and would like to be able to use language.</p>	<p>Results can be tabulated orally or by small groups.</p> <p>Based on results, the group prioritizes skills and topics to be covered.</p>

Table 9. Needs Assessment Tools Chart (Continued)

Tool	Description	Purpose	Analysis
Timelines	Learners make written or pictorial timelines that indicate major events in their lives (past and present). They also indicate future goals.	Timelines provide initial information about learners' lives and their goals for the future. As a final evaluation, learners indicate progress toward their goals.	Information can be used to tailor the class toward helping learners achieve their goals. Teacher becomes more aware of learners' backgrounds. Class discussion should focus on the learners' goals and how the class can help them attain their goals.
Dialogue journals	Teachers and learners correspond on a regular basis via a written journal. Teacher can ask learners to respond to specific questions in their journals (e.g., What would you like to learn in this class? What did you like best about class this week? What do you still need to learn?). The activity can be adapted to varying levels by controlling the language of the questions and of the responses expected.	Dialogue journals provide initial, ongoing, and final information about learners' learning needs and preferences.	Teachers can respond to individual learners about their needs, goals, and preferences and adapt the course as appropriate.
Inventories of language and literacy use	Checklists may be used, as well as open-ended questions requiring learners to keep lists of ways they use language and literacy and update them periodically.	Inventories provide initial, ongoing, and final information about learners' needs and progress.	Teachers can use the information from the inventories to tailor their classes to the needs of their students.

Note: From Grant, S., & Shank, C. (1992). *Discovering and responding to learner needs. Module for ESL teacher training.* Arlington, VA: Arlington Education Employment Program. Adapted with permission.
Also from Holt, D. D., & Van Duzer, C. H. (Eds.). (2000). *Assessing success in family literacy and adult ESL.* Washington, DC: Center for Applied Linguistics.

Sample Intermediate Curriculum

Basic Language:

- ▶ Clarify by spelling or writing.
- ▶ Repeat instructions for verification.
- ▶ Ask about the meaning or pronunciation of a word.
- ▶ Ask and respond to “how” and “why” questions.

Community Services:

- ▶ Report an emergency outside of home.
- ▶ Answer questions about a child and fill out a simple school enrollment form.
- ▶ Read and respond appropriately to simple written communication from school.
- ▶ Respond appropriately to recorded messages and instructions from school.
- ▶ Ask about correct postage for mailing.
- ▶ Fill out a change-of-address form.
- ▶ Locate telephone numbers in a telephone book or yellow pages.

Consumer Economics:

- ▶ Write a check.
- ▶ Fill out a deposit/withdrawal slip.
- ▶ Use coin-operated machines and report problems in using them.
- ▶ Read unit price labels to compare products for value.
- ▶ State reasons for returning an item to a store.
- ▶ Respond to a cashier’s questions concerning means of payment.
- ▶ Interpret clothing-care labels.

Employment:

- ▶ Ask and answer questions at a job interview (qualifications, experience, preferences, long-term goals, benefits, etc.).
- ▶ Fill out a standard job application.
- ▶ Read want ads and identify skills needed for a job.
- ▶ Modify a task based on changes in instructions.
- ▶ Respond to a supervisor's comments about quality of work (including mistakes, speed, incomplete work).
- ▶ Initiate and respond to social language from co-workers.
- ▶ Report specific problems encountered in completing a work task.
- ▶ Read warnings, storage directions, and emergency instructions.
- ▶ Write a note to explain an absence from work.

Health:

- ▶ Identify common symptoms, illnesses, and health problems.
- ▶ Change or cancel a doctor's appointment.
- ▶ Make or change a doctor's appointment by telephone.
- ▶ Follow oral instructions during a medical exam or about treatment.
- ▶ Fill out a simple insurance form (with assistance).

Housing:

- ▶ Question errors on bills.
- ▶ Ask for information about location, rooms, rent, deposit, utilities.

Transportation and Directions:

- ▶ Identify major streets and landmarks on a map.
- ▶ Use a map to find a place.
- ▶ Give and follow simple oral or written directions to a place.

Note: From Grognet, A. G. (1997). *Performance-based curricula and outcomes: The mainstream English language training project*. Denver: Spring Institute for International Studies. Adapted with permission.

Table 10. Results: Can-Do List for Self-Assessment for Intermediate/Advanced Levels

Put a checkmark (✓) in the box that best describes you (one ✓ for each row).

Here's what I can do.	I can do this. No problem.	I do OK most of the time, except when things are complicated.	This is a little difficult for me, but I can do it with some help from others.	This is very difficult for me. I can only do it with a lot of help from others.	I can't do this. No way. It's much too difficult.
Clarify something I don't understand.	6	9	12	3	
Ask questions.	20	7	3		
Call for emergency help (police, ambulance, fire).		9	6	12	3
Communicate with my child's school.		9	15	5	1
Send something from the post office.	10	5	9	5	1
Find someone's telephone number in the telephone book.	3	10	8	7	2
Use services at a bank.	1	5	17	5	2
Shop for food and clothes.	17	11	1	1	
Apply for a job.	1		9	18	2
Communicate with my supervisor about my work.	6	2	10	10	2
Talk to my co-workers.	15	3	10	2	
Make a doctor's appointment.	3	17	5	3	2
Talk to my doctor.	2	11	8	7	2
Fill out an insurance form.	2	7	8	10	3
Figure out my phone bill or electricity bill.	13	5	12		
Talk to a landlord about apartments and rent.	4	8	16	1	1
Use a map to find places.	10	10	6	3	1
Give directions to help someone find a place.	2	5	11	11	1

Results: Can-Do Self-Assessment: Guiding Questions for Trainers

Show the above transparency on an overhead projector or on a PowerPoint slide. Explain that it represents the results of a needs assessment that an intermediate ESL instructor conducted in her classroom at the beginning of a 10-week session. She based the topics in the “Here’s what I can do” column on the topics in the intermediate curriculum used in her program. With participants, conduct an analysis of the results of the needs assessment activity.

Ask:

“For which topics did a lot of students check ‘This is a little difficult for me, but I can do it with some help from others’?” (Clarify something I don’t understand, Communicate with my child’s school, Use services at a bank, Communicate with my supervisor about my work, Talk to my co-workers, Figure out my phone bill or electricity bill, Talk to a landlord about apartments and rent, Give directions to help someone find a place)

“For which topics did a lot of students check ‘This is very difficult for me. I can only do it with a lot of help from others’?” (Call for emergency help, Apply for a job, Communicate with my supervisor about my work, Fill out an insurance form, Give directions to help someone find a place)

As participants answer the above questions, circle the numbers under the “little difficult” and “very difficult” columns for the topics that have high numbers.

“If this were your class, what topics would you give primary focus in your class?” (Possible answers: employment, banking, housing, health and emergencies, school, directions)

“What topics might be of secondary importance?” (Possible answers: directions, post office, telephone)

Syllabus: Intermediate ESL

(10-week session, class meets two nights a week)

Weeks 1 and 2

Employment

- ▶ Read want ads and identify skills needed for a job.
- ▶ Ask and answer questions at a job interview (qualifications, experience, preferences, long-term goals, benefits, etc.).
- ▶ Fill out a standard job application.
- ▶ Respond to a supervisor's comments about quality of work (including mistakes, speed, incomplete work).
- ▶ Modify tasks based on changes in instructions.
- ▶ Report specific problems encountered in completing a work task.
- ▶ Write a note to explain absence from work.

Weeks 3 and 4

Banking

- ▶ Write a check.
- ▶ Fill out a deposit/withdrawal slip.

Housing

- ▶ Ask for information about location, rooms, rent, deposit, utilities.

Weeks 5 and 6

Health and Emergencies

- ▶ Identify common symptoms, illnesses, and health problems.
- ▶ Follow oral instructions during a medical exam or about treatment.
- ▶ Fill out a simple insurance form (with assistance).
- ▶ Report an emergency outside of the home.

Weeks 7 and 8

School

- ▶ Answer questions about a child and fill out a simple school enrollment form.
- ▶ Read and respond appropriately to simple written communication from school.
- ▶ Respond appropriately to recorded messages and instructions from school.

Weeks 9 and 10

Directions

- ▶ Give and follow simple oral or written directions to a place.

Community Services

- ▶ Ask about correct postage for mailing.
- ▶ Fill out a change-of-address form.
- ▶ Locate telephone numbers in a telephone book or the yellow pages.

Selecting Needs Assessment Tools: Scenarios

Directions: Select an appropriate tool from the Needs Assessment Tools Chart, or suggest a tool not listed on the chart. Discuss why you chose that particular tool, how you would set up the activity, and what you would hope to learn from the activity.

Example: It is the first week of a beginning-level class in a General Life Skills English program. Your students have some oral proficiency but very limited literacy skills. You would like to elicit information about their lives and their goals for the future.

(Possible answers: picture timelines, picture questionnaires. Use pictures because of the limited literacy skills of the students. Timelines are a good way to depict students' lives and future goals, and questionnaires might be a good way to determine students' future goals. One possible way to set up the activity would be to do a timeline using the teacher's life as an example.)

Scenario 1: You teach an intermediate class that has a set competency-based curriculum to follow. At midcourse, you realize that you will not be able to complete all of the competencies. You want the students to prioritize the remaining topics.

Scenario 2: It is the first week of a beginning-level class in a General Life Skills English program. Your students have some oral proficiency but very limited literacy skills. You would like to elicit information about places they want to be able to use English.

Scenario 3: You teach a beginning-level class in a General Life Skills English program. You are just about to start a unit on health. You would like to elicit information about students' health-care habits (e.g., eating habits, health insurance).

Scenario 4: You teach an intermediate-level Workplace Literacy class. The learners have expressed an interest in working on writing. You would like to know what specific tasks require writing in their jobs.

Scenario 5: You are part of a team that is developing a curriculum for a new family literacy program. You want to collect information from potential program participants about their need for family literacy classes. The family literacy classes will serve parents of students at three local elementary schools.

Note: From Grant, S., & Shank, C. (1992). *Discovering and responding to learner needs: Module for ESL teacher training*. Arlington, VA: Arlington Education Employment Program. Adapted with permission.

Analyzing Needs Assessment Results

Figure 6. Example (Mind Mapping)

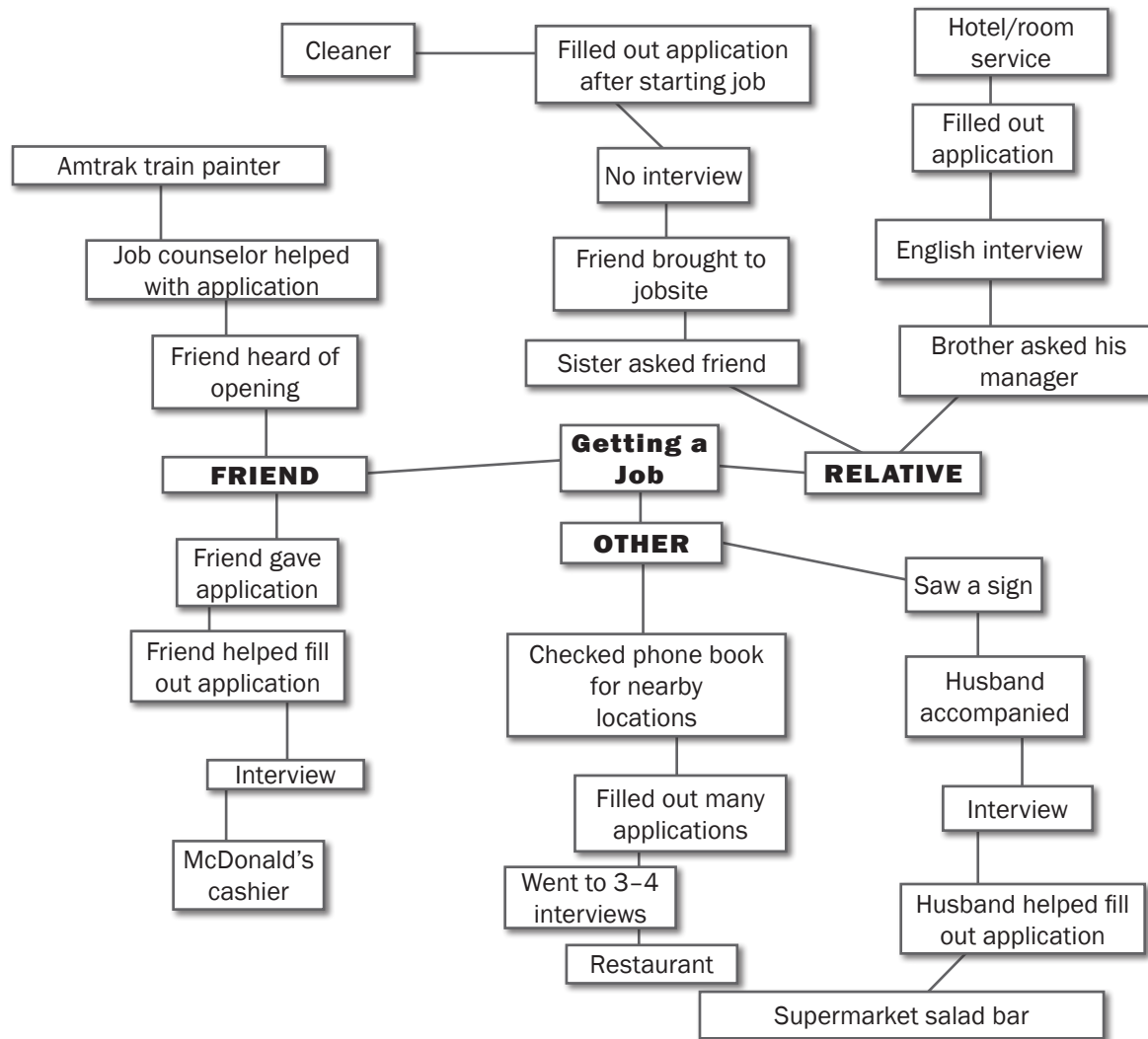


Table 11. Analyzing Results

Information to be tallied/analyzed	Results	Instructional needs
1. How many learners used newspaper ads to find out about the jobs?	0 out of 6	Need to work on reading job announcements
2. How many learners filled out a job application?		
3. How many learners had an interview?		
4. How many learners got their jobs unassisted by a friend, relative, or counselor?		

Note: From Grant, S., & Shank, C. (1992). *Discovering and responding to learner needs: Module for ESL teacher training*. Arlington, VA: Arlington Education Employment Program. Adapted with permission.

Instructions for Trainers: Show the above transparency on an overhead projector or a Power-Point slide. The example represents a pretopic needs assessment activity that was conducted at the beginning of a unit on employment. Each branch of the web represents one student and his/her personal experience getting a job. Six students are represented. Two got their jobs through a friend, two through a relative, and two through other means (phone book and sign).

Explain the example to participants and then go through the questions at the bottom of the page together. Question 1 has been answered already on the participant handouts. Elicit the answers to the remaining questions and write them on the transparency or flip chart.

Answers:

Table 12. Tally Chart Answers

Information to be tallied/ analyzed	Results	Instructional needs
2. How many learners filled out a job application?	3 alone, 3 with help	Need to increase ease/confidence in filling out job applications
3. How many learners had an interview?	4 out of 6	Review interview questions, polish answers
4. How many learners got their jobs unassisted by a friend, relative, or counselor?	1 out of 6	Need to expand strategies for getting jobs

Analyzing Needs Assessment Results

Table 13. Questionnaire for Intermediate/Advanced-Level Class with 10 Students

1. Why do you need to learn more English? Please be specific. Give examples of situations that are difficult for you in English.

To get a better job (6)	To help my children with school (3)
To talk to Americans (2)	To get my GED (4)

2. What specific areas of English would you like to improve before you leave this class?

Reading (5)	Speaking (7)	Writing (6)
Listening (4)	Spelling (4)	

3. When people speak English to you, how much do you understand? Check the amount.

 everything 2 most 7 some 1 a little very little

4. When you watch TV, how much do you understand? Check the amount.

 everything 1 most 7 some 2 a little very little

5. When you speak English, how much do other people understand?

 1 everything 3 most 5 some 1 a little very little

6. Order the skills that you need from 1 to 6. Number 1 is the most important and number 6 is the least important to you at this time. Please use each number only one time.

 Reading (1: 1 student, 2: 1 student, 3: 3 students, 4: 2 students, 5: 2 students, 6: 1 student)

 Writing (1: 2 students, 2: 2 students, 3: 2 students, 4: 3 students, 5: 1 student, 6: none)

 Listening (1: 2 students, 2: 1 student, 3: 1 student, 4: 2 students, 5: 2 students, 6: 2 students)

 Speaking (1: 2 students, 2: 3 students, 3: 2 students, 4: 1 student, 5: 1 student, 6: 1 student)

 Vocabulary (1: none, 2: none, 3: 1 student, 4: 2 students, 5: 2 students, 6: 5 students)

 Pronunciation (1: 2 students, 2: 3 students, 3: 1 student, 4: none, 5: 3 students, 6: 1 student)

Note: From Moss, D. (1994). *Alternative assessment: A fork in the road*. Presented at TESOL Adapted with permission.

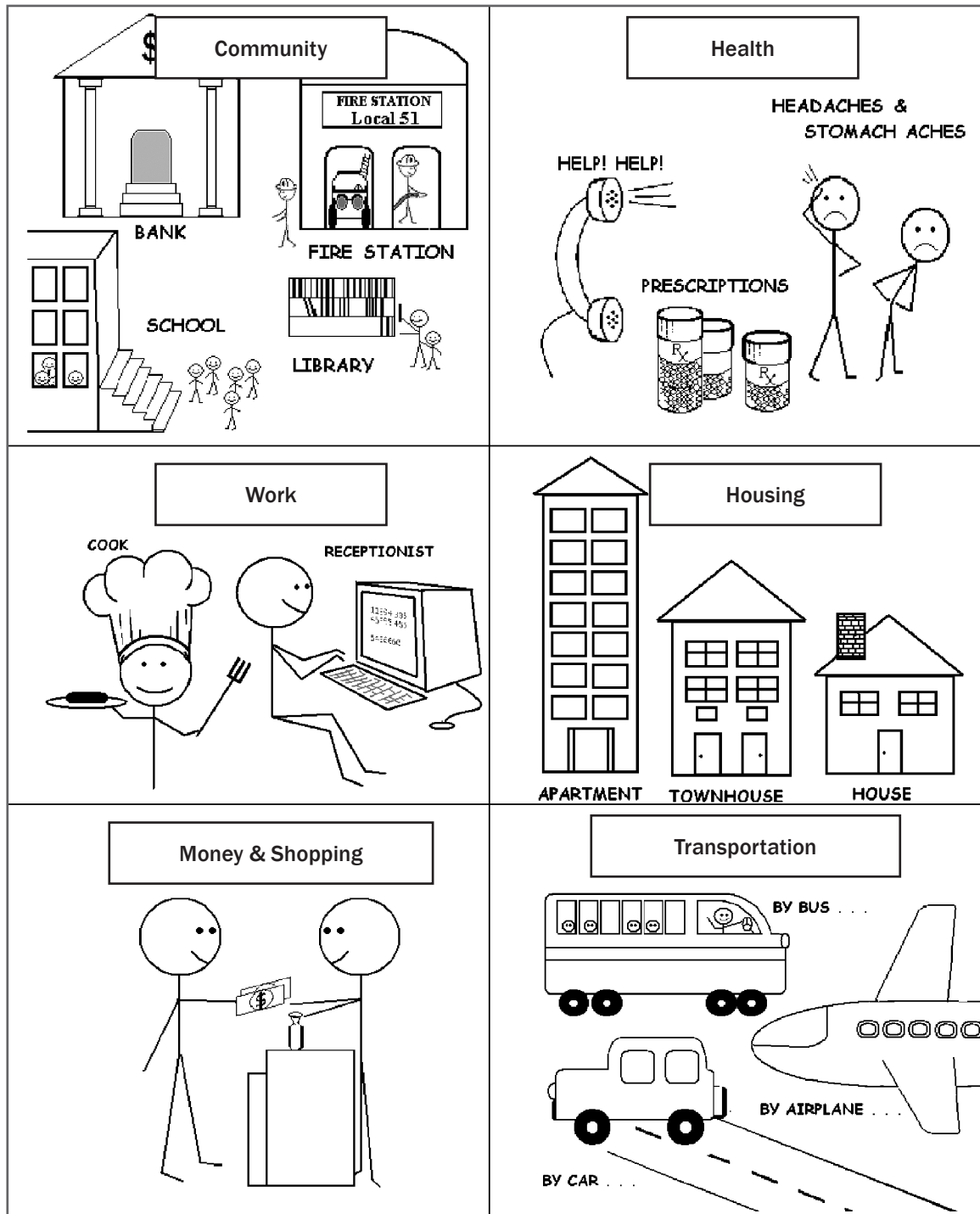
Table 14. Analyzing Results

Information to be tallied/ analyzed	Results	Instructional needs
1. What are the main reasons students in this class are taking English?		
2. How many students understand everything or most of what they hear in person? On TV?		
3. How many students say that people understand everything or most of what they say in English?		
4. Which skill do students rank as being most important to them?		

Analyzing Needs Assessment Results

Figure 7. Questionnaire for Beginning Level-Class with 15 Students

What do you want to study? Circle three topics.



Note: Adapted from National Center for Family Literacy & Center for Applied Linguistics. (2004). *Practitioner toolkit: Working with adult English language learners*. Louisville, KY & Washington, DC: Author.

Table 15. Analyzing Results

Information to be tallied/ analyzed	Results	Instructional needs
1. Which topic was circled by the most students?		
2. What other topics should be prioritized in this class?		
3. Which topic was circled by the fewest students?		

Analyzing Needs Assessment Results

Table 16. Questionnaire for Beginning/Intermediate Class with 20 Students

What do you already know how to read in English?

What do you want to learn to read? (Check ✓)

	Already know how to read	Want to learn how to read
Newspapers/magazines	5	15
GED textbooks	1	10
Job ads	2	18
Job applications	4	16
Signs at work	10	5
Checks from work	9	9
Housing ads	5	13
Notes from school	5	10
Children's books	1	14
Income tax forms	3	17
Bank statements	12	8
Bus and train schedules	15	5
Dictionaries	3	12
Labels on food	15	1
Labels in clothes	20	0
Medicine labels	3	16
Telephone/utility bills	16	4
Other		

Table 17. Analyzing Results

Information to be tallied/ analyzed	Results	Instructional needs
1. Which topics are the most students interested in learning more about?		
2. Which topics are students already familiar with or uninterested in?		

Analyzing Needs Assessment Results

Table 18. Language Use Inventory for Beginning-Level Class with Six Students

Write YOUR answers below.

	Who did you speak to?	What did you say?	Was it easy? Difficult?
At home?	Husband, daughter, son, wife, cousin, aunt		Easy
At work?	Boss – 3 Co-workers – 3 Customers – 2	About work Work Take orders – 1, Help find things – 1	Easy: 2, Difficult: 1 Easy Difficult Difficult
At the store?	Cashier	To buy something	Easy
Another place?	Bank – 1 Son's school – 1 Post office – 1	Cash a check Son is sick Send a package	Difficult Difficult Easy

Table 19. Language Use Inventory for Beginning-Level Class with Six Students

Analyzing Needs Assessment Results

Now write your PARTNER'S answers.

	Who did you speak to?	What did you say?	Was it easy? Difficult?
At home?			
At work?			
At the store?			
Another place?			

Note: From Moss, D. (1994). *Alternative assessment: A fork in the road*. Presented at TESOL Adapted with permission.

Table 20. Analyzing Results

Information to be tallied/ analyzed	Results	Instructional needs
1. What kinds of people are students speaking to in English?		
2. Who do students find it easy to talk to? Difficult?		
3. What topics are students talking about in English?		
4. What topics are easy for them to talk about? Difficult?		

Analyzing Needs Assessment Results

Figure 8. Mind Mapping

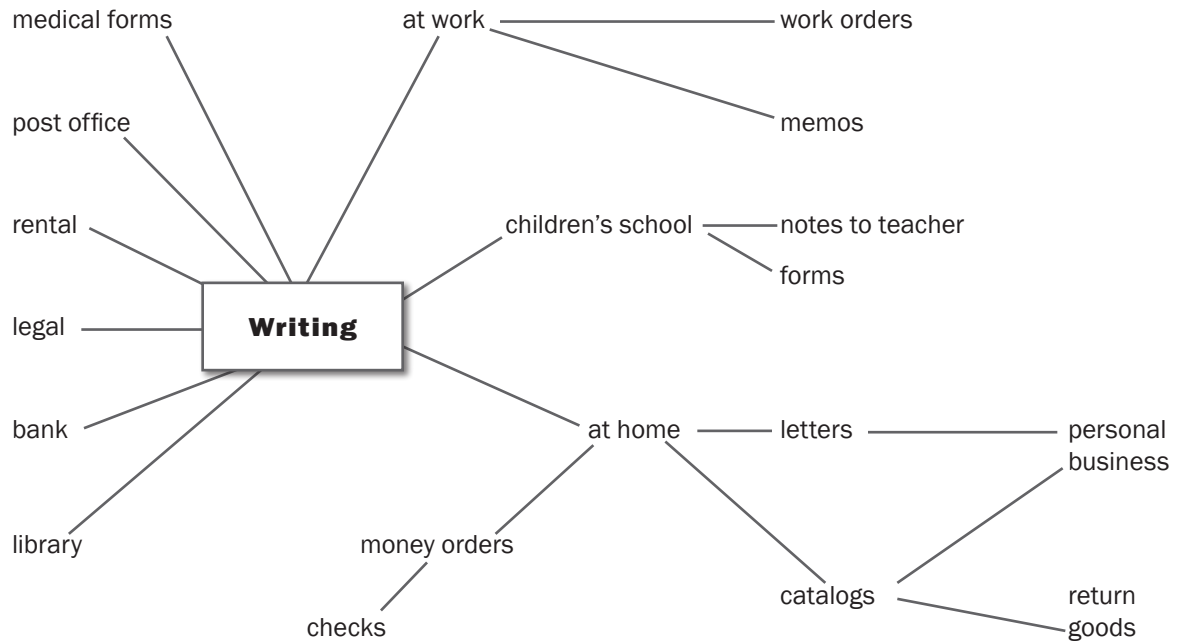


Table 21. Analyzing Results

Information to be tallied/ analyzed	Results	Instructional needs
1. Where do students need to write in English?		
2. What type of writing do students need to do?		

Note: From Grant, S., & Shank, C. (1992). *Discovering and responding to learner needs: Module for ESL teacher training*. Arlington, VA: Arlington Education Employment Program. Adapted with permission.

Needs Assessment Planning Sheet

Level of class: _____

Curriculum in use: _____

Length of session: _____

Purpose of needs assessment: _____

Type of needs assessment: _____

How will you incorporate the needs assessment activity into your class?

How will you analyze the results of your needs assessment activity?

What will you do with the results?

Assessing Learner Needs in the Adult ESL Classroom

Goal, Objectives, and Agenda

Goal:

To establish the purpose of needs assessment and activate participants' prior knowledge about needs assessment in ESL classrooms

Objectives:

At the end of the workshop, participants should be able to

- ▶ Identify the uses of needs assessment
- ▶ Select appropriate tools for the level of their class and the purpose of the needs assessment
- ▶ Analyze needs assessment results to determine class content and instructional needs
- ▶ Develop needs assessments for their own class

Agenda:

- I. **Introductions and Warm-Up**
- II. **Presentation:** Purposes and types of needs assessment
- III. **Practice:** Developing and interpreting needs assessment activities
- IV. **Application:** Planning needs assessment
- V. **Wrap-Up and Evaluation**

Needs Assessment for Adult ESL Learners

Kathleen Santopietro Weddel, Colorado Department of Education

Carol Van Duzer, National Center for ESL Literacy Education

May 1997

Assessment of literacy needs from the learner's perspective is an important part of an instructional program. Learners come to adult English as a second language (ESL) literacy programs for diverse reasons. Although they may say they just want to "learn English," they frequently have very specific learning goals and needs: for example, to be able to read to their children, to get a job, or to become a citizen. If their needs are not met, they are more likely to drop out than to voice their dissatisfaction (Grant & Shank, 1993). The needs assessment process can be used as the basis for developing curricula and classroom practice that are responsive to these needs.

Although learner needs assessment encompasses both what learners know and can do (learner proficiencies) and what they want to learn and be able to do, this digest focuses on ways to determine what learners want or believe they need to learn. Many of the activities described can also include or lead to assessment of proficiencies, and many of the sources cited include both types of assessment. (See Burt & Keenan, 1995, for a discussion of assessment of what learners know.)

What Is Needs Assessment?

The word "assess" comes from the Latin term "assidere," which means to "sit beside." Process-minded and participatory-oriented adult educators "sit beside" learners to learn about their proficiencies and backgrounds, educational goals, and expected outcomes, immersing themselves in the lives and views of their students (Auerbach, 1994).

A needs assessment for use with adult learners of English is a tool that examines, from the perspective of the learner, what kinds of English, native language, and literacy skills the learner already believes he or she has; the literacy contexts in which the learner lives and works; what the learner wants and needs to know to function in those contexts; what the learner expects to gain from the instructional program; and what might need to be done in the native language or with the aid of an interpreter. The needs assessment focuses and builds on learners' accomplishments and abilities rather than on deficits, allowing learners to articulate and display what they already know and can do (Auerbach, 1994; Holt, 1994).

Needs assessment is a continual process and takes place throughout the instructional program (Burnaby, 1989; Savage, 1993), thus influencing student placement, materials selection, curriculum design, and teaching approaches (Wrigley & Guth, 1992). As Burnaby (1989) noted, "The curriculum content and learning experiences to take place in class should be negotiated between learners, teacher, and coordinator at the beginning of the project and renegotiated regularly during the project" (p. 20). At the beginning of the program, needs assessment might be used to determine appropriate program types and course content; during the program, it assures that learner and program goals are being met and allows for necessary program changes; at the end of the program, it can be used for assessing progress and planning future directions for the learners and the program.

Why Is Needs Assessment Important?

A needs assessment serves a number of purposes:

- ▶ It aids administrators, teachers, and tutors with learner placement and in developing materials, curricula, skills assessments, teaching approaches, and teacher training.
- ▶ It assures a flexible, responsive curriculum rather than a fixed, linear curriculum determined ahead of time by instructors.
- ▶ It provides information to the instructor and learner about what the learner brings to the course (if done at the beginning), what has been accomplished (if done during the course), and what the learner wants and needs to know next.

Factors that contribute to learner attrition in adult literacy programs include inappropriate placement and instructional materials and approaches that are not relevant to learners' needs and lives (Brod, 1995). When learners know that educators understand and want to address their needs and interests, they are motivated to continue in a program and to learn.

Assessment Tools

Needs assessments with ESL learners, as well as with those in adult basic education programs, can take a variety of forms, including survey questionnaires on which learners check areas of interest or need, open-ended interviews, or informal observations of performance. In order for needs assessment to be effective, tools and activities should be appropriate for the particular learner or groups of learners. For example, reading texts in English might be translated into the learners' native languages, read aloud by the teacher or an aide (in English or the native language), or represented pictorially. Types of needs assessment tools and activities include:

Survey questionnaires. Many types of questionnaires have been designed to determine learners' literacy needs. Frequently they consist of a list of topics, skills, or language and literacy uses. The learners indicate what they already know or want to know by checking in the appropriate column or box, or they may be asked to use a scale to rank the importance of each item. For beginning learners who do not read English, pictures depicting different literacy contexts (such as using a telephone, buying groceries, driving a car, and using transportation) can be shown, and learners can mark the contexts that apply to them. For example, using transportation could be represented by pictures of a bus, a subway, and a taxi. The list of questionnaire items can be prepared ahead of time by the teacher or generated by the students themselves through class discussion.

Learner-compiled inventories of language and literacy use. A more open-ended way to get the same information that surveys offer is to have learners keep lists of ways they use language and literacy and to update them periodically (McGrail & Schwartz, 1993).

Learner interviews. Interviews with learners, either one-on-one or in small groups, in their native language or in English, can provide valuable information about what learners know, what their interests are, and the ways they use or hope to use literacy.

Review of reading materials. An instructor can spread out a range of reading materials on the table (e.g., newspapers, magazines, children’s books, comics, and greeting cards, and ask learners which they would like to read and whether they would like to work in class on any of them. A similar activity can be done with different types of writing.

Class discussions. Showing pictures of adults in various contexts, the teacher can ask, “What literacy skills does this person want to develop?” and have learners generate a list. The teacher then asks, “Why do you want to develop literacy skills?” Learners might be more willing to express their desires if they move from the impersonal to the personal in this way (Auerbach, 1994).

Personal or dialogue journals. Learners’ journals—where they write freely about their activities, experiences, and plans—can be a rich source of information about their literacy needs (Peyton, 1993).

Timelines. Learners can prepare their own personal timelines, in writing or pictorially, that indicate major events in their lives as well as future goals. Discussion can then focus on how progress towards those goals can be met through the class (Santopietro, 1991).

Needs Assessment in One Adult Esl Program

The Arlington Education and Employment Program (REEP) in Arlington, Virginia periodically conducts a program-wide needs assessment to determine the interests and goals of ESL learners in the community. The director and program coordinators collaborate with community agencies, schools, and employers to identify ways in which the REEP program can prepare learners for the economic, civic, and family opportunities available in the community. This information is then used for program planning purposes, such as developing courses, curricula, and materials, and preparing needs assessment tools. Learner interviews and a placement test assessing general language proficiency are used to place learners in an instructional level. Once they are in the classroom, learners participate in a continual needs assessment process to plan what they want to learn and how they want to learn it.

In-class needs assessment is most successful when learners understand its purpose and are comfortable with each other. Because of this, the first curriculum unit in every new class is called “Getting Started” (Arlington Education and Employment Program, 1994). It enables learners to get to know one another through the needs assessment process as they acknowledge shared concerns and begin to build a community in the classroom (Van Duzer, 1995). For several days, some class time may be spent discussing where they use English, what they do with it, what problems they have encountered, and why they feel they need to improve their language skills and knowledge. Through this process, both the learners and the teacher become aware of the goals and needs represented in the class. A variety of level-appropriate techniques, like those mentioned above, are used to come to a consensus on the class instructional plan and to develop individual learning plans. Learners select from both program-established curricular units and from their identified needs. The needs assessment process serves as both a learning and information-gathering process as learners use critical thinking, negotiation, and problem-solving skills to reach this plan.

Once the class instructional plan is selected, ways are discussed to meet individual learner needs apart from the whole class such as through small in-class focus groups, working with a volunteer, time in the program's computer learning lab, assistance obtaining self-study materials, or referral to other programs. The class plan is revisited each time a unit is completed to remind the learners where they have been and where they are going and to enable the teacher to make changes or adjustments to content or instruction as new needs are uncovered.

Conclusion

Needs assessment can take many forms and can be carried out at different times during the instructional process. Whatever the focus and format, the basic purpose is to determine what learners want and need to learn. When curriculum content, materials, and teaching approaches match learners' perceived and actual needs, learner motivation and success are enhanced.

References

- Arlington Education and Employment Program. (1994). *The REEP curriculum (3rd ed.)*. Arlington, VA: Arlington County Public Schools. (EDRS No. ED 397 695)
- Auerbach, E. (1994). *Making meaning, making change: Participatory curriculum development for adult ESL literacy*. Washington, DC and McHenry, IL: Center for Applied Linguistics and Delta Systems. (EDRS No. ED 356 688) (Available from Delta Systems at 1-800-323-8270.)
- Brod, S. (1995). *Recruiting and retaining language minority students in adult literacy programs*. ERIC Digest. Washington, DC: National Center for ESL Literacy Education. (EDRS No. ED 321 621)
- Burnaby, B. (1989). *Parameters for projects under the settlement language training program*. Toronto, Ontario: TESL Canada Federation. (EDRS No. ED 318 286)
- Burt, M., & Keenan, F. (1995). *Adult ESL learner assessment: Purposes and tools*. ERIC Digest. Washington, DC: National Center for ESL Literacy Education. (EDRS No. ED 386 962)
- Grant, S., & Shank, C. (1993). *Discovering and responding to learner needs: Module for ESL teacher training*. Arlington, VA: Arlington County Public Schools. (EDRS No. ED 367 196)
- Holt, D. (Ed.). (1994). *Assessing success in family literacy projects: Alternative approaches to assessment and evaluation*. Washington, DC and McHenry, IL: Center for Applied Linguistics and Delta Systems. (Available from Delta Systems at 1-800- 323-8270.)
- McGrail, L., & Schwartz, R. (1993). *Adventures in assessment: Learner-centered approaches to assessment and evaluation in adult literacy (Vol. 3)*. Boston, MA: System for Adult Basic Education (SABES).
- Peyton, J.K. (1993). *Dialogue journals: Interactive writing to develop language and literacy*. ERIC Digest. Washington, DC: National Center for ESL Literacy Education. (EDRS No. ED 354 789)

Santopietro, K. (1991). *Intake and placement guidelines*. Denver, CO: Colorado Department of Education, Office of Adult Education.

Savage, L. (1993). Literacy through a competency-based educational approach. In J.A. Crandall & J.K. Peyton (Eds.), *Approaches to adult ESL literacy instruction*. Washington, DC and McHenry, IL: Center for Applied Linguistics and Delta Systems. (Available from Delta Systems at 1-800-323-8270.)

Van Duzer, C. (1995). *Final report of the REEP alternative assessment project*. Arlington, VA: Arlington County Public Schools.

Wrigley, H., & Guth, G. (1992). *Bringing literacy to life: Issues and options in adult ESL literacy*. San Mateo, CA: Aguirre International. (EDRS No. ED 348 896)

This document was produced at the Center for Applied Linguistics (4646 40th Street, NW, Washington, DC 20016 202-362-0700) with funding from the U.S. Department of Education (ED), Office of Educational Research and Improvement, National Library of Education, under contract no. RR 93002010. The opinions expressed in this report do not necessarily reflect the positions or policies of ED. This document is in the public domain and may be reproduced without permission.

Assessing Learner Needs in the Adult ESL Classroom

Discussion Questions

1. What Is Needs Assessment?

What should a needs assessment tool examine?

When does needs assessment occur and what aspects of instruction does it influence?

2. Why Is Needs Assessment Important?

What purposes does it serve?

How can it contribute to learner motivation?

3. Assessment Tools

List the types of needs assessment tools and activities and briefly describe each.

4. Needs Assessment in One Adult ESL Program

What three types of needs assessment does this program do?

How is needs assessment used in the individual classroom?

Types of Needs Assessment

Type 1: Focus Groups

Description

A focus group discussion is conducted with small groups according to a protocol that focuses on specific topics, procedures, and questions. Focus group discussions make it possible to gather information from a large number of people in a short time.

Focus groups can help program planners get an idea of the needs of potential program participants. Program planners can systematically examine the participants' comments to identify trends or patterns that recur among different individuals or groups.

Discussion questions

1. How might this type of needs assessment be useful in your program?
2. When would you use this type of needs assessment?
3. How might you go about setting up this type of needs assessment for your program?

Sample focus group questions for a new family literacy program

For potential participants:

- ▶ Why do you want to study English?
- ▶ What do you need to read in English?
- ▶ Where do you need to speak English?
- ▶ Who do you need to speak English to?
- ▶ How often do you read with your child? (How often do you tell him/her a story; teach him/her letters, words, numbers; teach him/her songs or music; talk with him/her about family history, family culture, or ethnic heritage?)
- ▶ How often do you visit your child's school (to talk to your child's teacher or principal; to observe classroom activities; to attend a school event such as a play, art show, or party; to meet with a parent-teacher organization; to volunteer; for other reasons)?
- ▶ What are good times to offer English classes?

For school representatives:

- ▶ What languages do parents speak in your district?
- ▶ What challenges do you face communicating with the non-English-speaking parents in your district?
- ▶ What systems does the school/school district have in place to facilitate non-English-speaking parents' involvement in school activities?
- ▶ How might the school/school district be able to support a family literacy program (offer space, host events, involve the children's teachers, etc.)?

Types of Needs Assessment

Type 2: Questionnaires of Learners' Needs and Goals

Description

Questionnaires frequently consist of a list of topics, skills, or language and literacy uses. The learners indicate what they already know or what they want to know by checking the appropriate column or box, or they may use a scale to rank the importance of each item.

For beginning learners who do not read English, pictures depicting different literacy contexts can be shown, and learners can mark the contexts that apply to them. The list of questionnaire items may be prepared ahead of time by the teacher or generated by the students themselves through class discussion. Note: The sample questionnaires below are models; teachers need to adjust or develop forms for their own students. It is recommended that teachers create a folder of these forms to keep for future use.

Discussion Questions

1. How might this type of needs assessment be useful in your class?
2. When would you use this type of needs assessment?
3. What could you use as a guide in determining what questions to include in the questionnaire?

Sample Questionnaire 1

Figure 1. Questionnaire for Beginning-Level Learners

What do you want to study? Circle three topics.

<p style="text-align: center;">Community</p> <p>BANK FIRE STATION SCHOOL LIBRARY</p>	<p style="text-align: center;">Health</p> <p>HELP! HELP!</p> <p>HEADACHES & STOMACH ACHES</p> <p>PRESCRIPTIONS</p>
<p style="text-align: center;">Work</p> <p>COOK RECEPTIONIST</p>	<p style="text-align: center;">Housing</p> <p>APARTMENT TOWNHOUSE HOUSE</p>
<p style="text-align: center;">Money & Shopping</p>	<p style="text-align: center;">Transportation</p> <p>BY BUS ...</p> <p>BY AIRPLANE ...</p> <p>BY CAR ...</p>

Note: Adapted from National Center for Family Literacy & Center for Applied Linguistics. (2004). *Practitioner toolkit: Working with adult English language learners*. Louisville, KY & Washington, DC: Author.

Sample Questionnaire 2

Table 1. Questionnaire for Beginning/Intermediate-Level Learners

Name _____ Date _____

What do you already know how to read in English?

What do you want to learn to read? (Check ✓)

	Already know how to read	Want to learn how to read
Newspapers/magazines		
GED textbooks		
Job ads		
Job applications		
Signs at work		
Checks from work		
Housing ads		
Notes from school		
Children's books		
Income tax forms		
Bank statements		
Bus and train schedules		
Dictionaries		
Labels on food		
Labels in clothes		
Medicine labels		
Telephone/utility bills		
Other		
Other		

Sample Questionnaire 3

Table 2. Questionnaire for Intermediate-Level Learners: Family Activities

Purpose: To identify literacy practices in the home, record parent-child interactions, and provide a baseline for documenting changes over time.

Process: As part of either a whole-group or a small-group discussion, have learners discuss activities they currently do with their children. Give the learners the following prompt: “Parents and children can do many things together. They go to the park on Sunday, go fishing, cook, clean the house, go hiking, watch TV, work in the garden, or look at magazines. In many families, parents help their children with homework or check their assignments. What do you do with members of your family?” Record their responses on the lines below.

Luisa and her husband go to church together on Sundays.

Then they watch their son Marcos play soccer.

Note: From Holt, D. D., & Van Duzer, C. H. (Eds.). (2000). *Assessing success in family literacy and adult ESL* (p. 83). Washington, DC: Center for Applied Linguistics. Adapted with permission.

Sample Questionnaire 4

Table 3. Questionnaire for Intermediate/Advanced-Level Learners

Name _____ Date _____

1. Why do you need to learn more English? Please be specific. Give examples of situations that are difficult for you in English.

2. What specific areas of English would you like to improve before you leave this class?

3. When people speak English to you, how much do you understand? Check the amount.
 everything most some a little very little
4. When you watch TV, how much do you understand? Check the amount.
 everything most some a little very little
5. When you speak English, how much do other people understand?
 everything most some a little very little
6. Order the skills that you need from 1 to 6. Number 1 is the most important and number 6 is the least important to you at this time. Please use each number only one time.

<input type="checkbox"/> Reading	<input type="checkbox"/> Writing
<input type="checkbox"/> Listening	<input type="checkbox"/> Speaking
<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Pronunciation

Note: From Moss, D. (1994). *Alternative assessment: A fork in the road*. Presented at TESOL. Adapted with permission.

Sample Inventory 1

Table 4. Language Log for Beginning-Level Learners

Name _____ Date _____
Where did you speak English this week? _____ _____ _____
Who did you speak English to? _____ _____ _____
What did you read in English this week? _____ _____ _____
What did you need to study this week? _____ _____ _____
This week, _____ was difficult in class.
This week, _____ was easy in class.

Note: From Moss, D. (1994). *Alternative assessment: A fork in the road*. Presented at TESOL. Adapted with permission.

Sample Inventory 2

Table 5. Family Events Log for Beginning-Level Learners

Sample 2: Beginning-Level Family Events Log

Process: Ask the learners to record the activities they do with their children each week. Then have them discuss this record with a partner. At key points in the class cycle, meet with learners to compare their list with their planned activities. Then discuss the plan again and renegotiate, if appropriate.

Name _____	Week of _____

This week I...	

<i>helped my son with his math.</i>	

Note: From Holt, D. D., & Van Duzer, C. H. (Eds.). (2000). *Assessing success in family literacy and adult ESL* (p. 87). Washington, DC: Center for Applied Linguistics.

Sample Inventory 3

Table 6. Beginning-Level Language Use Inventory

Process: Give the forms on the next two pages to the students. Display this handout on an overhead transparency or PowerPoint slide. As a large group activity, go over the handout, offering suggestions and asking for examples from the students. Have students work on their handout individually, then have them form pairs and interview each other using the second form.

Write YOUR answers below.

	Who did you speak to?	What did you say?	Was it easy? Difficult?
At home?			
At work?			
At the store?			
Another place?			

Table 7. Beginning-Level Language Use Inventory (Part 2)

Now Write your PARTNER'S answers.

	Who did you speak to?	What did you say?	Was it easy? Difficult?
At home?			
At work?			
At the store?			
Another place?			

Note: From Moss, D. (1994). *Alternative assessment: A fork in the road*. Presented at TESOL. Adapted with permission.

Sample Inventory 4

Table 8. Can-Do List for Self-Assessment for Intermediate to Advanced Levels

Name _____ Date _____

Put a checkmark (✓) in the box that best describes you (one ✓ for each row).

Here's what I can do.	I can do this. No problem.	I do OK most of the time, except when things are complicated.	This is a little difficult for me, but I can do it with some help from others.	This is very difficult for me. I can only do it with a lot of help from others.	I can't do this. No way. It's much too difficult.
Talk about my country and my city with a friend or neighbor					
Ask for directions on the street or ask where something is in a store					
Ask someone to speak more slowly or to say things in a different way					
Fill out a form (name, birth date, address, phone)					
Explain about myself and my work in a job interview					
Understand the notes that my child's teacher sends from school					
Figure out my phone bill or electricity bill					
Explain to the doctor in detail what's wrong with me					
Pick a story in the newspaper and read it					
Understand the news on TV					

Note: Adapted from Holt, D. D., & Van Duzer, C. H. (Eds.). (2000). *Assessing Success in family literacy and adult ESL* (p. 95). McHenry, IL & Washington, DC: Delta Systems & Center for Applied Linguistics.

Types of Needs Assessment

Type 4: Timelines

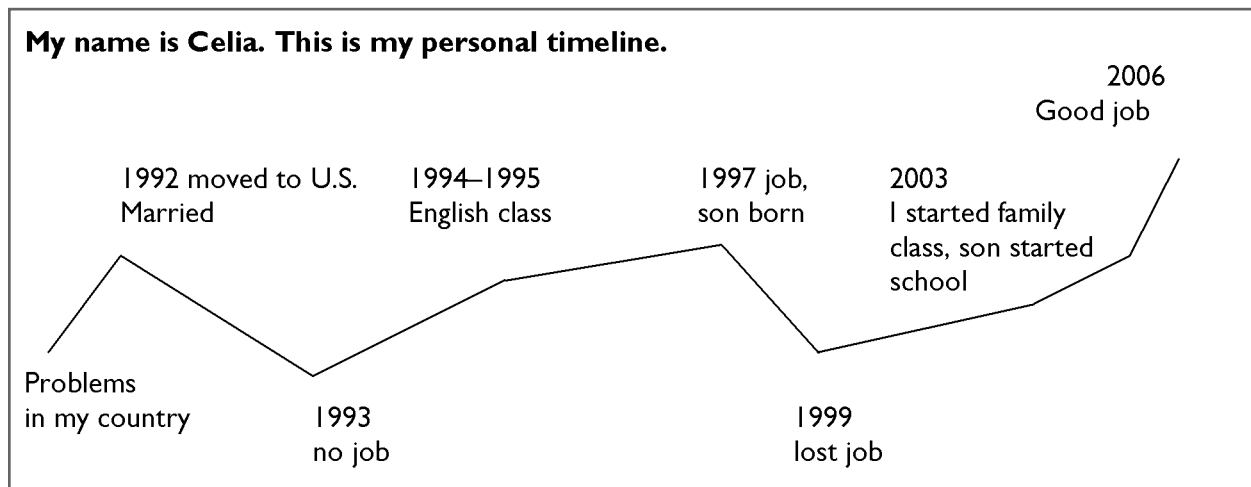
Description

With this kind of assessment, learners make written or pictorial timelines indicating major events in their lives (past and present). They also indicate future goals. Timelines help the teacher become more aware of learners' backgrounds. Class discussion should focus on the learners' goals and how the class can help them attain their goals.

Discussion Questions

1. How might this type of needs assessment be useful in your class?
2. When would you use this type of needs assessment?
3. Why is it important to know about students' past experiences?

Figure 2. Sample Timeline



From Lynda Terrill, adult ESL teacher (Arlington Education Employment Program, Arlington, VA), 2004. Used with permission.

Types of Needs Assessment

Type 5: Brainstorming

Description

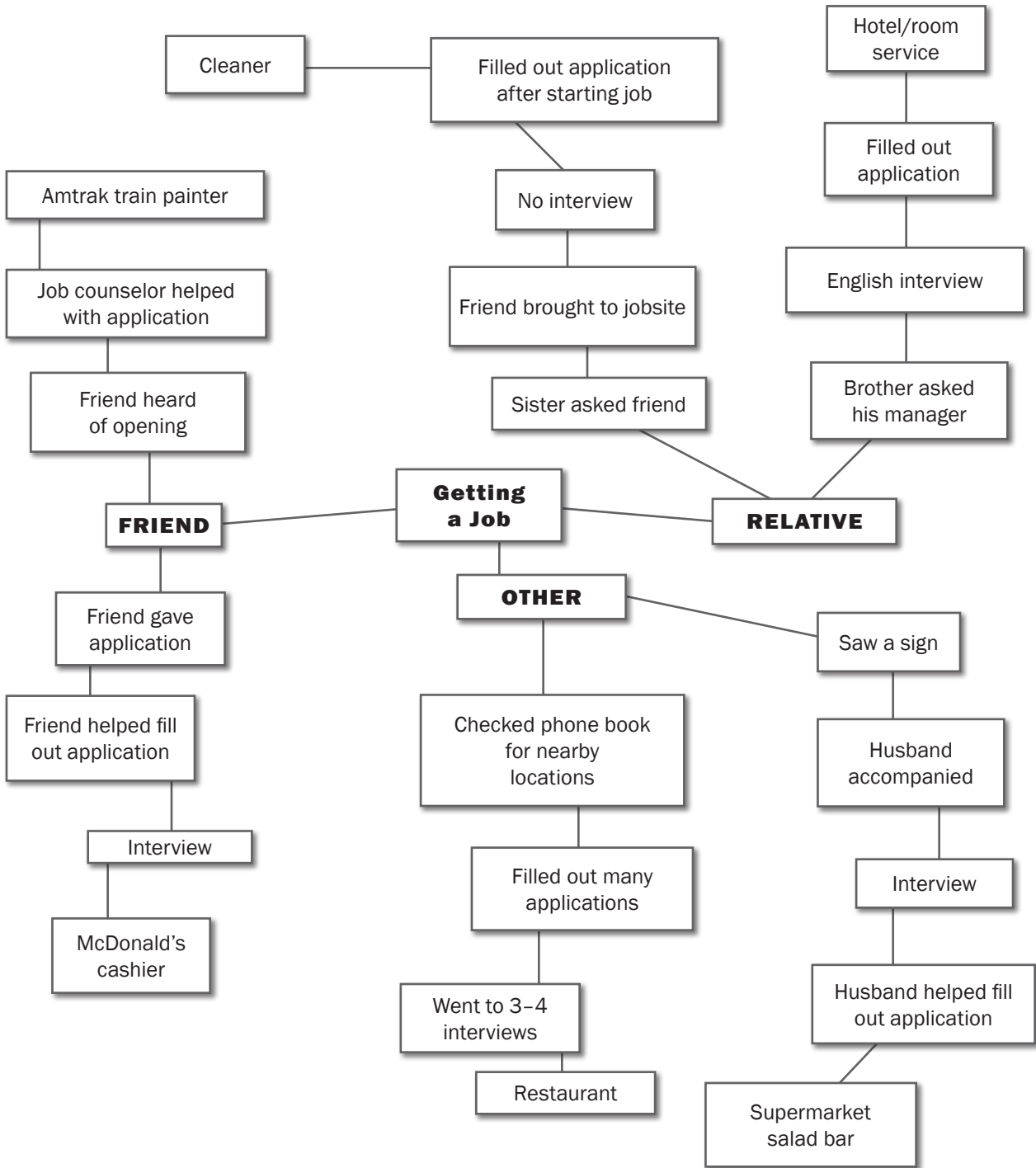
Through brainstorming, learners generate an inventory of topics, needs, or language use. Small or whole groups may create a **learner-generated list** of how they use skills (e.g., Where do you speak/write English?). The list may be used to create a questionnaire that individuals complete.

Another brainstorming method is **mind mapping**. Beginning with a topical question at the center of a diagram, the class brainstorms answers. Responses and more-detailed examples are added to the diagram and drawn as branches from the center. A count is taken of how many learners agree with each need identified in the diagram. Figure 3 on the following page is a sample only of what a completed mind-mapping exercise might look like.

Discussion Questions

1. How might this type of needs assessment be useful in your class?
2. When would you use this type of needs assessment?
3. How would you use information gathered from this needs assessment to determine next steps?

Figure 3. Sample Mind Mapping 1: Getting a Job



Note: From Grant, S., & Shank, C. (1992). *Discovering and responding to learner needs: Module for ESL teacher training*. Arlington, VA: Arlington Education Employment Program. Adapted with permission.

Figure 4. Sample Mind Mapping 2: Writing

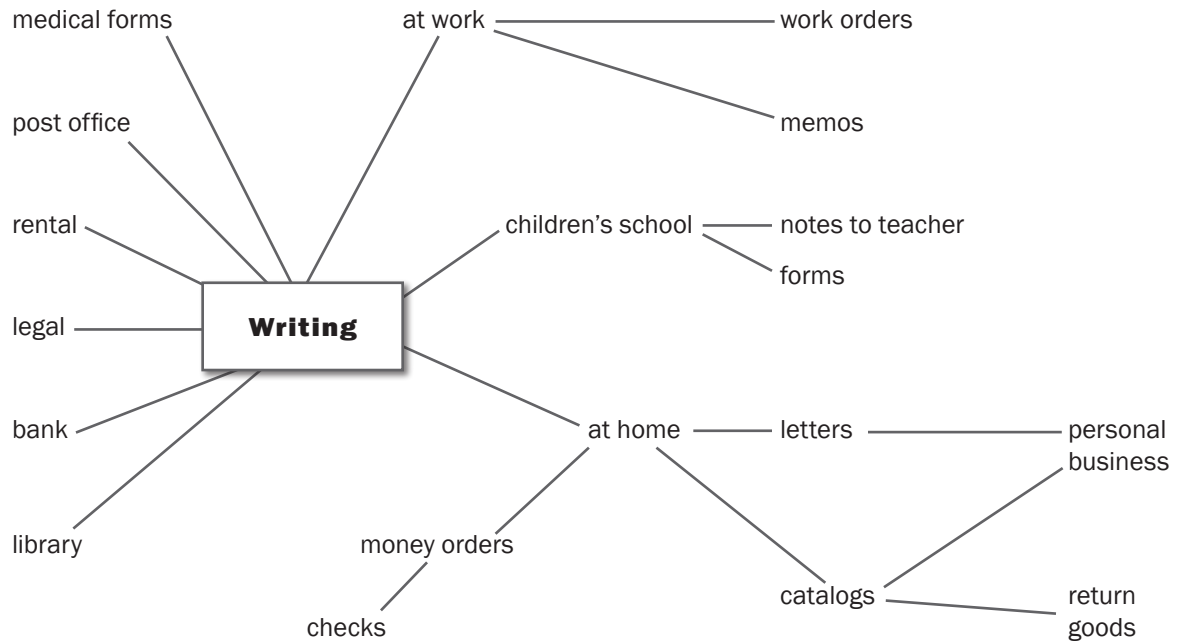
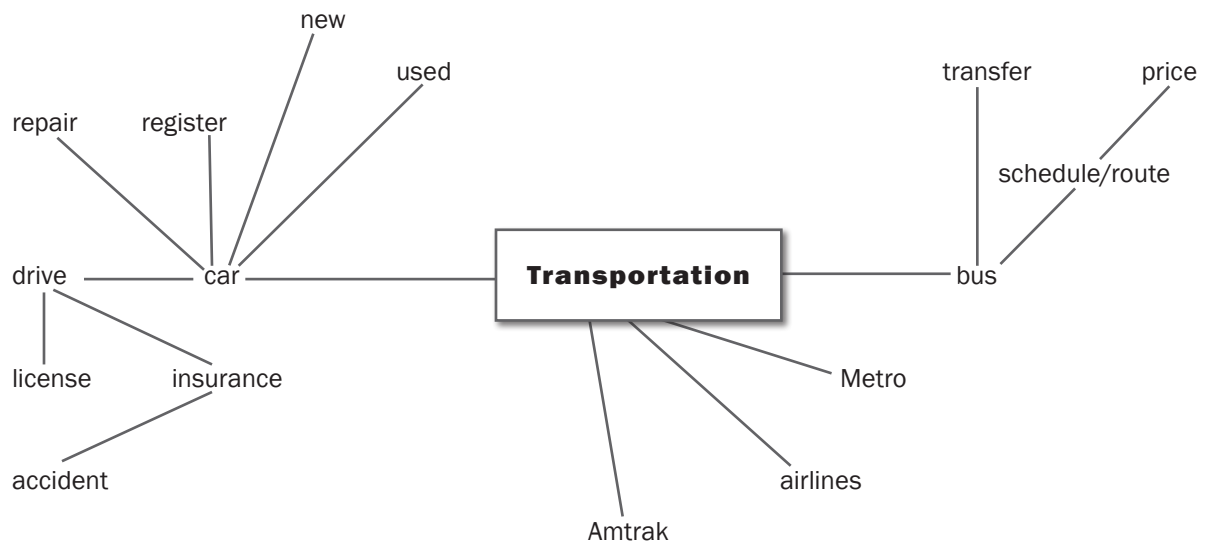


Figure 5. Sample Mind Mapping 3: Transportation



Note: From Grant S., & Shank, C. (1992). *Discovering and responding to learner needs: Module for ESL teacher training*. Arlington, VA: Arlington Education Employment Program. Adapted with permission.

Table 9. Needs Assessment Tools Chart

Tool	Description	Purpose	Analysis
Initial Assessment: Planning a Program or Curriculum			
Surveys	Surveys may consist of a written questionnaire or checklist that is completed by prospective program participants or administered orally by bilingual staff members in English or prospective participants' native language.	Survey results help create a general picture of the needs of adults who may be interested in the program.	Program planners can systematically examine respondents' answers to identify needs that should be targeted.
Focus groups	A focus group discussion is conducted with small groups according to a protocol that focuses on specific topics, procedures, and questions.	Focus group discussions help staff members gather information from a large number of people in a short time. Focus groups can help program planners understand the needs of potential program participants.	Program planners can systematically examine the participants' comments to identify trends or patterns that recur among different individuals or groups.
Interviews	Program staff can conduct individual interviews of existing service providers to obtain detailed information about setting up a program.	Interviews help determine what services already exist for learners and the relative effectiveness of those services.	Program planners can use interviews as an additional source of information about learners' needs and to understand the level of assistance available to meet those needs.
Document and literature reviews	Data can be gathered from school district records, including test scores, grades, and attendance records of participants' children; welfare department statistics on the socioeconomic status of participants; and journals, newsletters, books, and state and national reports that include information about the literacy-related needs of participants.	Document and literature reviews can provide useful information about the specific needs of targeted participants.	Program planners can examine the data to identify trends or patterns that recur among different individuals or groups.

Table 9. Needs Assessment Tools Chart (continued)

Tool	Description	Purpose	Analysis
Classroom Needs Assessment			
Information grid	<p>Learners interview each other to complete the grid.</p> <p>Topics and headings for grids are generated by the teacher and/or the learners.</p>	<p>Grids provide initial, pretopic, midcourse, and final information about the learners and their experiences, needs, and preferences.</p> <p>Grids can be adapted for various levels by controlling language or using pictures for literacy-level learners.</p>	<p>Results can be tabulated orally or on a master grid on an overhead or blackboard.</p> <p>If appropriate to the grid, the group prioritizes skills and topics to be covered.</p>
Topic selection	<p>Learners are given a list or a collection of visuals indicating skills, topics, or subtopics, either specified by a curriculum or developed by brainstorming.</p>	<p>Topic selection provides initial, midcourse, or pretopic information about learners' highest priority needs with regard to competencies, skills, and topics.</p>	<p>Teacher and class become aware of high-priority needs. Together they negotiate the selection and ordering of the course content.</p>
1. Priority cards	<p>1. Individuals or small groups create cards, each containing one skill or topic. The cards are placed in order of importance.</p>		<p>1. Individuals or small groups report their top priorities and the class reaches a consensus.</p>
2. Vote with your feet	<p>2. Names or pictures of skills or topics are posted around the classroom, and individuals move to stand near the most important choice. Several rounds of voting may occur.</p>		<p>2. At each round of voting, teacher counts learners who chose a particular skill or topic. A class consensus is reached.</p>

Table 9. Needs Assessment Tools Chart (Continued)

Tool	Description	Purpose	Analysis
<p>Brainstorming</p> <p>1. Learner-generated list</p>	<p>1. Small or whole groups generate lists of how they use skills (e.g., Where do you speak/write English?).</p>	<p>1. Learner lists provide initial and ongoing information about how learners use basic skills.</p>	<p>1. The list may be used to create a questionnaire that individuals complete. The questionnaires can be tallied orally as a group. Identified needs can be prioritized.</p>
<p>2. Mind mapping</p>	<p>2. Beginning with a topical question at the center of a diagram, class brainstorm answers. Responses and more-detailed examples are added to the diagram and drawn as branches from the center.</p>	<p>2. Mind mapping provides initial and pretopic information about how learners use basic skills and life skills in a variety of settings and how they would like to be able to use skills.</p>	<p>2. A count is taken of how many learners agree with each identified need. Identified needs can be prioritized as a group.</p>
<p>Questionnaires of learners' needs and goals</p>	<p>Questionnaires frequently consist of a list of topics, skills, or language and literacy uses. The learners indicate what they already know or what they want to know by checking the appropriate column or box, or they may be asked to use a scale to rank the importance of each item.</p> <p>For beginning learners who do not read English, pictures depicting different literacy contexts can be shown, and learners can mark the contexts that apply to them.</p> <p>The list of questionnaire items may be prepared ahead of time by the teacher or generated by the students themselves through class discussion.</p>	<p>Questionnaires provide initial, pretopic information about how learners use language and would like to be able to use language.</p>	<p>Results can be tabulated orally or by small groups.</p> <p>Based on results, the group prioritizes skills and topics to be covered.</p>

Table 9. Needs Assessment Tools Chart (Continued)

Tool	Description	Purpose	Analysis
Timelines	Learners make written or pictorial timelines that indicate major events in their lives (past and present). They also indicate future goals.	Timelines provide initial information about learners' lives and their goals for the future. As a final evaluation, learners indicate progress toward their goals.	Information can be used to tailor the class toward helping learners achieve their goals. Teacher becomes more aware of learners' backgrounds. Class discussion should focus on the learners' goals and how the class can help them attain their goals.
Dialogue journals	Teachers and learners correspond on a regular basis via a written journal. Teacher can ask learners to respond to specific questions in their journals (e.g., What would you like to learn in this class? What did you like best about class this week? What do you still need to learn?). The activity can be adapted to varying levels by controlling the language of the questions and of the responses expected.	Dialogue journals provide initial, ongoing, and final information about learners' learning needs and preferences.	Teachers can respond to individual learners about their needs, goals, and preferences and adapt the course as appropriate.
Inventories of language and literacy use	Checklists may be used, as well as open-ended questions requiring learners to keep lists of ways they use language and literacy and update them periodically.	Inventories provide initial, ongoing, and final information about learners' needs and progress.	Teachers can use the information from the inventories to tailor their classes to the needs of their students.

Note: From Grant, S., & Shank, C. (1992). *Discovering and responding to learner needs. Module for ESL teacher training.* Arlington, VA: Arlington Education Employment Program. Adapted with permission.
Also from Holt, D. D., & Van Duzer, C. H. (Eds.). (2000). *Assessing success in family literacy and adult ESL.* Washington, DC: Center for Applied Linguistics.

Sample Intermediate Curriculum

Basic Language:

- ▶ Clarify by spelling or writing.
- ▶ Repeat instructions for verification.
- ▶ Ask about the meaning or pronunciation of a word.
- ▶ Ask and respond to “how” and “why” questions.

Community Services:

- ▶ Report an emergency outside of home.
- ▶ Answer questions about a child and fill out a simple school enrollment form.
- ▶ Read and respond appropriately to simple written communication from school.
- ▶ Respond appropriately to recorded messages and instructions from school.
- ▶ Ask about correct postage for mailing.
- ▶ Fill out a change-of-address form.
- ▶ Locate telephone numbers in a telephone book or yellow pages.

Consumer Economics:

- ▶ Write a check.
- ▶ Fill out a deposit/withdrawal slip.
- ▶ Use coin-operated machines and report problems in using them.
- ▶ Read unit price labels to compare products for value.
- ▶ State reasons for returning an item to a store.
- ▶ Respond to a cashier’s questions concerning means of payment.
- ▶ Interpret clothing-care labels.

Employment:

- ▶ Ask and answer questions at a job interview (qualifications, experience, preferences, long-term goals, benefits, etc.).
- ▶ Fill out a standard job application.
- ▶ Read want ads and identify skills needed for a job.
- ▶ Modify a task based on changes in instructions.
- ▶ Respond to a supervisor's comments about quality of work (including mistakes, speed, incomplete work).
- ▶ Initiate and respond to social language from co-workers.
- ▶ Report specific problems encountered in completing a work task.
- ▶ Read warnings, storage directions, and emergency instructions.
- ▶ Write a note to explain an absence from work.

Health:

- ▶ Identify common symptoms, illnesses, and health problems.
- ▶ Change or cancel a doctor's appointment.
- ▶ Make or change a doctor's appointment by telephone.
- ▶ Follow oral instructions during a medical exam or about treatment.
- ▶ Fill out a simple insurance form (with assistance).

Housing:

- ▶ Question errors on bills.
- ▶ Ask for information about location, rooms, rent, deposit, utilities.

Transportation and Directions:

- ▶ Identify major streets and landmarks on a map.
- ▶ Use a map to find a place.
- ▶ Give and follow simple oral or written directions to a place.

Note: From Grognet, A. G. (1997). *Performance-based curricula and outcomes: The mainstream English language training project*. Denver: Spring Institute for International Studies. Adapted with permission.

Syllabus: Intermediate ESL

(10-week session, class meets two nights a week)

Weeks 1 and 2 **Employment**

- ▶ Read want ads and identify skills needed for a job.
- ▶ Ask and answer questions at a job interview (qualifications, experience, preferences, long-term goals, benefits, etc.).
- ▶ Fill out a standard job application.
- ▶ Respond to a supervisor's comments about quality of work (including mistakes, speed, incomplete work).
- ▶ Modify tasks based on changes in instructions.
- ▶ Report specific problems encountered in completing a work task.
- ▶ Write a note to explain absence from work.

Weeks 3 and 4 **Banking**

- ▶ Write a check.
- ▶ Fill out a deposit/withdrawal slip.

Housing

- ▶ Ask for information about location, rooms, rent, deposit, utilities.

Weeks 5 and 6 **Health and Emergencies**

- ▶ Identify common symptoms, illnesses, and health problems.
- ▶ Follow oral instructions during a medical exam or about treatment.
- ▶ Fill out a simple insurance form (with assistance).
- ▶ Report an emergency outside of the home.

Weeks 7 and 8

School

- ▶ Answer questions about a child and fill out a simple school enrollment form.
- ▶ Read and respond appropriately to simple written communication from school.
- ▶ Respond appropriately to recorded messages and instructions from school.

Weeks 9 and 10

Directions

- ▶ Give and follow simple oral or written directions to a place.

Community Services

- ▶ Ask about correct postage for mailing.
- ▶ Fill out a change-of-address form.
- ▶ Locate telephone numbers in a telephone book or the yellow pages.

Selecting Needs Assessment Tools: Scenarios

Directions: Select an appropriate tool from the Needs Assessment Tools Chart, or suggest a tool not listed on the chart. Discuss why you chose that particular tool, how you would set up the activity, and what you would hope to learn from the activity.

Example: It is the first week of a beginning-level class in a General Life Skills English program. Your students have some oral proficiency but very limited literacy skills. You would like to elicit information about their lives and their goals for the future.

Scenario 1: You teach an intermediate class that has a set competency-based curriculum to follow. At midcourse, you realize that you will not be able to complete all of the competencies. You want the students to prioritize the remaining topics.

Scenario 2: It is the first week of a beginning-level class in a General Life Skills English program. Your students have some oral proficiency but very limited literacy skills. You would like to elicit information about places they want to be able to use English.

Scenario 3: You teach a beginning-level class in a General Life Skills English program. You are just about to start a unit on health. You would like to elicit information about students' health-care habits (e.g., eating habits, health insurance).

Scenario 4: You teach an intermediate-level Workplace Literacy class. The learners have expressed an interest in working on writing. You would like to know what specific tasks require writing in their jobs.

Scenario 5: You are part of a team that is developing a curriculum for a new family literacy program. You want to collect information from potential program participants about their need for family literacy classes. The family literacy classes will serve parents of students at three local elementary schools.

Note: From Grant, S., & Shank, C. (1992). *Discovering and responding to learner needs: Module for ESL teacher training*. Arlington, VA: Arlington Education Employment Program. Adapted with permission.

Analyzing Needs Assessment Results

Figure 6. Example (Mind Mapping)

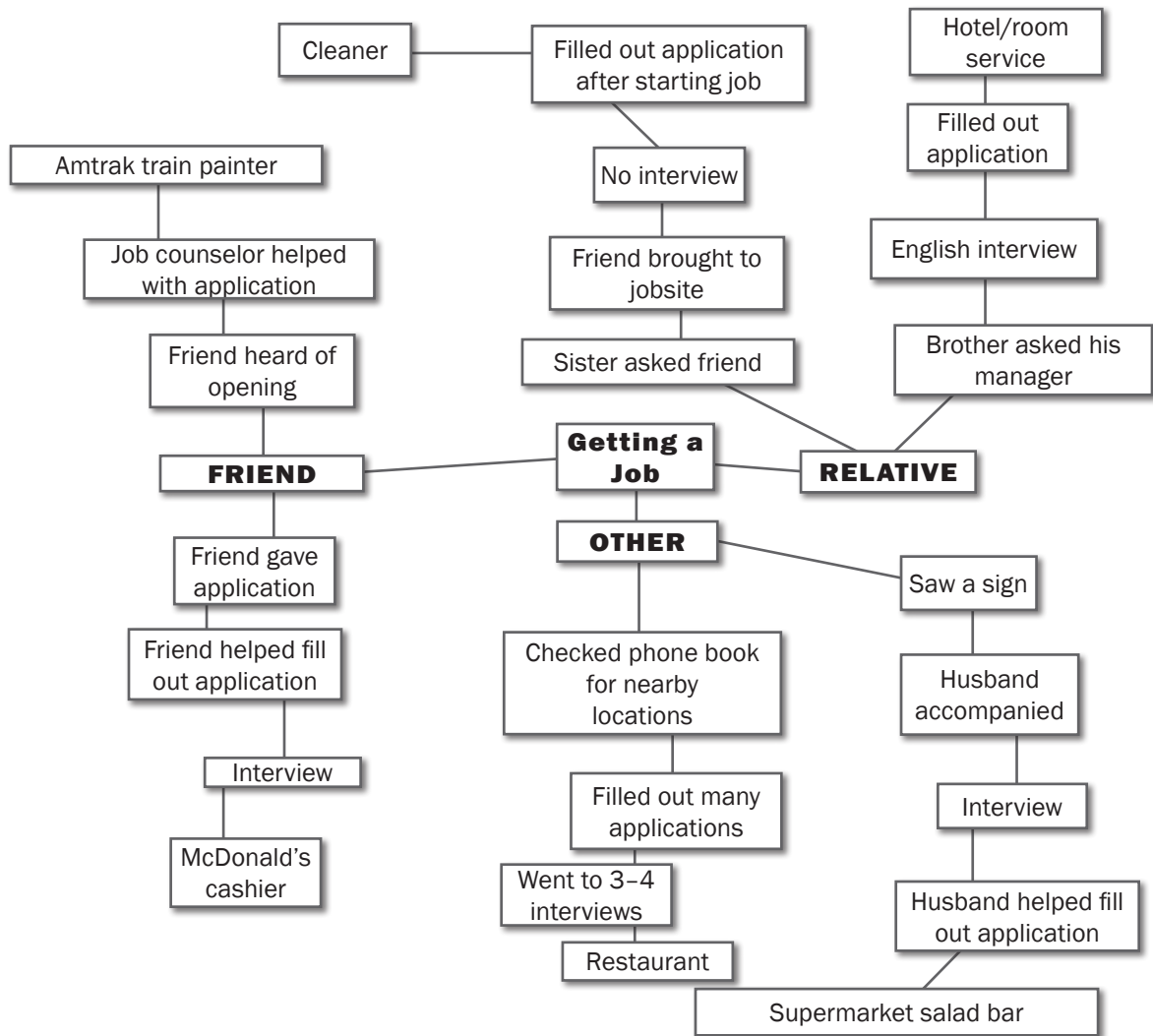


Table 11. Analyzing Results

Information to be tallied/analyzed	Results	Instructional needs
1. How many learners used newspaper ads to find out about the jobs?	0 out of 6	Need to work on reading job announcements
2. How many learners filled out a job application?		
3. How many learners had an interview?		
4. How many learners got their jobs unassisted by a friend, relative, or counselor?		

Note: From Grant, S., & Shank, C. (1992). *Discovering and responding to learner needs: Module for ESL teacher training*. Arlington, VA: Arlington Education Employment Program. Adapted with permission.

Analyzing Needs Assessment Results

Table 13. Questionnaire for Intermediate/Advanced-Level Class with 10 Students

1. Why do you need to learn more English? Please be specific. Give examples of situations that are difficult for you in English.

To get a better job (6)	To help my children with school (3)
To talk to Americans (2)	To get my GED (4)

2. What specific areas of English would you like to improve before you leave this class?

Reading (5)	Speaking (7)	Writing (6)
Listening (4)	Spelling (4)	

3. When people speak English to you, how much do you understand? Check the amount.

 everything 2 most 7 some 1 a little very little

4. When you watch TV, how much do you understand? Check the amount.

 everything 1 most 7 some 2 a little very little

5. When you speak English, how much do other people understand?

 1 everything 3 most 5 some 1 a little very little

6. Order the skills that you need from 1 to 6. Number 1 is the most important and number 6 is the least important to you at this time. Please use each number only one time.

 Reading (1: 1 student, 2: 1 student, 3: 3 students, 4: 2 students, 5: 2 students, 6: 1 student)

 Writing (1: 2 students, 2: 2 students, 3: 2 students, 4: 3 students, 5: 1 student, 6: none)

 Listening (1: 2 students, 2: 1 student, 3: 1 student, 4: 2 students, 5: 2 students, 6: 2 students)

 Speaking (1: 2 students, 2: 3 students, 3: 2 students, 4: 1 student, 5: 1 student, 6: 1 student)

 Vocabulary (1: none, 2: none, 3: 1 student, 4: 2 students, 5: 2 students, 6: 5 students)

 Pronunciation (1: 2 students, 2: 3 students, 3: 1 student, 4: none, 5: 3 students, 6: 1 student)

Note: From Moss, D. (1994). *Alternative assessment: A fork in the road*. Presented at TESOL Adapted with permission.

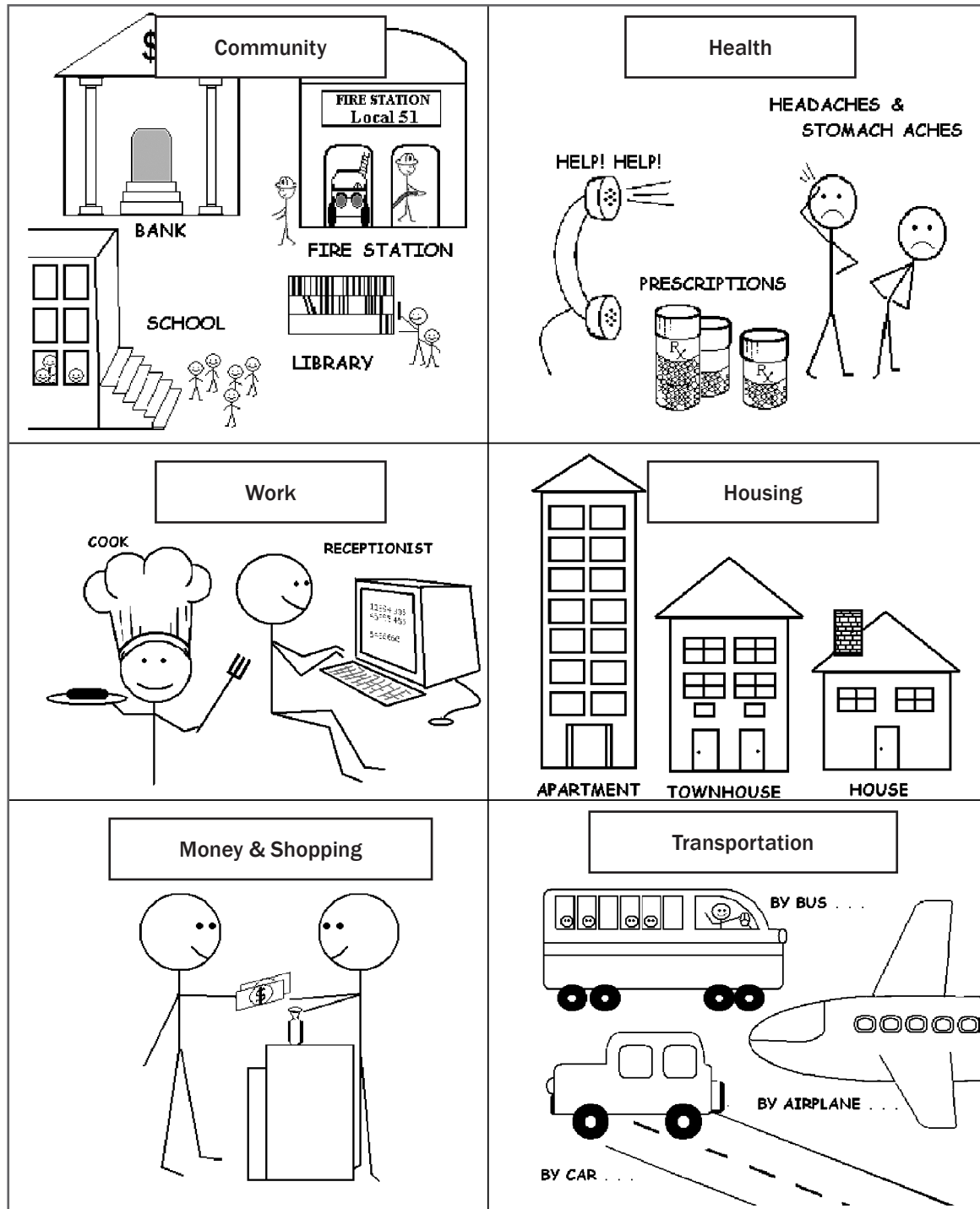
Table 14. Analyzing Results

Information to be tallied/ analyzed	Results	Instructional needs
1. What are the main reasons students in this class are taking English?		
2. How many students understand everything or most of what they hear in person? On TV?		
3. How many students say that people understand everything or most of what they say in English?		
4. Which skill do students rank as being most important to them?		

Analyzing Needs Assessment Results

Figure 7. Questionnaire for Beginning Level-Class with 15 Students

What do you want to study? Circle three topics.



Note: Adapted from National Center for Family Literacy & Center for Applied Linguistics. (2004). *Practitioner toolkit: Working with adult English language learners*. Louisville, KY & Washington, DC: Author.

Table 15. Analyzing Results

Information to be tallied/ analyzed	Results	Instructional needs
1. Which topic was circled by the most students?		
2. What other topics should be prioritized in this class?		
3. Which topic was circled by the fewest students?		

Analyzing Needs Assessment Results

Table 16. Questionnaire for Beginning/Intermediate Class with 20 Students

What do you already know how to read in English?

What do you want to learn to read? (Check ✓)

	Already know how to read	Want to learn how to read
Newspapers/magazines	5	15
GED textbooks	1	10
Job ads	2	18
Job applications	4	16
Signs at work	10	5
Checks from work	9	9
Housing ads	5	13
Notes from school	5	10
Children's books	1	14
Income tax forms	3	17
Bank statements	12	8
Bus and train schedules	15	5
Dictionaries	3	12
Labels on food	15	1
Labels in clothes	20	0
Medicine labels	3	16
Telephone/utility bills	16	4
Other		

Table 17. Analyzing Results

Information to be tallied/ analyzed	Results	Instructional needs
1. Which topics are the most students interested in learning more about?		
2. Which topics are students already familiar with or uninterested in?		

Analyzing Needs Assessment Results

Table 18. Language Use Inventory for Beginning-Level Class with Six Students

Write YOUR answers below.

	Who did you speak to?	What did you say?	Was it easy? Difficult?
At home?	Husband, daughter, son, wife, cousin, aunt		Easy
At work?	Boss – 3 Co-workers – 3 Customers – 2	About work Work Take orders – 1, Help find things – 1	Easy: 2, Difficult: 1 Easy Difficult Difficult
At the store?	Cashier	To buy something	Easy
Another place?	Bank – 1 Son's school – 1 Post office – 1	Cash a check Son is sick Send a package	Difficult Difficult Easy

Table 19. Analyzing Needs Assessment Results

(Language Use Inventory for Beginning-Level Class with Six Students)

Now write your PARTNER'S answers.

	Who did you speak to?	What did you say?	Was it easy? Difficult?
At home?			
At work?			
At the store?			
Another place?			

Note: From Moss, D. (1994). *Alternative assessment: A fork in the road*. Presented at TESOL Adapted with permission.

Table 20. Analyzing Results

Information to be tallied/ analyzed	Results	Instructional needs
1. What kinds of people are students speaking to in English?		
2. Who do students find it easy to talk to? Difficult?		
3. What topics are students talking about in English?		
4. What topics are easy for them to talk about? Difficult?		

Analyzing Needs Assessment Results

Figure 8. Mind Mapping

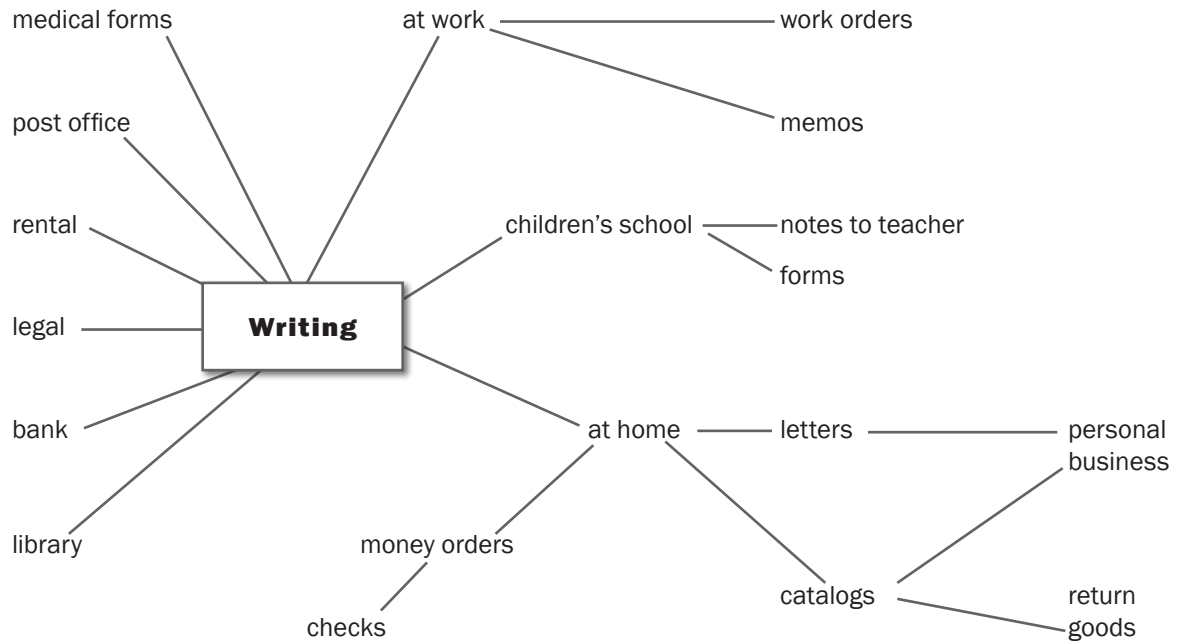


Table 21. Analyzing Results

Information to be tallied/ analyzed	Results	Instructional needs
1. Where do students need to write in English?		
2. What type of writing do students need to do?		

Note: From Grant, S., & Shank, C. (1992). *Discovering and responding to learner needs: Module for ESL teacher training*. Arlington, VA: Arlington Education Employment Program. Adapted with permission.

Needs Assessment Planning Sheet

Level of class: _____

Curriculum in use: _____

Length of session: _____

Purpose of needs assessment: _____

Type of needs assessment: _____

How will you incorporate the needs assessment activity into your class?

How will you analyze the results of your needs assessment activity?

What will you do with the results?

Assessing Learner Needs in the Adult ESL Classroom

Workshop Evaluation

Expectations About Contents of the Workshop

What did you hope to gain from this course or workshop? (please ✓ all that apply)

- Basic introduction or exposure to subject
- In-depth theory or study of subject
- Strategies and ideas about how to implement subject
- Information to take back and share at program
- More general information about subject
- Other _____

Did the workshop fulfill your expectations and needs? (please circle one)

Not at all Barely Sufficiently A great deal Completely

Please explain why you circled the above.

Quality of the Workshop

Area	Quality (please ✓ one)				Comments/Suggestions for Improvement
Trainer style	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
Presentation and progress (balance between trainer and participant involvement, kinds of activities, etc.)	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
Materials (handouts, etc.)	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
Organization of workshops (arrangement of content, flow of activities, etc.)	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	

Follow-Up Activity

As a result of these workshops, what do you hope to try in your classroom or program?

Other Comments

Notes