**Resources for Adult Learners in Multi-level Classrooms**

1. **Adult Learners in Multi-Level Classes: What we Know**

Multilevel classes have learners on a continuum of skills in reading, writing, and math. These learners have multiple interests, varying levels of knowledge about the world, and numerous roles in life.

Not only in ABE classes but especially in multilevel adult English as a second language (ESL) classes, teachers are challenged to use a variety of materials, activities, and techniques to engage the interest of the learners, involve them in their own learning, and assist them in meeting their educational goals.

Although there are valuable standard ways to differentiate instruction, “gaining access to ***Internet-based resources***, [enables] students to find answers to their questions, expand learning beyond the boundary of the classroom, use reading, writing, and math skills in real-world settings, [and gain critical experience with current technology]. As we learn skills in context, dissolve the boundaries of the classroom walls, and use the technology, the multilevel class ceases to be an issue - it just disappears.”

Adapted from <http://www.cal.org/caela/esl_resources/digests/shank.html> and [http://www.ncsall.net/index.php@id=440.html](http://www.ncsall.net/index.php%40id%3D440.html)

1. **Curriculum Design for the Multi-level Classroom: Accessibility for All Learners**

***Universal design for learning*** (UDL) concepts can be applied to reduce barriers to learning and to move beyond a "one size fits all" approach. Through the use of UDL, curricula can and should be designed from the ground up to be accessible and expressible to all students. The intelligences involved with reading and writing should not be only ones singled out for distinction. Teachers can draw from multiple intelligences (MI) theory and classroom approaches to increase the likelihood of reaching more students. UDL principles call for **varied and flexible ways** to present or access information, concepts, and ideas (the “what” of learning), plan and execute learning tasks (the “how” of learning), and get engaged—and stay engaged—in learning (the “why” of learning).

Adapted from <http://sabes.org/boston/akira/udl/udlhandout_ledit.html> and <https://teal.ed.gov/tealguide/udl>

1. **Assessment for Multi-level Learners**

***“Assessment has more to do with helping students grow than with cataloging their mistakes.”***

--- Carol Ann Tomlinson

Assessment recognizes that adults come to literacy instruction

with a wide variety of experiences and an extensive knowledge base

and that what they learn will be applied to specific situations.

* Adults should be involved in the assessment process through, for example, self-assessment and the sharing of assessment results.
* Giving adults feedback promotes learning.
* Assessment should take into account, and use, adults' involvement in work, family, and community.
* Adults' prior experienced-based learning gives them the knowledge to participate in the design of assessment programs and to be actively involved in their own assessment (through the use of procedures such as portfolio assessment). [http://www.ncsall.net/index.html@id=574.html](http://www.ncsall.net/index.html%40id%3D574.html)

Assessment must be an ***ongoing continuum***. which includes a variety of ***tools and processes*.**

* **Pre-assessment** (Finding Out)
* **Formative Assessment** (Keeping Track & Checking -up)
* **Summative Assessment** (Making sure)

Adapted from <http://eff.cls.utk.edu/toolkit/support_ongoing_assessment.htm>

**Using Electronic Technology in Adult Literacy Education, David J. Rosen** [http://www.ncsall.net/?id=519](http://www.ncsall.net/index.html%40id%3D519.html)

Students in adult literacy education, including basic and secondary education and English for speakers of other languages (ESOL), are increasingly using computers to write, find information, publish their writings, communicate by e-mail, learn basic skills, and for other purposes. This article offers a comprehensive overview of the importance of using technology as well as links to technology sites appropriate for adults.

Excellent examples of **resources from this article**:

* **California Distance Learning Project** [<http://www.cdlponline.org/>] This site offers adult reading selections at two levels followed by activities including ***open response questions***. Video clips are included with many.
* LitLink: [<http://www.pbs.org/learn/literacy/>] This site requires registration, but it gives learners access to a wealth of independent GED practice options.
* **Marshall Adult Education** offers an excellent selection of independent readings for adults. Levels range from 0.5 to 8.0. All have an audio component and excellent questions for the student.

<http://www.marshalladulteducation.org/>

On the Marshall site, you will find links to a wealth of resources for independent activities including <http://www.manythings.org/>.

Don’t miss the ***amazing*** link <http://resources.marshalladulteducation.org/technology.htm> where you will find more than you can imagine!!

**Use Technology Effectively** <https://teal.ed.gov/tealGuide/technology>

This link provides ideas on how teachers can use the technology they and their students already have more effectively. Ideas range from resources on cellphones to digital storytelling resources in the Internet.

Excellent examples of resources from this site:

* [www.creativenarrations.net/](http://www.creativenarrations.net) (digital storytelling
* (<http://trackstar.4teachers.org/trackstar/index.jsp>) (a site where teachers can post supplemental or individualized lessons)

**Differentiate Instruction**

<https://teal.ed.gov/sites/default/files/Fact-Sheets/5_TEAL_Differentiated_Instruct.pdf>

This **TEAL** (Teaching Excellence in Adult Literacy) link takes you a fact sheet which explores the basics of differentiated instruction. It also includes links to interesting websites such as the following for project based learning:

**WebQuests** (**http://webquest.org/index.php**) for teams of learners; these inquiry-based projects are pre-arranged and many have teaching supports (lesson plans, tips, hand-outs, and additional materials) linked to them.

**Provide Access for All Learners**

<http://www.paec.org/fdlrstech/udl.html>

This link is a good resource for students with learning difficulties. It lists links to adaptive technology including simple computer programs and other tools. For example, externalized memory journals (such as ***Microsoft One Note***) can make a difference for students who need to organize information and access it easily.