

Principles of Alternative Assessment Practices

- They are program based, reflecting the program's underlying philosophy of instruction.
- They are learner centered, reflecting the strengths and goals of individual learners.
- They are done *with* the learner, not *to* the learner, so that learners are actively involved in setting goals, discussing interests, deciding what to evaluate, and reflecting on their accomplishments.
- They focus on learning processes as well as outcomes, allowing learners to reflect on their progress and make changes in how they are using their time and resources.
- In addition to the linguistic dimension of language and literacy development (for example, vocabulary and grammar), these assessments focus on the metacognitive (for example, developing learning strategies), and affective (for example, increased confidence) dimensions.
- They involve a variety of procedures, not just a single process or tool. (pp. 15-16)

Van Duzer, C. H., & Berdan, R. (2000). Perspectives on assessment in adult ESOL instruction. In J. Comings, B. Garner, & C. Smith (Eds.), *Annual review of adult learning and literacy: Vol. 1* (pp. 200-242). San Francisco: Jossey-Bass.