

**STATE OF MICHIGAN**  
**WORKFORCE DEVELOPMENT AGENCY (WDA)**  
**OFFICE OF ADULT EDUCATION**  
**ASSESSMENT POLICY**  
**EFFECTIVE JULY 1, 2011**

# Assessment Policy

Amended May 4, 2011

Effective July 1, 2011

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## I. INTRODUCTION

All local providers of adult education must follow the assessment policy as indicated in this document. The Workforce Investment Act Title II and Section 107 require that assessment procedures which are valid, reliable, and appropriate determine the effectiveness of State and local areas in achieving continuous improvement of instructional activities. This document provides Michigan Adult Education guidelines for assessing and placing all ABE, GED, HSC, and ESL adult education participants.

This document describes standardized assessments which are used to document participant placement and progress. ABE, GED and HSC programs must measure, at minimum, the skill areas of reading and/or mathematics. ESL programs must measure, at minimum, the skill areas of reading and/or listening. All providers (grantees) must use state-approved assessments and uniformly implement across for comparability. However, Michigan Adult Education programs are encouraged to use a variety of formal and informal instruments and procedures to obtain a more complete image of the participant and therefore assist them in achieving their goals. These assessments may include, but are not limited to, learning style inventories, word analysis and meaning tests, learning disabilities screening and criterion-referenced tests.

## II. NEED FOR ASSESSMENT POLICY

Assessment of participant progress is essential to ensure that all adult learners are obtaining the highest quality education leading to the attainment of secondary education, literacy, and numeracy skills necessary to succeed in employment and postsecondary education. Michigan's Office of Adult Education and the National Reporting System (NRS) require that assessments be valid and reliable to accurately measure achievement.

## III. POLICY

The Michigan assessment policy guidelines include the selection and use of appropriate participant assessment procedures:

1. Using state-approved assessments in a standardized and consistent manner
2. Placing a participant accurately into appropriate program and instructional level
3. Obtaining diagnostic information to guide instruction
4. Determining educational functioning level at intake (pre-test) and at the end of the instructional period (post-test)
5. Training staff and implementation of test security requirements

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## IV. DEFINITIONS

**Adult Learning Plan:** all recipients of adult education funding, federal and state, are required to maintain an Adult Learning Plan (ALP) for all adult education participants. The ALP is designed to gather required information in enhancing the academic and economic success of the adult participant. The ALP is to be completed by a program-designated staff member (e.g. teacher, counselor) working with the participant. It is highly recommended that the ALP be a working document initiated during the intake process. It is an integral, but not all-inclusive, part of the participant registration process.

Assessment information is entered into page two of the ALP, including information such as the assessment type, form/level administered, scale score, number of hours of attendance at the time of the test, and recording for other non-mandated assessment tools. This section of the ALP must be completed for all participants.

**Assessment Data:** used to place participants at appropriate instructional levels, monitor progress, guide instruction, and certify participant mastery. In addition, the Office of Adult Education uses participant achievement data to determine strengths, weaknesses, needs, and opportunities in Adult Education, and to determine areas that need professional development and technical assistance. Additionally, assessment data allows the Office of Adult Education to increase responsiveness to the complex needs of adult learners and to continue to improve program services.

**Initial Test/Pre-Test:** the initial test or pre-test is the basis for participant placement and determination for entering educational functional level. It is the baseline for determining the completion of an EFL or movement from one EFL to the next higher level. Pre-test must occur before a participant receives any instruction.

**Performance Objectives and Educational Functioning Levels:** assessment is used to determine Educational Functioning Levels, as required by the National Reporting System. Performance Objectives, that are required for Section 107, are NOT determined by educational gain, but by participant goal attainment. For example, a GED participant passes the GED test; a high school completion participant receives a diploma or completes a board approved course; an ABE participant increases ability by one grade level; an ESL participant obtains the highest score on CASAS test.

**Post-test:** educational gain is determined by comparing the participant's initial pre-test with the post-test when reassessed using the same standardized assessment (post-test). Guidelines for timeframes for administering post-tests can be found in the appendix. *It is important to note that if a participant is not post-tested, a level of completion cannot be determined.*

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**Reliability:** refers to the degree of consistency in performance on an assessment; that is, the extent to which an examinee would be expected to perform at the same level under multiple administrations of the instrument or different conditions.

**Validity:** refers to the extent to which an instrument measures what it is intended to measure. To establish content validity with respect to the requirements of NRS, there must be evidence that the items/tasks of the instrument measure the skills associated with the Educational Functional Level.

## V. STATE APPROVED ASSESSMENTS

The following assessments have been determined to

- be appropriate for measuring literacy and language development of adult participants
- have standardized administration and scoring procedures
- have alternate equivalent forms for pre-testing and post-testing
- have evidence linking them to NRS educational functioning levels

Test Name	ESL	ABE	HSC	GED
TABE 9/10		X	X	X
CASAS	X	X	X	X
GAIN		X	X	X
Work Keys*			X	X

\* Only used for EFL Levels of High Intermediate Basic, Low Adult Secondary, and High Adult Secondary.

## VI. GENERAL GUIDELINES

1. Programs **must** track instructional hours between the pre and post-test.
2. All participants in ABE, ESL, GED, and HSC will be assessed (pre and post-tested) with state-approved assessments each fiscal year. Exit or post-test scores may be used for re-enrollment purposes, if they are not more than 180 days old.
3. All local programs must establish an assessment policy that outlines the process and procedures used in assessment implementation, which is aligned with the state-issued assessment policy.
4. All Michigan local providers must employ proper testing, scoring, and reporting protocols in accordance with the state-issued assessment policy and publishers' guidelines. Reporting protocol required by local eligible providers must measure the educational gain of all students receiving 12 or more hours of instruction with an NRS approved test.
5. ABE, GED, and HSC must measure the skill areas of reading and/or mathematics.
6. ESL programs must measure the skills areas of reading and/or listening.
7. Programs must keep a record of all persons trained for each assessment and who conducted the training. The training must include NRS policy, accountability policies, data collection process, definitions of measures, and conducting assessments.

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8. Programs must always administer a locator if using TABE 9-10 for guidance on the appropriate pre-test to administer.
9. Programs should administer an appraisal if using CASAS for guidance on the appropriate pre-test to administer.
10. Programs must use scale scores when reporting results of record. Scale scores linked to basic skill competencies provide more meaningful information than grade equivalents, which can carry a negative connotation for the adult education participants.
11. Local programs that allow open entry/open exit (closes) must enter their assessment data as often as necessary. Local programs that do not offer or allow open entry and exit must enter assessment data quarterly, at minimum.
12. All programs must use the state-approved Adult Learning Plan (ALP) to document test process and procedures.

## VII. DATA COLLECTION AND VERIFICATION

1. All data must be entered into MAERS on a quarterly basis, at a minimum. Refer to [www.michigan.gov/adulteducation](http://www.michigan.gov/adulteducation) program calendar for specific due dates for the quarterly entry.
2. Programs must verify accuracy of data by reviewing soft exit and missing data reports.
3. WDA will review data quarterly for errors, missing data, out-of-range values and anomalous data, and to identify program improvements and accomplishments, and has a system to resolve them.

## VIII. ADMINISTERING PRE-TESTS

1. All participants enrolled in federally and state funded adult education programs must be pre-tested.
2. Pre-test (Appraisal/Battery) must occur before any instruction is received.

## IX. PARTICIPANT PLACEMENT

1. Assessment is used to determine Educational Functioning Level, as required by the National Reporting System.
2. The initial test or pre-test is the basis for participant placement and determination for entering educational functioning level.
3. Participants must be placed in a program that matches their EFL in each subject area. For example, if a participant's assessment test determines that his/her EFL is at a beginning literacy functioning level in reading, he/she must be placed in an ABE program for reading and provide appropriate instruction. Participants can be dually enrolled. A participant may be dually enrolled according to EFL. For example, a participant who scores at or below the 8.9 grade level in reading and

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the 10<sup>th</sup> grade level in math can be enrolled in ABE for reading and GED or HSC for math.

## X. ADMINISTERING POST-TESTS

1. A minimum of 65% of enrolled participants must be post-tested with a state-approved assessment.
2. Pre and post-testing with two different assessment tests (e.g. pre-testing with TABE and post-testing with CASAS) is NOT acceptable.
3. To ensure assessment validity, follow the publisher's recommend time frames for administering a post-test.
4. **If a participant is pre-tested with TABE, GAIN or CASAS and obtains the GED or High School Diploma in less than the required testing interval hours of instruction, you may still post-test them. The USDOE stated that Michigan can allow that as an exception. However, USDOE cautioned that the exception should not become the norm. If a teacher/staff is granting an exception, he/she must obtain permission from the school administrator. This process must be documented and placed in the participant's file/folder for verification during onsite monitoring.**
5. Outcome data is required for all participants in an adult education program and may be entered while the participant is still enrolled, or after the participant is exited from the program. For reporting purposes, the participant's exit status and all remaining outcome data must be entered into MAERS quarterly.
6. Programs must use scale scores when reporting the results of record. Scale scores linked to basic skill competencies provide more meaningful information than grad equivalents, which can carry a negative connotation for adult education participants (Technical Assistance Paper, p. 2).
7. **EXCEPTION** – A participant may be post-tested prior to the minimum number of required instructional hours (40 hours for CASAS, 40 hours minimum for TABE levels 1-4, 30 hours minimum for TABE levels 5 and 6) if the participant obtains a GED or High School Diploma.

## XI. CONTINUED ELIGIBILITY

### 1. Adult Basic Education

A participant in an adult basic education program is eligible for reimbursement under Section 107 until one of the following occurs:

- The participant's reading and mathematics proficiency are assessed at or above the ninth grade level.
- The participant fails to show progress/improvement on two successive state approved assessments after having completed at least 450 hours of instruction.

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## 2. General Educational Development

A participant in general education development is eligible for reimbursement under Section 107 until one of the following occurs:

- The participant passes the GED test
- The participant fails to show progress on two successive tests used to determine readiness to take the GED test after completing at least 450 hours of instruction.

## 3. High School Completion

A participant in High School Completion is eligible for reimbursement under Section 107 until one of the following occurs:

- The person passes the course and earns a high school diploma
- The participant fails to earn credit in two successive semesters or terms in which the participant is enrolled after having completed at least 900 hours of instruction.

## 4. English as a Second Language

A participant in the English as a Second Language is eligible for funding until the participant meets one of the following:

- The participant is assessed as having attained basic English Proficiency as identified by their CASAS score.
- The participant fails to show progress/improvement on two successive state approved assessments after having completed at least 450 hours of instruction.
- The participant receives a CASAS score above 236/Advanced Level ESL.

## 5. Job or Employment-Related Adult Education Program

An individual may be enrolled in this program and the grant recipient shall receive funding under Section 107 until one of the following occurs:

- The individual achieves the requisite skills as determined by state approved assessment tests administered at least after 90 hours of attendance.
- The individual fails to show progress on two successive state approved assessments after having completed at least 450 hours of instruction.

## XII. UNACCEPTABLE USE OF ASSESSMENTS

1. Participants cannot be placed in a different EFL or program other than what is determined by the assessment test. For example, if a participant's assessment test in reading determines that his/her educational functioning level is at a beginning ABE literacy, the program cannot place or enroll the participant in GED prep class for reading.
2. If the instructor does not follow the publisher's guidelines, as indicated in the assessment policy, the assessment result is unacceptable.
3. If a participant is not post-tested according to the publisher's timelines, the level of completion will not be calculated or determined. The test will be considered invalid and unreliable.

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4. If the instructor plans on conducting a progress test before the publisher's recommended hours, they may use an alternative assessment. However, this does not count as the state required test.
5. Progress tests cannot count towards Educational Functioning Level.
6. Pre-testing and post-testing with two different assessments is unacceptable (e.g. you cannot pre-test with TABE 9/10 and post-test with CASAS).
7. CASAS Appraisals or the TABE locator must not be used as a pre-test or post-test.
8. Accommodations that alter the underlying content of what is being measured by the assessment or negatively affect the assessment's reliability or validity.
9. A participant whose scale scores fall into two different Educational Functioning Levels must not be placed based on the higher EFL. However, if a participant requests instruction for only the higher EFL content area based on need(s), a program is required to place the participant in that instructional area.

## XIII. TESTING ADMINISTRATION TRAINING

1. All test administrators must follow the publisher's guidelines for assessments.
2. All test administrators must receive appropriate training, as indicated in **Appendix C: Training for Administering Tests.**
3. Programs must keep a record of all persons trained for each assessment and who conducted the training.
4. Each program must establish procedures and timelines for training new staff and teachers consistent with publisher's guidelines.
5. Training must include the NRS policy, accountability policies, data collection process, definitions of measures, and conducting assessments.
6. Programs must assist teachers and any staff involved in gathering, analyzing, compiling and reporting data for NRS by providing training and technical assistance in implementation of assessment policy and procedures.

## XIV. ACCOMMODATING PARTICIPANTS WITH DISABILITIES OR SPECIAL NEEDS

Some participants with disabilities may need accommodations in the testing procedure. Accommodations are not designed to provide the participant with an unfair advantage or to interfere with the validity of the assessment instrument, but rather to allow the participant an equal opportunity to demonstrate the skills that are being measured by the test.

Participants with disabilities should discuss their needs with the appropriate staff member during the intake or counseling process. However, participants are *not required* to reveal their disability and may elect to participate in a program without any special accommodations. However, if a participant chooses to self-report his/her disability, the participant is eligible to receive testing accommodations.

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All documentation of the participant's needs for specific testing accommodations must be maintained in the participant's confidential records and must not be revealed without proper authorization, as outlined in the Family Educational Rights and Privacy Act (FERPA).

Documented disabilities mean that the individual can present a formal document, such as a doctor's report or diagnostic assessment, and Individual Education Plan (IEP), or other formal record of disability that includes the following:

- A diagnosis of the disability
- Evaluation of the impact of the disability on areas of functioning
- Recommendations for the specific strategies and accommodations in education, required by the disability

Testing accommodations may include, but are not limited to:

- Scheduling – several brief testing sessions during a day, frequent rest breaks, testing at a different time of the day, or additional time
- Settings – individually or in a small group with a proctor, study carrel, or separate room, special lighting, equipment, acoustics, etc.
- Responses – oral response, signed responses, responses on word processor, or Braille response
- Presentation – as available, revised formats such as Braille, large print, or signed/oral presentation for directions and items other than reading items
- Assistive Devices – assistive devices typically used in classroom instruction, such as visual magnification or auditory amplification devices, calculators (if authorized in test administration manual), or other mechanical aids

## **XV. QUALITY CONTROL PROCEDURES**

The Office of Adult Education has established the following requirements for test security. Additionally, all test administrators must follow security protocol that is outlined by test publishers.

1. All assessment instruments must be maintained in a secure manner and should not be accessible to participants or teachers unless the teacher is responsible for administration of the testing.
2. Only those who have appropriate training, professional credentials, and experience should handle tests.
3. Answer keys must be maintained in a secure location, separate from the assessment instruments.
4. Assessments may not be photocopied; tests and results should only be sent electronically, if the transmission is secure.

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5. When test booklets are too worn-out or out of date, they should be thoroughly shredded before recycling. NEVER throw test booklets into the trash.
6. Participants must not be assisted in answering questions.
7. Examinees must not be left alone with test materials.
8. Test administrators, guidance counselors, and/or proctors must ensure that all-testing procedures established by the publisher are carefully followed.
9. Test administrators must ensure that all time limits are observed. Strict adherence to time limits must be followed or the results of the tests are deemed invalid.

## **XVI. CONTACT INFORMATION**

If you have any questions or concerns, need clarification or technical assistance on this policy, please contact Dr. Cliff Akujobi in the Office of Adult Education, at (517) 373-4218 or at [akujobic@michigan.gov](mailto:akujobic@michigan.gov).

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## Appendix A: Test Overview

### Tests of Adult Basic Education (TABE)

The Tests of Adult Basic Education (TABE) are norm-referenced tests designed to measure achievement of basic skills. The tests measure skills in reading, language, mathematics, and spelling. Note: Spelling is not a required component of the test of record. TABE tests must be administered to all ABE, GED and HSC participants.

The tests contain selected response (multiple choice) items that measure examinee skills in various content areas. Administrators and instructors have the flexibility to test examinees according to a relevant content grade level. The five levels (L, E, M, D, and A) of TABE 9 & 10 cover a content grade level range from 0 through 12.9 (Guide to Administering TABE 9 & 10, §1.13).

<b>TABE Test Level</b>	<b>Content Grade Level Range</b>
Level L (Literacy)	0-1.9
Level E (Easy)	2.0-3.9
Level M (Medium)	4.0-5.9
Level D (Difficulty)	6.0-8.9
Level A (Advanced)	9.0-12.9

The TABE Norms Book will help determine what test scores actually mean. If using the paper version, the Norms Book provides instructions and tables for converting number-correct scores to scale scores, grade equivalents, and percentile ranks (§5.18). On the computer version, the TABE score reports provide scale score, grade equivalent, and educational functioning level.

The TABE Locator Test must be administered to all newly enrolled participants prior to administering the Full Battery or Survey. The Locator is a short assessment that assists with the selection of appropriate level(s) of TABE to be administered in the respective academic area. It must be used to determine placement in educational programs.

Both the TABE Survey and Complete Battery assess skills in reading, language, mathematics computation, and applied mathematics. Because the TABE Survey is shorter and has fewer items, it is especially suitable for screening and placement. When you need more in-depth diagnostic information, the Complete Battery is a better choice because it contains more items and therefore, gathers more information about each examinee.

### Comprehensive Adult Participant Assessment System (CASAS)

CASAS [Comprehensive Adult Participant Assessment System] assesses adult basic reading, math, listening, writing, and speaking skills within a functional context. This test must be used to pre and post-test all ESL participants. CASAS provides four test

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series (Life Skills, Employability, Workplace, Life and Work). The state does not mandate a particular series; it recommends that you use the test that best matches your participants' goals.

Appraisals *must not* be used as a pre or post-test. Each CASAS test administration manual includes specific recommendations about which level of pre-test to administer, based on appraisal test score (CASAS Assessment Policy Guidelines, p. 6)

Exception to administering the appraisal test: If a participant scores less than six on the oral screening, skip the appraisal and administer five practice items from Form 27 one-on-one. If they have some difficulty, administer Form 27 or 28 as a pre-test. If they have little or no difficulty, administer Form 81R or 11R as reading pre-test (CASAS ESL Intake Process, 2008)

## **Wonderlic General Assessment of Instructional Needs (GAIN™)**

The GAIN is designed to evaluate English and math skills as described in the six educational functioning levels (EFL) defined by the National Reporting System (NRS). These six levels are used by Adult Basic Education (ABE) and Adult Secondary Education (ASE) programs when placing adult learners in appropriate instructional courses, and they are used to demonstrate skill gain upon course completion.

GAIN test questions were specifically designed for this framework and can be used with confidence to gauge adult learner progress and provide individual feedback in specific areas where further training would be beneficial. GAIN assesses skills ranging from basic literacy and numeracy to the more advanced skills that are typically taught as part of secondary education.

## **Work Keys**

Work Keys is a job skills assessment system measuring “real world” skills that employers believe are critical to job success. Work Keys is owned by its developer, the ACT. Work Keys can only be accessed through an ACT-licensed provider. A list of Work Keys providers can be found at <http://www.workkeys.com>.

There are Work Keys assessments available in many areas. The Work Keys tests approved for pre and post-testing of adult education participants are Reading for Information, Applied Mathematics, and Writing. The acceptable two-digit scale scores range from 75 to 90.

Adult education participants attaining a scale score outside the valid range (below/above) of scale scores must be re-tested with either TABE 9/10 or CASAS.

Work Keys practices tests are available on the ACT website at <http://www.workkeys.com>.

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## Appendix B: Pre-Test Guidelines

<b>Adult Education Program</b>	<b>Pre-Test</b>
<p data-bbox="233 436 521 464"><b>ABE, GED and HSC</b></p> <p data-bbox="233 506 799 573">The following areas are assessed by TABE and GAIN:</p> <ul data-bbox="285 583 708 688" style="list-style-type: none"><li data-bbox="285 583 440 611">• Literacy</li><li data-bbox="285 621 464 648">• Numeracy</li><li data-bbox="285 659 708 688">• Language Skill Development</li></ul>	<p data-bbox="818 436 1380 646"><b>TABE</b> locator test must be administered to determine which level of TABE to administer, but is not used for instructional placement decisions about a participant (Guide to Administering TABE 9 &amp; 10 §5.7).</p> <p data-bbox="818 688 1380 1050">Either the TABE Survey or Complete Battery 9 &amp; 10 may be used for pre-testing. Both assess skills in reading, language, mathematic computation, and applied mathematics. However, the Complete Battery is a better choice because it contains more items and therefore gathers more in-depth diagnostic information (Guide to Administering TABE 9 &amp; 10 §5.4).</p> <p data-bbox="818 1092 1380 1266">If you are enrolling a participant who has a nonstandard education background or whose level of achievement is not evident, TABE offers a quick three-step process to evaluate their abilities:</p> <ul data-bbox="870 1276 1380 1493" style="list-style-type: none"><li data-bbox="870 1276 1380 1344">• Administer the Word List to assess a participants' reading level</li><li data-bbox="870 1354 1380 1455">• Ask the participant to complete the practice exercise on pg. 1-2 of the practice exercise and Locator test</li><li data-bbox="870 1465 1268 1493">• Administer the Locator test</li></ul> <p data-bbox="818 1535 1380 1776"><b>GAIN</b> recommends when post-testing individuals to measure improvement in their basic skills for NRS purposes, a different test form than the one used to pre-test the student must be used. The post-test may be used as the new pre-test for the next phase of instruction.</p>

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## Appendix B: Pre-Test Guidelines, continued

<b>Adult Education Program</b>	<b>Pre-Test</b>
<p data-bbox="235 434 609 464"><b>ABE, ESL, HSC, and GED</b></p> <p data-bbox="235 506 799 573">The following areas are assessed by using CASAS:</p> <ul data-bbox="284 583 711 688" style="list-style-type: none"><li data-bbox="284 583 440 613">• Literacy</li><li data-bbox="284 621 467 651">• Numeracy</li><li data-bbox="284 659 711 688">• Language Skill Development</li></ul>	<p data-bbox="821 434 1386 1113"><b>CASAS</b> provides appraisals for reading, math, listening comprehension, writing, and speaking. CASAS appraisal tests may not be used as a pre-test. Agencies should administer the CASAS appraisal tests prior to learner placement and administering the appropriate pre-test as determined by publisher's guidelines (CASAS Policy Guidelines, October 2008, p. 6)*. Participants should be given 25 minutes to complete the appraisal and one hour to complete the pre-test. For those who are not able to complete the test in an hour, they can be given a few extra minutes to finish the question they are working on. For participants with disabilities, please refer to the CASAS guidelines for making the appropriate accommodations, which may include extending the time period.</p>

\*Exception to administering the appraisal test: "If a participant scores less than six on the oral screening, skip the appraisal and administer five practice items from Form 27 one-on-one. If they have some difficulty, administer Form 27 or 28 as a pre-test. If they have little or no difficulty, administer Form 81R or 11R as a reading pre-test" (CASAS ESL Intake Process, 2008).

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## Appendix C: Post-Test Guidelines

Test	Guidelines	Contact Information
TABE 9 & 10 Alternate Form	Forty hours minimum to 60 hours maximum for levels 104 (ABE), e.g. pre-test with 9M, post-test with 10M).  Thirty hours minimum to 59 hours maximum for levels 5 and 6 (ASE low and high, respectively).	
TABE 9 & 10 Same Form	120 Hours of instruction is recommended when testing with the same form, e.g., pre-test with 9M, post-test with 9M.	
Wonderlic Assessment of Instructional Needs (GAIN)	General of Needs Sixty hours of instruction prior to administering the post-test. When post-testing individuals to measure improvement in their basic skills for NRS purposes, a different test form than the one used to pre-test the student must be used. The post-test may be used as the new pre-test for the next phase of instruction.	Bradley Olufs Wonderlic Education Solutions 800-370-9317 <a href="mailto:Bradley.Olufs@wonderlic.com">Bradley.Olufs@wonderlic.com</a>
Work Keys	No timeframe is given	The publisher states “we typically recommend that participants be involved in regular instruction that is offered by the institution. This would amount to a semester or course.

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## Appendix C: Post-Test Guidelines, continued

<b>Test</b>	<b>Guidelines</b>	<b>Contact Information</b>
CASAS	Programs may assess individual learners who indicate they are leaving the program before the scheduled post-test time to maximize collection of paired test data. However, testing should not occur before at least 40 hours of instruction (CASAS Assessment Policy Guidelines). Programs offering low intensity courses with less than 70 hours in a semester, quarter, term or other block of instruction, may choose to post-test at the end of the instructional period. Participants must be allowed only an hour to complete the post-test. They can be given a few extra minutes to complete the question they are working on. Accommodations can be made for those with disabilities.	Agencies should administer post-tests using an alternate form, at the end of a semester term, quarter, or other substantial block of approximately 60-100 hours of instruction.  Test forms are determined by the participant performance as outlines in the publisher's guidelines.

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## Appendix D: Testing Accommodations

### CASAS

The following guidelines address methods for administering CASAS assessments using accommodations for learners with documented disabilities. The suggested accommodations for disability categories consist of the provisions below.

1. Accommodations in test administration procedures.
2. Use of appropriate CASAS test forms

Disability	Test Administration Procedures	CASAS Test Forms Available	CASAS Test Forms in Development
Specific Learning Disability and/or ADHD, such as dyslexia, dyscalculia, receptive aphasia, hyperactivity, written language disorder	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Alternate schedule</li> <li>• Frequent breaks</li> <li>• Scribe/write/alternate form</li> <li>• Computer-spelling and grammar check disabled</li> <li>• Simple calculator for Level A/B only</li> </ul>	Large-print tests	Auditory format for Government and History for Citizenship
Deaf or Hearing Impaired	<ul style="list-style-type: none"> <li>• Sign language interpreter for test directions only</li> <li>• Head phones for those taking a listening test</li> <li>• Magnifier</li> </ul>	Large-print CASAS tests Computer-based CASAS tests	Braille format
Psychiatric disability, such as schizophrenia, major depression			
Developmental disability, such as autism, cerebral palsy, epilepsy, mental retardation		Adult Life Skills Forms 310-315 POWER Forms 301, 303 and 305	

**Note:** The accommodations listed above are suggestions only and in addition to the use of regular CASAS tests. Accommodations are based on needs of individual learners and not on a disability category. Any testing accommodations should be consistent with documentation in the annual plan, such as IEP. Alternate test forms developed by CASAS do not modify test standards.

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## Appendix D: Testing Accommodations, continued

### **TABE**

A testing accommodation is a change made to the test administration procedure to provide equal access for students with disabilities to demonstrate their knowledge and skills. If an accommodation is employed, it is important that the selected accommodation minimize any advantage or disadvantage of completing the test. In particular, if the accommodation under consideration is not used in instruction, then it should not be used in the testing situation.

TABE-PC is appropriate for some students who have difficulty taking paper and pencil tests. Braille, and audio editions of TABE Forms 9 and 10 are available. Some TABE administrators have made other accommodations, such as allowing extra time to complete the test or letting students mark answers in test booklets rather than on separate answer sheets. Additional accommodation suggestions are available in CTB/McGraw-Hill Assessment Accommodations Checklist (product #53682); order online or call customer service at (800) 538-9547.

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## Appendix E.1: ABE Assessment Chart for Placement and Post-Testing

1	2	3	4	5	6
<b>Beginning ABE Literacy</b> 0.0-1.9 Grade Equivalent	<b>Beginning Basic Education</b> 2.0-3.9 Grade Equivalent	<b>Low Intermediate Basic Education</b> 4.0-5.9 Grade Equivalent	<b>High Intermediate Basic Education</b> 6.0-8.9 Grade Equivalent	<b>Low Adult Secondary Education</b> 9.0-10.9 Grade Equivalent	<b>High Adult Secondary Education</b> 11.0-12.0 Grade Equivalent
<b>Test Benchmarks: TABE 9/10 Scale Score</b>					
<b>Reading:</b> 0-367	<b>Reading:</b> 368-460	<b>Reading:</b> 461-517	<b>Reading:</b> 518-566	<b>Reading:</b> 567-595	<b>Reading:</b> 596 and above
<b>Total Math:</b> 0-313	<b>Total Math:</b> 314-441	<b>Total Math:</b> 442-505	<b>Total Math:</b> 506-565	<b>Total Math:</b> 566-594	<b>Total Math:</b> 595 and above
<b>Language:</b> 0-389	<b>Language:</b> 390-490	<b>Language:</b> 491-523	<b>Language:</b> 524-559	<b>Language:</b> 560-585	<b>Language:</b> 586 and above
<b>Test Benchmarks: CASAS</b>					
<b>Reading:</b> 200 and below	<b>Reading:</b> 201-210	<b>Reading:</b> 211-220	<b>Reading:</b> 221-235	<b>Reading:</b> 236-245	<b>Reading:</b> 246 and above
<b>Math:</b> 200 and below	<b>Math:</b> 201-210	<b>Math:</b> 211-220	<b>Math:</b> 221-235	<b>Math:</b> 236-245	<b>Math:</b> 246 and Above
<b>Writing:</b> 200 and below	<b>Writing:</b> 201-225	<b>Writing:</b> 226-242	<b>Writing:</b> 243-260	<b>Writing:</b> 261-270	<b>Writing:</b> 271 and above
<b>Test Benchmarks: GAIN</b>					
<b>English:</b> 200-406	<b>English:</b> 407-525	<b>English:</b> 526-661	<b>English:</b> 662-746	<b>English:</b> 747-870	<b>English:</b> 871-1000
<b>Math:</b> 200-314	<b>Math:</b> 315-522	<b>Math:</b> 523-669	<b>Math:</b> 670-775	<b>Math:</b> 776-854	<b>Math:</b> 855-1000
<b>Test Benchmarks: Work Keys Scale Scores</b>					
			<b>Reading for Information:</b> 75-78	<b>Reading for Information:</b> 79-81	<b>Reading for Information:</b> 82-90
			<b>Writing:</b> 75-77	<b>Writing:</b> 78-85	<b>Writing:</b> 86-90
			<b>Applied Math:</b> 75-77	<b>Applied Math:</b> 78-81	<b>Applied Math:</b> 82-90

Educational Functioning Level from NRS, February 2009

# Assessment Policy

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## Appendix E.2: ESL Assessments for Placement and Post-Testing

1	2	3	4	5	6	--
<b>Beginning ESL Literacy</b>	<b>Low Beginning ESL</b>	<b>High Beginning ESL</b>	<b>Low Intermediate ESL</b>	<b>High Intermediate ESL</b>	<b>Advanced ESL</b>	<b>Exit</b>
<b>Test Benchmarks: CASAS</b>						
<b>Reading &amp; Listening: 0-180</b>	<b>Reading &amp; Listening: 181-190  Writing: 136-145</b>	<b>Reading &amp; Listening: 191-200  Writing: 146-200</b>	<b>Reading &amp; Listening: 201-210  Writing: 201-225</b>	<b>Reading &amp; Listening: 211-220  Writing: 226-242</b>	<b>Reading &amp; Listening: 221-235  Writing: 243-260</b>	<b>Reading &amp; Listening: 236+  Writing: 261+</b>

Educational Functioning Level from NRS, February 2009

# Assessment Policy

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## Appendix F: Recommended Timeframes for Pre and Post-Testing

Test Name	Recommended Pre and Post-Testing Timeframes	Contact/Notes
ACT/Work Keys	ACT/Work Keys typically recommends that the participant be involved in regular instruction that is offered by the institution. This would amount to a semester or quarter course.	<b>Barb Ciha</b> <b>Placement Programs</b> <a href="mailto:Barb.ciha@act.org">Barb.ciha@act.org</a>
CASAS	<p>70-100 hours (40 hours is the minimum) allow exceptions for courses with different schedules and intensity.</p> <p>Programs offering high-intensity courses (i.e., a class meets more than 15 hours per week) may choose to test at the end of the semester, term quarter or other substantial block of instruction, even if it is more than 100 hours of instruction.</p> <p>Programs offering low-intensity courses with fewer than 70 hours in a semester, quarter, term or substantial block of instruction may choose to administer a post-test at the end of the instructional period.</p>	<b>Andrew Evans</b> <b>CASAS</b> <b>(800) 255-1306 x.184</b> <a href="mailto:aevan@casas.org">aevan@casas.org</a>  <a href="http://www.casas.org">www.casas.org</a>
TABE Forms 9 and 10	<p>If the pre and post-tests are for the same level, but using a different form, e.g., TABE 9 Level M to TABE 10 Level M, 40-60 hours. If the pre and post-test are for the same level and use the same form, e.g., TABE 9 Level M), 120 hours.</p> <p>McGraw Hill/CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is required.</p> <p>If a test is to be administered as a retest because the initial test session was invalid, there is not a prescribed length of time that needs to occur. It strongly encourages some instructional time to occur in order to avoid practice effect.</p>	<b>Michael Johnson</b> <b>CTB/McGraw Hill</b> <a href="mailto:Michaeld_johnson@ctb.com">Michaeld_johnson@ctb.com</a> <b>(630) 789-4586</b>

# Assessment Policy

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## Appendix F: Recommended Timeframes for Pre and Post-Testing, continued

Test Name	Recommended Pre and Post-Testing Timeframes	Contact/Notes
GAIN	Wonderlic recommends 60 hours of instruction prior to administering the post-test. When post-testing individuals to measure improvement in their basic skills for NRS purposes, a different test form than the one used to pre-test the student must be used. The post-test may be used as the new pre-test for the next phase of instruction	<b>Bradley Olufs</b> <b>Wonderlic Education</b> <b>Solutions</b> <b>(800)370-9317</b> <a href="mailto:Bradley.olufs@wonderlic.com">Bradley.olufs@wonderlic.com</a>

# Assessment Policy

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## Appendix G: Training and Purchasing Procedures for Administering Assessments

Test Name	Who Trains	What Staff should be trained	When Training is Conducted	Procedures for Ongoing Training
ACT/Work Keys	Local Program	All test administrators must follow the Work Keys test administration manual. Training is available through ACT. More information is available at <a href="http://www.workkeys.com">www.workkeys.com</a>	As needed	As needed
CASAS	OAE & MAEPD sponsor training	All test administrators should receive training. CASAS assessments cannot be used by agencies that have not completed CASAS training by certified personnel (CASAS Policy, p. 10)	As needed	Staff can retake the training, study the <i>Test Administration Manual</i> and/or review the training CD.
TABE	Local Programs	TABE test administrators should have access to test directions, norms book, technical report, teacher's guides, guide to administering TABE 9 & 10 and <i>How to Plan and Administer TABE</i> video (TABE Administrator's Book §5.19).	As needed	As needed
Adult Learning Plan	Local Program	All staff who will be monitoring participants' progress	Throughout the year	As needed
GAIN	Local Program	All test administrators should complete the Wonderlic Basic Skills Test Administrator's Workbook to become certified in administering the GAIN.	As needed	As needed

Note: Programs must assist teachers and any staff involved in gathering, analyzing, compiling and reporting data for NRS by providing training and technical assistance on the NRS and Accountability Policies, Data Collection Process, and in the implementation of the Assessment Policy and Procedures. Each program must establish procedures and timelines for training new staff and teachers consistent with publisher's guidelines; and offer refresher training on a yearly basis. Programs must develop a tracking system of any staff (teacher, instructor, administrator) that receives assessment training. The tracking system must include name of person trained, date training was delivered, and who delivered training.

# Assessment Policy

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## Appendix H: Frequently Asked Questions

### Q & A about the new Assessment Policy

*The following are commonly asked questions about the implementation of the new assessment policy.*

The U.S. Department of Education's Office of Vocational and Adult Education (OVAE) monitored WDA and found that the assessment policy is insufficient to guide appropriate test administration under the NRS. OVAE has directed WDA to revise its assessment policy and provide adequate training and implementation. The policy must be unified with the guidelines of the assessment publishers.

#### 1. Why is the assessment policy being changed?

Staff from the United States Department of Education's Office of Vocational and Adult Education (OVAE) conducted a targeted program monitoring and technical assistance visit to the Workforce Development Agency (WDA) on May 12 and May 13, 2008. OVAE found that WDA's assessment policy is insufficient to guide appropriate test administration under the NRS. OVAE has required the following actions

- WDA must revise its assessment policy and provide adequate time for proper training and implementation. This policy must be unified with the guidelines of the assessments publishers.
- WDA must disseminate the revised policy and provide adequate training for proper implementation.
- WDA must monitor the implementation of the revised assessment policy in local programs to ensure that local providers are adhering to its provisions.

#### 2. What is the major difference between this policy and the old policy?

The new policy is aligned with publishers' guidelines and has changed the allowable time for post-testing. GAIN has been added as a state approved assessment test.

#### 3. If the grantee's performance is low due to this new assessment policy, will the grantee be penalized financially, or will it affect the grantee's funding?

No, it will not affect the grantee's funding.

# Assessment Policy

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## Appendix H: Frequently Asked Questions, continued

### **4. What is the difference between an Educational Functioning Level (EFL) and the 10% performance objective?**

Assessment is used to determine EFL as required by the National Reporting System. Performance Objectives that are required for Section 107 state funds are NOT determined by educational functioning gain, but by participant goal attainment. For example, a GED participant passes the GED test; a high school completion participant receives a diploma or completes a class/course approved by the local board of education; an ABE participant increases ability by one grade level (not by educational functioning level). EFL will only affect the ESL participant because it uses the CASAS test to determine performance.

**OR**

### **Can we still post-test and use the scores for showing an EFL or grade level gain, even if it is under the minimum required hours?**

No. Any posttest must be consistent with the publisher's guidelines and WDA assessment policy. Any test given before the minimum required hours will be invalid. (*Refer to Appendix C: Post-Test Guidelines*)

### **5. How will this new assessment policy affect the 10% Performance Objective for Section 107 state funding?**

This may only affect ESL and ABE participants. For example, if an ESL participant is post-tested in less than the minimum required hours of instruction using CASAS., the test is invalid and unacceptable (according to the publishers' guidelines). If post-tested after 40 hours it is likely there will be an EFL gain, therefore, affecting your 10% performance objective positively. The same is true if an ABE participant is tested after the minimum required hours of instruction using TABE or GAIN. Post-testing in less than the minimum required hours of instruction using TABE or GAIN is invalid and unacceptable.

### **6. How do we decide when to post-test?**

After 40 hours min. of instruction for TABE levels 1-4, 30 hours min. for TABE levels 5 and 6; after 60 hours of instruction for GAIN; and after 40 hours with CASAS. (According to the publishers guidelines.) (*Refer to Appendix C: Post-test Guidelines*)

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## Appendix H: Frequently Asked Questions, continued

### **7. Can we follow the same pre/post-test procedures we have always followed?**

Yes, if your pre/post-test procedures and test administration are consistent with the publishers' guidelines you may continue to operate as you were before. For example, your test administration is regarded as consistent with the publishers' guidelines if you pre-test before instruction is received and post-test after the minimum hours of instruction using TABE, GAIN, and CASAS.

### **8. What test forms are required for pre/post-testing with the new assessment policy?**

Determined by publisher's guidelines. (*Refer to Appendix B-C*)

### **9. When is the best time to pre-test a participant?**

Pre-testing must occur before a participant receives instruction.

### **10. Will there be sanctions to our program for not post-testing 65% of our participants?**

No, there will be no sanctions for post-testing below 65 percent. However, you may not qualify for incentive money.

### **11. If I am teaching a blended class (reading and math) do I have to track instructional hours by subject area to determine when the posttest should be administered?**

No, instructional hours should not be separated by subject matter/area. For example, if an ABE participant receives 40 hours of math and 20 hours of reading, he/she can be post-tested in both math and reading.

### **12. If a participant who was pre-tested with TABE obtains the GED in less than 40 hours of instruction, can he/she be post-tested?**

Yes. In this situation you can post-test, because the USDOE stated that Michigan can allow that as an Exception. However, USDOE cautioned that Exception should not become the Norm.

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## REVISION HISTORY

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