STATE OF MICHIGAN

DEPARTMENT OF LABOR AND ECONOMIC OPPORTUNITY
WORKFORCE DEVELOPMENT

OFFICE OF ADULT EDUCATION

ASSESSMENT POLICY

Effective July 1, 2025

Contents

I. Introduction 3
II. Purpose 3
III. State Approved Assessments....3
IV. General Guidelines 4
V. Administering Pre-Tests 4
VI. Participant Placement 5
VII. Administering Post-Tests....5
VIII. Data Collection and Verification....6
IX. Continued Eligibility....6
X. Unacceptable Use of Assessments 8
XI. Testing Administration Training 8
XII. Accommodating Participants with Disabilities or Special Needs....8
XIII. Quality Control Procedures 9
XIV. Distance Learning....10
XV. Contact Information 11
Appendix A: Definitions 12
Appendix B: Test Overview....14
Appendix C.1: TABE Testing Guidelines 16
Appendix C.2: CASAS Testing Guidelines - ESL 17
Appendix C.3: CASAS Testing Guidelines – ABE/ASE....18
Appendix D: Testing Accommodations....19
Appendix E.1: ABE/ASE Assessment Chart for Placement 21
Appendix E.2: ESL Assessment Chart for Placement....22
Appendix F: Testing Contacts 23
Appendix G: Training and Purchasing Procedures 24
Revision History 25

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 (EFL) 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 EFL 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.
- Provide standardized administration and scoring procedures.
- Provide alternate equivalent forms for pre-testing and post-testing.
- Provide evidence linking them to NRS educational functioning levels.
- Be NRS approved tests and appropriate forms.

Test Name	ESL	ABE	ASE	HSC	HSE
CASAS Reading GOAL	No	Yes	Yes	Yes	Yes
CASAS GOALS 2	No	Yes	Yes	Yes	Yes
CASAS STEPS	Yes	No	No	No	No
TABE 11/12	No	Yes	Yes	Yes	Yes
TABE 13/14	No	Yes	Yes	Yes	Yes
TABE CLAS-E	Yes	No	No	No	No

IV. General Guidelines

1. All participants must be assessed (pre- and post-tested) with a state-approved assessment each program year. Participants are assessed at intake to determine the individual's 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 test administered during the prior program year can be used for re-enrollment purposes in the current program year.

3. 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.

4. 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 learners.

5. Programs must track instructional hours between the pre- and post-test.

6. Individuals who receive one or more instructional hours must be reported in the Michigan Adult Education Reporting System (MAERS).

7. The EFL gain is defined as the completion of one or more EFLs during the program year in any subject area on a post-test compared to the pre-test for that subject area.

8. 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 a federal and/or state funded adult education program 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 less than 50 percent of the credits required for graduation will be placed at ABE Level 5 and HSC participants with 50 percent or more of the credits required for graduation will be placed at ABE Level 6.

4. Programs that use the Test of Adult Basic Education (TABE) 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 10th 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) preparation class for reading.

VII. Administering Post-Tests

1. A post-test must be administered by June 30th of the program year.
2. Pre- and post-testing with two different assessment tests (e.g., pre-testing with TABE and post-testing with CASAS) is NOT allowed.

3. 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.)
4. 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.
5. When test publisher guidelines allow assessments using forms with multiple levels, programs must post-test with the equivalent or higher of the two forms suggested.
6. A participant that is placed into ABE Level 6 based on the pre-test is not required to be post-tested.
7. A participant that earns a high school diploma or equivalency or passes an official HSE subject area test is not required to be post-tested.
8. A minimum of 65 percent of enrolled participants must be post-tested with a state-approved assessment. Participants that meet one of the exemptions to the post-test requirement (i.e., pre-tested at ABE Level 6, HSC participants, earned diploma or equivalency, or passed official HSE subject test) are not included in the post-test rate calculation.

VIII. Data Collection and Verification

1. All data must be entered into 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 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 pre-test for ESL instruction and one pre-test for ABE/ASE instruction. If a participant is given more than one post-test during the program year, the post-test with the highest score will be used to measure the educational gain.
3. Programs must verify accuracy of data by reviewing the MAERS data management and performance reports.
4. LEO-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:
   - 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., pre-testing with TABE and post-testing 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.
2. All test administrators must receive appropriate training, as indicated in **Appendix G: 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. 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.
- 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.

Additional information for accommodations can be found at the links below.

TABE Guidelines to Inclusive accommodations (PDF).

Guidelines on CASAS accommodations (PDF).

XIII. Quality Control Procedures

LEO-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 participants 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.

Defining Distance Learners

Distance learners are participants 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 a hybrid distance–classroom approach or concurrent enrollment in both types of instruction, the decision about the participant'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 participant's total instructional hours. If a participant 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 participant only once, as either a distance education participant or a traditional classroom learner.

Approved Software for Distance Education Curriculum

Alpha II, Aztec, Burlington English, CASAS NEDP, Edgenuity, Essential Education, Grad Point, Keytrain, Khan Academy, Lexia Reading, Odysseyware, Plato, Northstar, Teknimedia, USA Learns, and Voxy EnGen are approved software for distance education.

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 the participant and program staff can interact, and the participant's identity is verifiable. Local providers 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 must track proxy hours – the instructional hours received in a distance education program. Proxy hours may be measured in one of the following 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, Edgenuity, and 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.
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 Edgenuity.

Assessment of Participants 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 and reported in MAERS.
- All participants must be post-tested according to assessment guidelines.
- Testing must be administered in a secured setting.

MAERS Reporting for Participants in Distance Education

All individuals enrolled, regardless of the number of instructional hours received, must be reported in MAERS. LEO-WD will report all required NRS data elements on distance education participants in all NRS tables, according to the current requirements. Hours of instruction must include all direct contact and proxy hours. Participants in distance education will also be reported separately on NRS Table 4c and NRS Table 5a.

XV. Contact Information

If you have any questions or concerns, need clarification or technical assistance on this policy, please contact Brian Frazier at FrazierB3@michigan.gov or 517-930-6734.

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, ASE, HSC, HSE, ESL). It is an integral, but not all-inclusive, part of the participant registration process.

Assessment Data: This is used to place participants at appropriate instructional levels, monitor progress, guide instruction, and certify participant mastery. LEO-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 LEO-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 within the first 12 hours of 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 to one or more higher levels on a post-test within the program year.

Educational Gain: A measure of a participant's interim progress by advancing one or more EFLs in any subject area on a post-test compared to the pre-test using a state-approved assessment test. If a participant is given more than one post-test during the program year, the post-test with the highest score will be used to measure the educational gain. An educational gain can also be measured based on the number of high school credits earned or passage of a high school equivalency subject test.

Participant: An individual enrolled in an adult education program that receives 12 or more hours of instruction.

Post-test: The follow-up assessment that occurs after a set instruction time, either in hours (e.g., after 40 hours of instruction) or months but must conform to the test

publisher's guidelines for the amount of time needed for a participant to show a meaningful gain. The post-test 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 language proficiency, and passage of a course required to attain a high school diploma.

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.

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, and mathematics. TABE tests can be administered to ABE, ASE, 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 TABE 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 online 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.

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 or online. It can be hand scored or scanned. The test has two forms (C & D) and four levels (1, 2, 3, and 4).

Comprehensive Adult Student Assessment System (CASAS)

CASAS assesses adult basic reading, math, listening, writing, and speaking skills within a functional context. The CASAS STEPS test series can be used to pre- and post-test ESL participants. The CASAS Reading GOALS & Math GOALS 2 test series can be used to pre- and post-test ABE, ASE, HSC, and HSE participants.

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.

Appendix C.1: TABE Testing Guidelines

Sunset Date:
TABE 11/12 June 30, 2026
TABE 13/14 June 30, 2027
TABE CLAS-E C/D June 30, 2027

Assessment Test	Instructional Area	Pre-Test	Post-Test
TABE 11/12 and 13/14: TABE 13/14 is one length. Assesses literacy, numeracy, and language skill development	ABE ASE	**TABE** locator test must be administered to determine the appropriate level of TABE but is not used for instructional placement decisions about a participant. 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: 1) Administer the Word List to assess the participant's reading level. 2) Ask the participant to complete the practice exercise on page 1-2 of the practice exercise and Locator test. 3) Administer the Locator test.	**Using Alternate 11/12 or 13/14 Form:** (e.g., pre-test with 13M and post-test with 14M) Forty (40) hours minimum to 60 hours for Levels 1-4 (ABE) Thirty (30) hours minimum to 60 hours for Levels 5 and 6 (ASE). **Using Same Form:** (e.g., pre-test with 13M and post-test with 13M) Eighty (80) hours minimum for Levels 1-4 (ABE) Sixty (60) hours minimum for Levels 5 and 6 (ASE).
TABE CLAS-E: Assesses reading, listening, writing, and speaking.	ESL	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.	**Alternate Form:** Testing 60-95 hours of instruction are recommended when testing with an alternate form (i.e., C2 to D2) with a minimum of 40 hours. **Same Form Testing**: Eighty (80) hours of instruction are recommended when testing with the same form (i.e., C2 to C2).

Appendix C.2: CASAS Testing Guidelines - ESL

Sunset Date:
CASAS STEPS June 30, 2031

Assessment Test	Instructional Area	Pre-Test	Post-Test
CASAS Reading STEPS and Listening STEPS: Assesses literacy, numeracy, and language skill development. Forms: 621/622, 623/624, 625/626, 627/628, and 629/630	ESL	CASAS 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. Review the Test Administrator Manual for STEPS appraisal times. For participants with disabilities, please refer to the CASAS guidelines for making the appropriate accommodations, which may include extending the time period. **Exception to administering the STEPS Reading appraisal test: "If a participant scores less than six on the oral screening, skip the appraisal and administer five practice items from Form 27*	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. 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.

Appendix C.3: CASAS Testing Guidelines – ABE/ASE

Sunset Date:
CASAS Reading GOALS June 30, 2026
CASAS Math GOALS 2 June 30, 2031
CASAS Reading GOALS 2 June 30, 2032

Assessment Test	Instructional Area	Pre-Test	Post-Test
CASAS: Reading: GOALS 901R–908R Reading GOALS 2 Forms: 921R–930R Math GOALS 2 Forms: 921M—930M	ABE ASE	CASAS 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. Review the Test Administrator Manual for GOALS and GOALS 2 for locator and appraisals times. For participants with disabilities, please refer to the CASAS guidelines for making the appropriate accommodations, which may include extending the time period.	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. 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.

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.	• Extended time. • Alternate schedule. • Frequent breaks. • Scribe/write/alternate form. • Computer-spelling and grammar check disabled. • Simple calculator for Level A/B only.	Large-print tests.	Auditory format for Government and History for Citizenship.
Deaf or Hearing Impaired.	• Sign language interpreter for test directions only. • Headphones for those taking a listening test. • Magnifier.	Large-print CASAS tests. Computer-based CASAS tests.	Braille format.
Psychiatric disability, such as schizophrenia, major depression.	No test administration procedure provided	No test administration procedure provided	No test administration procedure provided
Developmental disability, such as autism, cerebral palsy, epilepsy, and intellectual disabilities.	No test administration procedure provided	Adult Life Skills Forms 310-315. POWER Forms 301, 303, and 305.	No test administration procedure provided

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.

Appendix D: Testing Accommodations, Continued

TABE

A testing accommodation is a change made to the test administration procedure to provide equal access for participants 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 participants who have difficulty taking paper and pencil tests. Braille, and audio editions of TABE Forms 11/12 and 13/14 are available. Some TABE administrators have made other accommodations, such as allowing extra time to complete the test or letting participants mark answers in test booklets rather than on separate answer sheets. Additional accommodation suggestions are available in DRC Assessment Accommodations Checklist (product #53682); order online or call Customer Service at 800-538-9547.

Appendix E.1: ABE/ASE Assessment Chart for Placement

Test Benchmarks: TABE 11/12 and 13/14 Reading and Language Scale Scores

Level 1: Beginning Literacy	Level 2: Beginning Basic	Level 3: Low Intermediate	Level 4: High Intermediate	Level 5: Low Adult Secondary	Level 6: High Adult Secondary
Reading: 300-441 **Language:** 300-457	**Reading:** 442-500 **Language:** 458-510	**Reading:** 501-535 **Language:** 511-546	**Reading:** 536-575 **Language:** 547-583	**Reading:** 576-616 **Language:** 584-630	**Reading:** 617-800 **Language:** 631-800

Test Benchmarks: TABE 11/12 and 13/14 Math Scale Scores

Level 1: Beginning Literacy	Level 2: Beginning Basic	Level 3: Low Intermediate	Level 4: Middle Intermediate	Level 5: High Intermediate	Level 6: Adult Secondary
Math: 300-448	**Math:** 449-495	**Math:** 496-536	**Math:** 537-595	**Math:** 596-656	**Math:** 657-800

Test Benchmarks: CASAS Reading GOALS

Level 1: Beginning Literacy	Level 2: Beginning Basic	Level 3: Low Intermediate	Level 4: High Intermediate	Level 5: Low Adult Secondary	Level 6: High Adult Secondary
Reading: 203 and below	**Reading:** 204-216	**Reading:** 217-227	**Reading:** 228-238	**Reading:** 239-248	**Reading:** 249-262

Test Benchmarks: CASAS Math GOALS 2

Level 1: Beginning Literacy	Level 2: Beginning Basic	Level 3: Low Intermediate	Level 4: Middle Intermediate	Level 5: High Intermediate	Level 6 Adult Secondary
Math: 192 and below	**Math:** 193-203	**Math:** 204-213	**Math:** 214-224	**Math:** 225-235	**Math:** 236 and above

Test Benchmarks: CASAS Reading GOALS 2

Level 1: Beginning Literacy	Level 2: Beginning Basic	Level 3: Low Intermediate	Level 4: High Intermediate	Level 5: Low Adult Secondary	Level 6: High Adult Secondary
Reading: 203 and below	**Reading:** 204-216	**Reading:** 217-227	**Reading:** 228-238	**Reading:** 239-248	**Reading:** 249-and above

Educational Functioning Levels from NRS Technical Assistance Guide, April 2025 (PDF)

Appendix E.2: ESL Assessment Chart for Placement

Test Benchmarks: CASAS STEPS

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
Reading: 183 and below **Listening:** 181 and below	**Reading:** 184-196 **Listening:** 182-191	**Reading:** 197-206 **Listening:** 192-201	**Reading:** 207-216 **Listening:** 202-2011	**Reading:** 217-227 **Listening:** 212-221	**Reading:** 228-238 **Listening:** 222-231

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
Reading: 200-354 **Listening:** 200-348 **Writing:** 210-384 **Speaking:** 170-338	**Reading:** 355-388 **Listening:** 349-389 **Writing:** 385-414 **Speaking:** 339-402	**Reading:** 389-427 **Listening:** 390-427 **Writing:** 415-437 **Speaking:** 403-436	**Reading:** 428-448 **Listening:** 428-457 **Writing:** 438-461 **Speaking:** 437-475	**Reading:** 449-487 **Listening:** 458-488 **Writing:** 462-500 **Speaking:** 476-542	**Reading:** 488-580 **Listening:** 489-620 **Writing:** 501-670 **Speaking:** 543-760	**Reading:** 527+ **Listening:** 533+ **Writing:** 536+ **Speaking:** 568+

Appendix F: Testing Contacts

Test Name	Contact/Notes
CASAS	Andrew Evans CASAS 800-255-1306 extension 184 AEvans@casas.org CASAS Website
TABE 13/14 & TABE CLAS-E	Michael Johnson Data Recognition Corporation 317-389-0160 MJohnson@DataRecognitionCorp.com TABE Website

Appendix G: Training and Purchasing Procedures

Test Name	Who Trains	What Staff should be Trained	When Training is Conducted	Procedures for Ongoing Training
CASAS	LEO-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 *Test Administration Manual* and/or review the training CD
TABE	Local Programs	TABE test administrators should have access to test directions, norm book, technical report, teacher guides, guide to administering TABE and *How to Plan and Administer TABE* 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.

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

Date	Revised By	Description of Revision
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.
06/11/20	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.
12/03/21	B. Frazier	Updated Data Collection and Verification section of policy regarding determining educational gains. Updated approved distance learning software list. Updated assessment expiration dates. Added accommodations links. Updated definition of post-test to remove reference to last test given in program year, and the definition of educational gain.
12/20/22	B. Frazier	Updated several assessments' expiration dates.
9/18/23	B. Frazier	Updated to include new tests approved for use in NRS and updated expiration dates to reflect sunset period.
4/5/24	B. Frazier	Revised the expiration dates of ESL tests due to extension of sunset period by OCTAE.
9/29/2024	B. Frazier	Added TABE 13/14 and updates on passage of official HSE subject test as an EFL gain. Removed expiring TABE 11/12 and CASAS Life and Work. Revised the expiration dates of CASAS Reading Goals and all TABE products.
7/1/25	E. Luce	Reading Goals and TABE 11/12 extended