

**STATE OF MICHIGAN**  
**DEPARTMENT OF LABOR AND ECONOMIC OPPORTUNITY**  
**WORKFORCE DEVELOPMENT**  
**OFFICE OF ADULT EDUCATION**

**ASSESSMENT POLICY**

**Effective July 1, 2020**

# Assessment Policy

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## I. INTRODUCTION

All local providers of adult education must follow the assessment policy as indicated in this document. The Workforce Innovation and Opportunity Act (WIOA), Title II and State School Aid Act, Section 107 require assessment procedures to be valid, reliable, and appropriate to determine the effectiveness of instructional activities. This policy provides guidelines for:

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.

All local adult education providers in Michigan must employ proper testing, scoring, and reporting protocols in accordance with this Assessment Policy and publishers' guidelines. All local programs must also establish an assessment policy that outlines assessment process and procedures and is aligned with this state-issued Assessment Policy. Local assessment policies will be reviewed during compliance and monitoring visits.

## II. PURPOSE

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 post-secondary education. The Michigan Department of Labor and Economic Opportunity-Workforce Development (LEO-WD) and the National Reporting System (NRS) require that assessments be valid and reliable to accurately measure the educational functioning level of participants and educational gains. This policy also identifies the assessment tests that local providers can use and the timelines for administering tests.

## III. 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.
- Be NRS approved tests and appropriate forms.

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Test Name	ESL	ABE	ASE	HSC	HSE
CASAS GOALS		X	X	X	X
CASAS	X				
TABE 11/12		X	X	X	X
TABE CLAS-E	X				

## IV. GENERAL GUIDELINES

1. All participants must be assessed (pre- and post-tested) with state-approved assessments each program year. Participants are assessed at intake to determine the individual's Educational Functioning Level (EFL). There are four EFLs for Adult Basic Education (ABE), two for Adult Secondary Education (ASE), and six levels for English as a Second Language (ESL).
2. An assessment from program year 2019-2020 can be used for re-enrollment purposes in the 2020-2021 program year.
3. Programs **must** track instructional hours between the pre- and post-test.
4. It is encouraged that participants be pre-tested in all instructional areas, and participants **must** be post-tested in the areas in which they received instruction.
5. 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.
6. The EFL gain is defined as the completion of one or more EFLs during the program year in any subject area on the post-test compared to the pre-test for that subject area.
7. Local programs may implement virtual test proctoring using the assessments identified in this policy, in accordance with the test publisher's procedures for virtual testing.

## V. ADMINISTERING PRE-TESTS

1. All participants enrolled in federal and/or state funded adult education programs must be pre-tested.
2. The pre-test must be administered within the first 12 hours of instruction.
3. Participants enrolled in a high school completion (HSC) program may be exempt from the assessment testing requirement and can be placed into the program based on the number of high school credits previously earned. HSC participants with 50 percent of the credits required for graduation or less will be placed at ABE Level 5 and HSC participants with more than 50 percent of the credits required for graduation will be placed at ABE Level 6.

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4. Programs that use the Test of Adult Basic Education (TABE) 11/12 or Test of Adult Basic Education Complete Language Assessment System-English (TABE CLAS-E) must administer the Locator test for guidance on the appropriate pre-test level to administer.
5. Programs should administer an appraisal if using the Comprehensive Adult Student Assessment System (CASAS) for guidance on the appropriate pre-test to administer.

## VI. PARTICIPANT PLACEMENT

1. Assessment tests are used to determine the EFL, as required by the NRS.
2. The initial test or pre-test is the basis for participant placement and determination for entering the EFL.
3. Participants should 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 should be placed in an ABE program for reading and provided appropriate instruction. 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 the 10<sup>th</sup> grade level in math can be enrolled in ABE for reading and ASE for math.
4. A participant whose scale scores fall into two different EFLs must be placed based on the lower EFL. However, if a participant requests instruction for only the higher EFL content area based on need(s), a program may place the participant in that instructional area.
5. Participants should not 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 should not place or enroll the participant in a High School Equivalency (HSE) prep class for reading.

## VII. ADMINISTERING POST-TESTS

1. Enrolled participants must be post-tested with a state-approved assessment. A 65 percent post-test rate is a recommended goal, with possible exceptions being participants who obtain an HSE credential or a high school diploma prior to administration of the post-test.
2. A post-test must be administered by June 30<sup>th</sup> of the program year.
3. Any participant that is placed into ABE level 6 based on the pre-test is not required to be post-tested.
4. Pre- and post-testing with two different assessment tests (e.g. pre-testing with TABE and post-testing with CASAS) is NOT allowed.
5. To ensure test validity, the publisher's recommended time frames for administering a post-test must be followed. (Refer to Appendix C for publisher's time frames.)

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6. Programs must administer a post-test in the same subject/assessment area where instruction is provided. For example, if a participant is pre-tested in language, reading, and math, but only received instruction in math, a post-test should only be administered in math.
7. When publishing allows assessments using forms with multiple levels, programs must post-test with the equivalent or higher of the two forms suggested.

## VIII. DATA COLLECTION AND VERIFICATION

1. All data must be entered into the Michigan Adult Education Reporting System (MAERS) on a monthly basis, at a minimum. Refer to the Data Entry Policy for the due dates for each quarter.
2. MAERS will accept one (1) pre-test for each participant's instructional area per program year, with the exception of participants enrolled in ESL and ABE/ASE which can have one (1) pre-test for ESL instruction and one (1) pre-test for ABE/ASE instruction. If a participant is given more than one post-test during the program year, the last post-test provided is used to determine the educational gain.
3. Programs must verify accuracy of data by reviewing the MAERS data management and performance reports.
4. WD will review data quarterly for errors, missing data, and out of range values.

## IX. CONTINUED ELIGIBILITY

### 1. **Adult Basic Education (ABE)**

A participant in an adult basic education program is eligible 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.

### 2. **Adult Secondary Education (ASE)**

A participant in adult secondary education is eligible until one of the following occurs:

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

### 3. **High School Equivalency (HSE)**

A participant in a high school equivalency program is eligible until one of the following occurs:

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

#### 4. High School Completion (HSC)

A participant in High School Completion is eligible until one of the following occurs:

- The participant 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.

#### 5. English as a Second Language (ESL)

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

- The participant is assessed as having attained basic English proficiency as identified by their CASAS or TABE CLAS-E scores as follows:
  - Attainment of CASAS scale score of 236 and above for reading and 228 and above for listening; or
  - Attainment of TABE CLAS-E scale score of 589 and above for reading, listening 608, writing 613, and speaking 595.
- The participant fails to show progress/improvement on two successive state-approved assessments after having completed at least 450 hours of instruction.

## X. UNACCEPTABLE USE OF ASSESSMENTS

1. If the test administrator does not follow the publisher's guidelines, as indicated in the assessment policy, the assessment result is invalid.
2. 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, unreliable, and unreportable.
3. Pre-testing and post-testing with two different assessments is invalid (e.g. you cannot pre-test with TABE 11/12 and post-test with CASAS).
4. CASAS Appraisals and the TABE Locator cannot be used as a pre-test or post-test.
5. Accommodations that alter the underlying content of what is being measured by the assessment or negatively affect the assessment's reliability or validity are not allowed.

## XI. TESTING ADMINISTRATION TRAINING

1. All test administrators must follow the publisher's guidelines for assessments.

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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.

## XII. 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. 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.

Documented disabilities mean that the individual can present a formal document, such as a doctor's report or diagnostic assessment, an 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.



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- 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.

## XIII. QUALITY CONTROL PROCEDURES

WD 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.
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.

## XIV. DISTANCE LEARNING

### *Defining Distance Education*

Distance education is a formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, email, or online technologies and software.

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## *Defining Distance Learners*

Distance learners are students who receive distance education services as defined above. For learners who receive both distance education and traditional classroom instruction during a program year (such as through blended distance–classroom approach or concurrent enrollment in both types of instruction). The decision about the student’s status as a classroom or distance learner will be made at the end of the year and will be based on which category of hours is over 50 percent of the student’s total instructional hours. If a student is physically present, for example in a learning lab, using software, these instructional hours would be considered traditional classroom instructional hours. For NRS reporting, programs can count a student only once, as either a distance education student or a traditional classroom learner.

## *Approved Software for Distance Education Curriculum*

Alpha II, Aztec, Burlington English, CASAS NEDP, Edgenuity (E2020), Essential Education, Grad Point, Keytrain, Khan Academy, Lexia Reading, Odysseyware, Plato, Northstar, Teknimedia, USA Learns

## *Measuring Instructional Hours for Learners in Distance Education*

Instructional hours for distance learners can be a combination of direct contact and contact through telephone, video, teleconference or online communication, where student and program staff can interact and through which learner identity is verifiable. A local eligible provider will measure the educational gain for all participants receiving 12 or more hours of instruction with an NRS approved test.

In addition to direct contact hours, programs will track locally proxy hours (instructional hours received in a distance education program) of time students spent on distance learning activities. Proxy hours may be measured in one of three ways depending on the software used by the provider:

1. **Clock Time Model** which assigns contact hours based on the elapsed time that a learner is connected to or engaged in an online or stand-alone software program that tracks time. This model is used for PLATO, E2020 or Skills Tutor software.
2. **Teacher Verification Model** which assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a learner is engaged or completed the assignment. This model is used for Workplace Essential Skills.
3. **Learner Mastery Model**, which assigns a fixed number of hours of credit based on the learner passing a test on the content of each lesson. Learners work with the curriculum and materials and when they feel they have mastered the material; they take a test. A high percentage of correct answers (typically 70 percent – 80 percent) earn credit hours attached to the material. This model can be used with PLATO and E2020.

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## *Assessment of Students in Distance Learning*

All assessment policies apply to participants enrolled in distance education programs.

- All participants must be pre-tested according to assessment guidelines.
- Direct contact and proxy contact hours must be accurately documented. These hours will be reported in MAERS as total instruction hours; however, programs must be tracking the number of hours that are traditional classroom and proxy hours for monitoring purposes.
- All participants must be post-tested according to assessment guidelines.
- Testing must be administered at a proctored site. Assessments not conducted through face-to-face interaction with a trained test administrator in a secure setting will be invalid.

## *MAERS Reporting for Students in Distance Education*

ALL Students, regardless of the number of instructional hours received, must be reported in MAERS. States will report all required NRS data elements on distance education students in all NRS tables, according to the current requirements. Hours of instruction must include all direct contact and proxy hours. Students in distance education will also be reported separately in a new Table 4c identical to NRS Table 4, and 5a identical to NRS Table 5.

## XV. CONTACT INFORMATION

If you have any questions or concerns, need clarification or technical assistance on this policy, please contact Mr. Brian Frazier by telephone at 517-930-6734 or via email at [frazierb3@michigan.gov](mailto:frazierb3@michigan.gov).

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## APPENDIX A: DEFINITIONS

**Adult Learning Plan (ALP):** All recipients of adult education funding, federal and state, are required to maintain a completed ALP for all adult education participants. The ALP is designed to gather required information that tracks participant progress toward achievement of appropriate goals and enhances the academic performance and economic success of the adult education participant. The ALP is to be completed by a program-designated staff member (e.g. teacher, counselor) working with the participant. The ALP must be completed for a new registration. The ALP is initiated upon intake and utilized for the entire duration of the participant's adult education services across program years and for enrollment in all instructional areas (ABE, HSC, HSE, ESL). It is an integral, but not all-inclusive, part of the participant registration process.

Assessment information is entered on page two of the ALP, which includes the assessment type, form/level administered, test date, number of hours of attendance at the time of the test, scale score, educational functioning level and grade level.

**Assessment Data:** This is used to place participants at appropriate instructional levels, monitor progress, guide instruction, and certify participant mastery. In addition, WD 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 WD 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 an 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.

**Educational Functioning Levels (EFL):** An approach to measuring educational gain that is based on a set of levels in which participants are initially placed, based on their ability to perform literacy-related tasks in specific content areas. Each EFL describes a set of skills and competencies that the participant entering at the given level can do in the areas of reading, writing, numeracy, speaking, listening, functional and workplace areas. The United States Department of Education developed this system to standardize measurement of educational achievement. A participant is considered to have advanced if he/she demonstrates sufficient improvement in one or more higher levels.

**Educational Gain:** A measure of a participant's interim progress by advancing one or more EFLs in any subject area on the post-test compared to the pre-test using a state-approved assessment test.

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**Post-test:** The last test administered during the program year that is used to determine the participant's ending EFL and education gains made as a result of the instruction received during the year. 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.*

**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.

**State Section 107 Performance Objectives:** State Section 107 performance objectives are aligned closely with the WIOA performance measures. Performance objectives are: Measurable Skills Gain as defined by NRS, achieve English proficiency, obtain a high school equivalency certificate, pass one or more individual official high school equivalency tests, attain high school diploma, pass a course required to attain a high school diploma, enrollment in a post-secondary institution, or has wages/employment in 2<sup>nd</sup> or 4<sup>th</sup> quarter after exit.

**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 Functioning Level.

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## APPENDIX B: TEST OVERVIEW

### Tests of Adult Basic Education (TABE)

The 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 can be administered to ABE, HSE, 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 TABE11/12 cover a content grade level range from 0 through 12.9.

**Table 1a. TABE Test Levels  
Mathematics**

Test Level	Grade Range
L	K-1
E	2-3
M	4-5
D	6-8
A	9-12

**Table 1b. TABE Test Levels  
Reading and Language**

Test Level	Grade Range
L	K-1
E	2-3
M	4-5
D	6-8
A	9-12

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. 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. 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.

TABE assess skills in reading, language, mathematics computation, and applied mathematics.

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## **TABE Complete Language Assessment System–*English* (TABE CLAS-E)**

TABE CLAS-E measures the language proficiency of adult English language learners in the areas of reading, listening, writing, and speaking. This test can be used to pre- and post-test ESL participants, and is aligned with the NRS, ESL educational functioning levels. The system consists of a locator test for initial placement, test books, writing folios, answer booklets, and score reports. It is delivered face-to-face in a paper/pencil format. It can be hand scored or scanned. The test has two forms (A & B) and four levels (1, 2, 3, and 4).

## **Comprehensive Adult Student Assessment System (CASAS)**

The CASAS assesses adult basic reading, math, listening, writing, and speaking skills within a functional context. This test can be used to pre- and post-test ESL participants. CASAS provides four test 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 82R as reading pre-test.

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## APPENDIX C.1: TABE TESTING GUIDELINES

**Expiration Date:**  
**TABE 11/12 September 7, 2024**  
**TABE CLAS-E February 2, 2021**

<u>Assessment Test</u>	<u>Instructional Area</u>	<u>Pre-Test</u>	<u>Post-Test</u>
<p><b><u>TABE:</u></b>            TABE 11/12 is one length.</p> <p>TABE assesses literacy, numeracy, and language skill development.</p>	<p>ABE            ASE</p>	<p><b>TABE</b> locator test must be administered to determine the appropriate level of TABE, but is not used for instructional placement decisions about a participant.</p> <p>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> <ol style="list-style-type: none"> <li>1) Administer the Word List to assess the participant’s reading level.</li> <li>2) Ask the participant to complete the practice exercise on page 1-2 of the practice exercise and Locator test.</li> <li>3) Administer the Locator test.</li> </ol>	<p><b>Using 11/12 Alternate Form</b> (e.g., pre-test with 9M and post-test with 10M):</p> <p>Forty (40) hours minimum to 60 hours for Levels 1-4 (ABE)</p> <p>Thirty (30) hours minimum to 60 hours for Levels 5 and 6 (ASE).</p> <p><b>Using 11/12 Same Form</b> (e.g., pre-test with 9M and post-test with 9M):</p> <p>Eighty (80) hours minimum for Levels 1-4 (ABE)</p> <p>Sixty (60) hours minimum for Levels 5 and 6 (ASE).</p>
<p><b><u>TABE CLAS-E</u></b>            TABE CLAS-E            Assesses reading, listening, writing, and speaking.</p>	<p>ESL</p>	<p>Data Recognition Corporation 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.</p>	<p><b>TABE CLAS-E Alternate Form:</b>            Testing 60-95 hours of instruction are recommended when testing with an alternate form (i.e. A2 to B2) with a minimum of 40 hours.</p> <p><b>Same Form Testing:</b>            Eighty (80) hours of instruction are recommended when testing with the same form (i.e. A2 to A2).</p>



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## APPENDIX C.2a: CASAS READING TESTING GUIDELINES - ESL

**Expiration Date: CASAS ESL L&W Reading February 2, 2021**

<u>Assessment Test</u>	<u>Instructional Area</u>	<u>Pre-Test</u>	<u>Post-Test</u>
<p><b>CASAS Reading:</b> Life and Work L&amp;W 27r,28r, 81r, 82r, 81rx, 82rx, 83r, 84r, 85r, 86r,185r, 186r, 187r, 188r</p>	<p>ESL</p>	<p>CASAS provides appraisals for reading, math, listening comprehension, writing, and speaking. CASAS appraisal tests may <b>NOT</b> 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, Page 6) *.</p> <p>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 one hour, they can be given a few extra minutes to finish the question. For participants with disabilities, please refer to the CASAS guidelines for making the appropriate accommodations, which may include extending the time period.</p> <p><i>*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).</i></p>	<p>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 outlined in the publisher's guidelines.</p> <p>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).</p> <p>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.</p>

# Assessment Policy

Effective July 1, 2020

## APPENDIX C.2b: CASAS LISTENING TESTING GUIDELINES - ESL

Expiration Date: February 2, 2021

<u>Assessment Test</u>	<u>Instructional Area</u>	<u>Pre-Test</u>	<u>Post-Test</u>
<p><b><u>CASAS:</u></b> <b><u>Listening:</u></b> Life and Work Listening 981L, 982L, 983L, 984L, 985L, 986L.</p> <p>CASAS asses literacy, numeracy, and language skill development.</p>	<p>ESL</p> <p>ESL</p>	<p>CASAS provides appraisals for reading, math, listening comprehension, writing, and speaking. CASAS appraisal tests may <b>NOT</b> 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, Page 6) * .</p> <p>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 one 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>	<p>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).</p> <p>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 outlined in the publisher's guidelines.</p>

# Assessment Policy

Effective July 1, 2020

## APPENDIX C.3: CASAS READING AND MATH TESTING GUIDELINES – ABE/ASE

Expiration Date: CASAS GOALS Reading September 7, 2024  
CASAS ABE/ASE Math GOALS March 6, 2022

<u>Assessment Test</u>	<u>Instructional Area</u>	<u>Pre-Test</u>	<u>Post-Test</u>
<p><b>CASAS</b> Reading: GOALS</p> <p>Math: GOALS</p>	<p>ABE ASE</p>	<p>CASAS provides appraisals for reading, math, listening comprehension, writing, and speaking. CASAS appraisal tests may <b>NOT</b> 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, Page 6) *.</p> <p>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 one hour, they can be given a few extra minutes to finish the question. For participants with disabilities, please refer to the CASAS guidelines for making the appropriate accommodations, which may include extending the time period.</p> <p><i>*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).</i></p>	<p>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 outlined in the publisher's guidelines.</p> <p>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.</p>

# Assessment Policy

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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.

<u>Disability</u>	<u>Test Administration Procedures</u>	<u>CASAS Test Forms Available</u>	<u>CASAS Test Forms in Development</u>
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>• Headphones 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, and intellectual disabilities.		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.

# Assessment Policy

Effective July 1, 2020

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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 11 and 12 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.

# Assessment Policy

Effective July 1, 2020

## APPENDIX E.1: ABE/ASE ASSESSMENT CHART FOR PLACEMENT AND POST-TESTING

### Test Benchmarks: TABE 11/12 Reading and Language Scale Scores

<b>Level 1: Beginning Literacy</b> 0.0-1.9 Grade Equivalent	<b>Level 2: Beginning Basic</b> 2.0-3.9 Grade Equivalent	<b>Level 3: Low Intermediate</b> 4.0-5.9 Grade Equivalent	<b>Level 4: High Intermediate</b> 6.0-8.9 Grade Equivalent	<b>Level 5: Low Adult Secondary</b> 9.0-10.9 Grade Equivalent	<b>Level 6: High Adult Secondary</b> 11.0-12.0 Grade Equivalent
<b>Reading:</b> 300-441	<b>Reading:</b> 442-500	<b>Reading:</b> 501-535	<b>Reading:</b> 536-575	<b>Reading:</b> 576-616	<b>Reading:</b> 617-800
<b>Language:</b> 300-457	<b>Language:</b> 458-510	<b>Language:</b> 511-546	<b>Language:</b> 547-583	<b>Language:</b> 584-630	<b>Language:</b> 631-800

*Educational Functioning Levels from NRS Technical Assistance Guide, August 2019*

### Test Benchmarks: TABE 11/12 Math Scale Scores

<b>Level 1: Beginning Literacy</b> 0.0-1.9 Grade Equivalent	<b>Level 2: Beginning Basic</b> 2.0-3.9 Grade Equivalent	<b>Level 3: Low Intermediate</b> 4.0-5.9 Grade Equivalent	<b>Level 4: Middle Intermediate</b> 6.0-7.9 Grade Equivalent	<b>Level 5: High Intermediate</b> 8-8.9 Grade Equivalent	<b>Level 6: Adult Secondary</b> 9-12.0 Grade Equivalent
<b>Math:</b> 300-448	<b>Math:</b> 449-495	<b>Math:</b> 496-536	<b>Math:</b> 537-595	<b>Math:</b> 596-656	<b>Math:</b> 657-800

*Educational Functioning Levels from NRS Technical Assistance Guide, August 2019*

# Assessment Policy

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## Test Benchmarks: CASAS Reading GOALS

<b>Level 1: Beginning Literacy</b> 0.0-1.9 Grade Equivalent	<b>Level 2: Beginning Basic</b> 2.0-3.9 Grade Equivalent	<b>Level 3: Low Intermediate</b> 4.0-5.9 Grade Equivalent	<b>Level 4: High Intermediate</b> 6.0-8.9 Grade Equivalent	<b>Level 5: Low Adult Secondary</b> 9.0-10.9 Grade Equivalent	<b>Level 6: High Adult Secondary</b> 11.0-12.0 Grade Equivalent
<b>Reading:</b> 203 and below	<b>Reading:</b> 204-216	<b>Reading:</b> 217-227	<b>Reading:</b> 228-238	<b>Reading:</b> 239-248	<b>Reading:</b> 249-262

*Educational Functioning Levels from NRS Technical Assistance Guide, August 2019*

## Test Benchmarks: CASAS Math Goals

<b>Level 1: Beginning Literacy</b> 0.0-1.9 Grade Equivalent	<b>Level 2: Beginning Basic</b> 2.0-3.9 Grade Equivalent	<b>Level 3: Low Intermediate</b> 4.0-5.9 Grade Equivalent	<b>Level 4: Middle Intermediate</b> 6.0-7.9 Grade Equivalent	<b>Level 5: High Intermediate</b> 8.0-8.9 Grade Equivalent	<b>Level 6: Adult Secondary</b> 9-12.0 Grade Equivalent
<b>Math:</b> 193 and below	<b>Math:</b> 194-203	<b>Math:</b> 204-214	<b>Math:</b> 215-225	<b>Math:</b> 226-235	<b>Math:</b> 236-249

*Educational Functioning Levels from NRS Technical Assistance Guide, August 2019*

# Assessment Policy

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## APPENDIX E.2: ESL ASSESSMENT CHART FOR PLACEMENT AND POST-TESTING

### Test Benchmarks: CASAS Life & Work

Level 1: Beginning ESL Literacy	Level 2: Low Beginning ESL	Level 3: High Beginning ESL	Level 4: Low Intermediate ESL	Level 5: High Intermediate ESL	Level 6: Advanced ESL	Exit
<b>Reading:</b> 180 and below	<b>Reading:</b> 181-190	<b>Reading:</b> 191-200	<b>Reading:</b> 201-210	<b>Reading:</b> 211-220	<b>Reading:</b> 221-235	<b>Reading:</b> 236+
<b>Listening:</b> 162-180	<b>Listening:</b> 181-189	<b>Listening:</b> 190-199	<b>Listening:</b> 200-209	<b>Listening:</b> 210-218	<b>Listening:</b> 219-227	<b>Listening:</b> 228+

*Educational Functioning Levels from NRS Technical Assistance Guide, August 2019*

## APPENDIX E.2: ESL ASSESSMENT CHART FOR PLACEMENT AND POST-TESTING, CONTINUED

### Test Benchmarks: TABE CLAS-E

Level 1: Beginning ESL Literacy	Level 2: Low Beginning ESL	Level 3: High Beginning ESL	Level 4: Low Intermediate ESL	Level 5: High Intermediate ESL	Level 6: Advanced ESL	Exit
<b>Reading:</b> 250-392	<b>Reading:</b> 393-436	<b>Reading:</b> 437-476	<b>Reading:</b> 477-508	<b>Reading:</b> 509-557	<b>Reading:</b> 558-588	<b>Reading:</b> 589+
<b>Listening:</b> 230-389	<b>Listening:</b> 390-437	<b>Listening:</b> 438-468	<b>Listening:</b> 469-514	<b>Listening:</b> 515-549	<b>Listening:</b> 550-607	<b>Listening:</b> 608+
<b>Writing:</b> 200-396	<b>Writing:</b> 397-445	<b>Writing:</b> 446-488	<b>Writing:</b> 489-520	<b>Writing:</b> 521-555	<b>Writing:</b> 556-612	<b>Writing:</b> 613+
<b>Speaking:</b> 231- 425	<b>Speaking:</b> 426-460	<b>Speaking:</b> 461-501	<b>Speaking:</b> 502-536	<b>Speaking:</b> 537-567	<b>Speaking:</b> 568-594	<b>Speaking:</b> 595+

*Educational Functioning Levels from NRS Technical Assistance Guide, August 2019*



# Assessment Policy

Effective July 1, 2020

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## APPENDIX F: TESTING CONTACTS

Test Name	Contact/Notes
CASAS	<b>Andrew Evans</b> <b>CASAS</b> <b>800-255-1306 x.184</b> <a href="mailto:aevans@casas.org">aevans@casas.org</a>  <a href="#">CASAS Website</a>
TABE Forms 11 and 12 & TABE CLAS-E	<b>Michael Johnson</b> <b>Data Recognition Corporation</b> <b>317-389-0160</b> <a href="mailto:mjohnson@DataRecognitionCorp.com">mjohnson@DataRecognitionCorp.com</a>  <a href="#">TABE Website</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
CASAS	WD 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 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.

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.

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## APPENDIX H: TABE CLASE-E SEM BY SCALE SCORE

### TABE CLAS-E SEM by Scale Score

#### TABE CLAS-E Form A Tests

LEVEL	NRS Content Range	Low End	Reading High End	Low End	Listening High End	Low End	Writing High End	Low End	Speaking High End				
1	1-2	250	250-444	482	230	230-459	471	200	200-483	493	291	291-501	502
2	2-3	300	300-497	512	290	290-505	517	220	220-513	522	291	291-536	537
3	3-4	391	405-540	563	368	390-535	554	390	402-555	566	425	426-567	568
4	5-6	468	479-588	680	468	483-607	710	485	493-612	730	501	502-568	659

#### TABE CLAS-E Form B Tests

LEVEL	NRS Content Range	Low End	Reading High End	Low End	Listening High End	Low End	Writing High End	Low End	Speaking High End				
1	1-2	250	250-460	497	230	230-457	471	200	200-487	499	291	291-501	502
2	2-3	300	300-497	513	290	290-502	515	220	220-520	532	291	291-536	537
3	3-4	387	401-547	577	369	392-541	561	390	401-549	561	425	426-567	568
4	5-6	473	482-588	680	463	478-607	710	488	497-612	730	501	502-568	659

# Assessment Policy

Effective July 1, 2020

## REVISION HISTORY

Document validated by: _____	Date: _____
Document approved by: _____	Date: _____
Location of document: _____	

Date	Revised By	Description of Revision
01/04/13	B. Frazier	Updated Appendix C.1-C.5 to include acceptable tests, and formatting throughout the document.
05/29/13	B. Frazier	Updated policy to include TABE CLAS-E.
06/01/14	B. Frazier	Updated policy to Federal Register and expiring tests. Added TABE SEM by scale score. Updated Section 107 Performance Objectives.
07/01/15	B. Frazier	Updated policy to Federal Register and eliminated expiring tests. Updated data collection to a monthly basis.
12/12/16	B. Frazier	Updated 107 performance definition and testing contacts. A pre-test can be used for re-enrollment purposes in the next PY as long as it is within 120 days. WIA to WIOA updates. The tests expiration date period was extended thru 2/2/19. Distance learning education updates.
12/27/17	B. Frazier	Updated TABE 11/12 test, delete post-test waivers.
05/01/18	B. Frazier	CASAS Reading Goals.
10/22/18	B. Frazier	ESL Assessments.
02/13/19	B. Frazier	Delete all expired tests TABE 9/10, GAIN, CASAS L&W for ABE, Life Skills Math.
04/01/19	B. Frazier	Changed 65 percent post-test rate to a recommended goal.
08/01/19	B. Frazier	Added CASAS Math GOALS EFL descriptors
12/04/19	B. Frazier	Participants should not be placed in a different EFL or program other than what is determined by the assessment test. "Can not" was replaced with "should not." 60-80 hours of instruction are recommended when testing with the same form for TABE 11-12. Math Level 4 Middle Intermediate added. Cut scores added for CASAS GOALS.

# Assessment Policy

Effective July 1, 2020

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<b>Date</b>	<b>Revised By</b>	<b>Description of Revision</b>
6/11/20	E. Luce	Modified policy to allow pre-test to be administered within the first 12 hours of instruction. HSC participants are exempt from testing requirement and can be placed based on credits earned. Test in prior year can be used for placement in PY2020.