

**New Mexico Higher Education Department
Adult Education Division
Adult Education Assessment Policy**

WIOA
Adult Education and Family Literacy Programs

Program Year 2020-2021

Adult Education Division
New Mexico Higher Education Department
2044 Galisteo Road, Suite 4
Santa Fe, NM 87505

**New Mexico Higher Education Department
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SECTION I: Introduction and Context

The WIOA Title II and the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) have promulgated rules that require the State to have a written assessment policy to fulfill the accountability requirements for Adult Education (AE), English Language Acquisition (ELA), Adult Secondary Education (ASE), including high school completion and High School Equivalency (HSE) preparation programs, Integrated English Literacy and Civics Education (IELCE) programs, and family literacy programs. This policy describes the assessment instruments adult education programs must use when measuring learner gains in literacy, numeracy and language skills.

This policy provides guidance related to when adult education programs are to administer pre-tests and post-tests, and the assessment training, administration and reporting requirements of the National Reporting System for Adult Education (NRS).

A complete and current list of approved NRS assessments can be found at <https://www.federalregister.gov/documents/2018/09/21/2018-20590/tests-determined-to-be-suitable-for-use-in-the-national-reporting-system-for-adult-education>

A. Need for Assessment Policy

The NRS requires adult education programs to use standardized assessment instruments to determine eligibility for adult education programs, placement of learners at appropriate levels of instruction, evaluation of learner strengths and weaknesses, and to account for learners who demonstrate mastery at specific levels of instruction.

Valid and reliable assessments are necessary to measure the achievement of literacy and language skills that are linked to NRS functioning levels. It is important that the assessment policy be uniformly implemented so that comparability across programs can be evaluated. To assure accuracy and consistency, adult education programs must use standardized assessments with proven validity and reliability that have been approved by the NRS.

Validity

The Standards for Educational and Psychological Testing (1999) explains that validity can be demonstrated in various ways, with construct validity referring to proper use and construction of test items, and with criterion and content validity as supporting methods of validity evidence. Criterion-related validity assesses the ability or effectiveness of an instrument in predicting something (e.g., skills in reading, math and writing). Please refer to the publisher's documentation regarding validity of a particular instrument.

Reliability

Test accuracy (reliability) comprises consistency and stability. This can be evaluated by item response theory and differential item functioning tests which measure test score reliability across different demographics (e.g., gender and ethnicity). If the test is reliable, it will give consistent results over time and across different demographics (e.g.,

if administered to students from rural or urban areas). Please refer to the publisher's documentation regarding reliability of a particular instrument.

B. Purposes and Uses for Assessments

In addition to using required standardized assessments for NRS reporting and accountability, programs use assessments for instructional purposes. Assessment data should be used to inform program evaluation and instructional design to better meet the needs of students and the instructors. Programs are encouraged to supplement standardized assessments with instruction-based, portfolio-based, career-based, and teacher-made assessments. Quality assessment data plays a major role in many areas to

- ❖ Inform students about skill levels and place them in the most appropriate instructional program;
- ❖ Help students determine short and long term goals;
- ❖ Use information as a diagnostic guide to instruction;
- ❖ Pre- and post-test to record progress and certify EFL completion;
- ❖ Plan and develop professional development activities; and
- ❖ Manage program improvement and planning and assess comparability across local programs.

States must report to OCTAE the required measures on all students who receive 12 or more hours of instruction funded through WIOA Title II AEFLA.

C. Summary and Overview of Standardized Assessments

Please refer to the table in *Appendix A* for pertinent information on these tests (i.e., publisher contacts, approved forms and tests for the NRS levels and publisher recommended post-test timing). Please refer to the tables in *Appendix B* for standardized scoring requirements. The tables specify the score ranges tied to educational functioning levels for placement and for reporting educational gains.

Adult education programs are encouraged to use a variety of on-going formative assessments to monitor learning. Informal assessment tools, teaching techniques, teacher-made tests, teacher observation, unit tests, portfolios, checklists and interim assessments may be used to inform instruction, however, these other assessments cannot be used to document educational gain for state or federal accountability reporting purposes.

Adult education programs may use test results for reporting purposes only if the tests were administered in a manner that is consistent with New Mexico's assessment policy and the test publisher's guidelines.

D. Resources for Information and Assistance

Adult Education Division
New Mexico Higher Education Department
2044 Galisteo Street, Suite 4
Santa Fe, NM 87505
Telephone: 505.476.8437

<http://www.hed.state.nm.us/programs/overview-and-contact-information.aspx>

Office of Career, Technical, and Adult Education (OCTAE)
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-7100
Telephone: 202.245.7700

<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html>

SECTION II: General Assessment Requirements

A. Students to be Assessed

All students in adult education programs will be assessed with NMHED AE approved instruments and all students that will be included in New Mexico's NRS data submission must be tested.

Programs must follow these important guidelines when assessing students:

- ❖ Use the test scores and educational level descriptors found in *Appendix B* as criteria for placing students at the appropriate NRS educational functioning levels.
- ❖ Not all skill areas in the level descriptors may be needed to place students. The skills areas used should be the most relevant to student needs and the program curriculum.
- ❖ Determine educational gain by comparing the initial (pre-test) educational functioning level to the level attained on the post-test. If a student is not post-tested, then no advancement can be determined.
- ❖ Testing for NRS reporting must be conducted face-to-face in a secure, proctored setting with a trained test administrator and according to publisher guidelines.
- ❖ Assessments should be given under good logistical conditions (i.e., well-lit, quiet space, adherence to time limits).
- ❖ Instructors and advisors must have access to assessment results.

Testing Exemptions

- Local programs unable to administer an NRS-approved test to a distance learning participant due to the widespread effect of the COVID-19 pandemic may exempt that student from testing.
- Local programs that exempt participants from NRS tests must put procedures in place to identify students who were not tested due to an inability to conduct testing, so that the impact of COVID-19 outbreak can be appropriately tracked.
- Local programs must administer NRS-approved pre-tests as soon as feasible. A participant cannot achieve an educational functioning level gain without an NRS pre and post-test.
- Where test publishers have procedures in place to allow virtual proctoring, local programs may use virtual testing for distance learning participants.
- 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.

- The option to administer an NRS approved test virtually is not limited to the pandemic.

B. State Approved Assessments

BEST Literacy
 BEST Plus 2.0
 CASAS Life and Work – Listening
 CASAS Life and Work – Reading (ESL)
 CASAS Life and Work – Reading (ADULT EDUCATION/ASE)
 CASAS Reading GOALS Series
 CASAS Math GOALS Series
 TABE– Reading
 TABE– Total Mathematics
 TABE– Language
 TABE CLAS-E

Test Administration Requirements

General

All programs must ensure that the following procedures are in place and carried out:

- ❖ 100% of student scaled scores must be entered into the LACES database. (Please refer to test administration manuals for guidelines related to converting raw scores to scale scores).
- ❖ Programs are expected to comply with percentage goals set yearly for pre- and post-testing of enrolled students.
- ❖ NMHED AE performs semi-annual data audits and will monitor pre- and post-testing rates on all students. NMHED AE’s target for pre- and post-testing rates is 50%.
- ❖ NMHED AE will monitor exceptions to the publishers’ guidelines approved by the local program director.
- ❖ Students must be retested if their program participation has lapsed for **six months** or longer.
- ❖ NMHED AE’s LACES database allows assessments to be rolled over when a returning student enrolls in the new program year. The rollover may only occur if the assessment is less than six months old.

Pre-testing

- ❖ All students enrolled in an AE program must be assessed using one of the approved assessment instruments.

- ❖ Programs must follow publisher guidelines for test administration.
- ❖ Pre-testing must occur prior to the completion of 12 hours of enrollment in an adult education program. Ideally, this should be done at intake or soon thereafter.
- ❖ Pre- and post-testing must use different forms of an approved assessment (for example, TABE form 11 for pre-test and TABE form 12 for post-test).
- ❖ When multiple skill areas are assessed and the student has differing abilities in these skill areas, NRS and NMHED AE policy requires that the student be placed at the *lowest* skill area.

Post-testing

- ❖ The minimum recommended length of instruction time between the pre- and post-tests has been established by test publishers in order to maintain the integrity of the test results.
- ❖ Post-tests may not be given on a schedule. Students are to be post-tested when the teacher determines the student has progressed enough to make a measurable skill gain on the post-test.
- ❖ It is expected that students will not be post-tested prior to receiving the publisher recommended minimum instructional hours in the subject to be post-tested. If a student is determined to be ready to post-test before the publisher recommended minimum instructional hours, approval from the local program director is required and a note documenting the special circumstances must be entered into LACES.
- ❖ On the rare occasion that a student is likely to leave before achieving the minimum publisher-recommended hours of instruction, and is not expected to return to the program within 90 days, the student can be post-tested with approval from the local program director. A note documenting the special circumstances must be entered into LACES.

C. Training for Administration of Assessments

Pre-service and in-service training must be provided by local programs for all staff who conduct student intake, those who administer or score each of the tests used to measure educational gain, and all staff involved in gathering, analyzing, compiling and reporting data for the NRS. The training includes the following topics:

- ❖ NRS policy, accountability policies, and the data collection process
- ❖ Definitions of measures
- ❖ Conducting assessments

If permitted by the test publisher, local programs are responsible for training assessment staff. Local programs ensure that all staff members assigned to administer or score tests or who conduct intake are trained on test publisher guidelines, recommendations, and scoring procedures. Programs must pay particular attention to assessments that require certification for test administration (See *Appendix A*).

BEST Literacy:

Center of Applied Linguistics (CAL) requires one person at a program to complete training before a program can purchase materials. CAL certifies trainer. All persons who administer, score, and/or interpret the test must be trained.

BEST Plus 2.0:

CAL requires one person at a program to complete training before the program can purchase materials. Trainee participates in a one-day training and completes 20 practice administrations. CAL certifies trainer. All persons who administer, score, and/or interpret the test must be trained.

CASAS:

CASAS requires one person at a program to complete CASAS 101 before the program can purchase materials. Trained staff may train others at their program only. CASAS certifies trainer. All persons who administer, score, and/or interpret the test must be trained.

TABE 11/12 and TABE CLAS-E:

Data Recognition Corporation recommends that test administrators be trained before purchasing materials or administering the test. NMHED AE requires all test administrators to be certified in TABE test administration. Data Recognition Corporation certifies test administrators that complete TABE training. All persons who administer, score, and/or interpret the test must be trained.

D. Accommodations for Students with Disabilities

The primary federal statutes that pertain to administering adult education programs with regard to persons with disabilities are the WIOA Title II, the 1990 Americans with Disabilities Act (ADA), the Rehabilitation Act of 1973, Sections 504 and 508, Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and the Elementary and Secondary Education Act (ESEA).

These regulations require programs to assure program accessibility, use of auxiliary aids and services, and provide reasonable accommodations as appropriate at no cost to the student. All adult education programs must have procedures in place that refer students to an appropriate staff member, agency, or organization for issues related to identifying students with disabilities or other special needs, testing accommodations, procedures, and appropriate documentation required.

Reasonable Accommodations

A *reasonable accommodation* refers to any change to a classroom environment or task that permits a qualified student with a disability to participate in the classroom process, to perform the

essential tasks of the class, or to enjoy benefits and privileges of classroom participation equal to those enjoyed by adult learners without disabilities.

Adult students with disabilities are responsible for providing documentation of a disability to support a request for a reasonable accommodation. Documentation may include such items as: a physician’s report, a diagnostic assessment from a certified professional, educational records (to support a record of a disability), a vocational rehabilitation report, or report from other qualified service providers. The documentation should describe the nature and extent of the disability and suggest the kind of accommodations the student may need to participate effectively. Please see Table 1 for common accommodations approved by test publishers. The accommodations listed in Table 1 are suggestions only. Accommodations must be based on the needs of individual learners and not on a disability category.

With the student’s informed consent, reasonable accommodations may be discussed and determined by the program’s disability coordinator who will then inform the adult education program staff about any reasonable accommodations that have been authorized. It is not appropriate to assume that an applicant needs an accommodation, nor is it appropriate to suggest accommodations to an applicant prior to a formal request or notification of the need for an accommodation.

Table 1. Common Accommodations Approved by Test Publishers

Instrument	Common Accommodations Approved by Test Publishers Note: Reasonable accommodations are not effectively addressed by a general policy; rather accommodations are best addressed only on a case-by-case basis. (List is not exhaustive).
BEST Literacy	<ul style="list-style-type: none"> ▪ Eye glasses ▪ Magnifying glasses ▪ Earplugs ▪ Color overlays or rulers ▪ Frequent breaks ▪ Individual administration <p>An organization’s disability coordinator may contact the Adult ESL Assessment Team for further assistance at 1-866-845-2378, or best-plus@cal.org</p>
BEST Plus 2.0	<ul style="list-style-type: none"> ▪ Hearing aids ▪ Magnifying glass <p>An organization’s disability coordinator may contact the Adult ESL Assessment Team for further assistance at 1-866-845-2378, or best-plus@cal.org</p>
CASAS	<ul style="list-style-type: none"> ▪ Extended time (1.5) ▪ Alternate schedule ▪ Frequent breaks

	<ul style="list-style-type: none"> ▪ Scribe/writer/alternate room ▪ Computer – spelling and grammar check disabled ▪ Simple calculator for Level A/B only ▪ Sign language interpreter for test directions only ▪ Head phones for those taking a listening test ▪ Magnifier/template ▪ Text-to-speech software ▪ Video magnifiers ▪ Scribe/reader ▪ One-on-one administration <p>An organization’s disability coordinator may contact Ginny Posey for further assistance at 1-800-255-1036, ext. 192</p>
TABE (and CLAS-E)	<ul style="list-style-type: none"> ▪ Visual magnifying equipment ▪ Large print edition of test ▪ Audio amplification equipment ▪ Markers to maintain place ▪ Mark responses in test book ▪ Mark responses on large print answer document ▪ Record responses on audiotape ▪ Use of sign language for selected response items ▪ Use of computer, typewriter, Braille writer or other communication board ▪ Use of a speech synthesizer ▪ Individual testing or in a small group ▪ Use of adaptive furniture ▪ Use of special lighting or acoustics ▪ Frequent breaks, flexible scheduling ▪ Have directions read aloud ▪ Use of directions that have been marked with highlighting ▪ Use of graph paper ▪ Use of a spell checker
TABE Online	<ul style="list-style-type: none"> ▪ Untimed test accommodations ▪ Pause-test accommodations to allow breaks ▪ Font/background color and font size accommodations for students with visual disabilities ▪ Use of highlighter ▪ Use of screen-reader ▪ Online calculator <p>Programs may refer to the <i>Accommodations Classifying Table</i> (2004) or the Guidelines for Inclusive Test Administration published by Data Recognition Corporation for more specific information. Please contact Mike Johnson for further assistance at 630-995-6712, or mjohnson@datarecognitioncorp.com</p>

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SECTION III: Guidelines for Each Assessment

A. Description of Students

All students who will be counted for NRS reporting purposes must be assessed with NRS approved standardized assessments.

B. Identifying Each Assessment

This section discusses fundamental procedures for administering and reporting results on NM AE approved assessments. These guidelines represent minimum standards. The guidelines differ depending upon the selected instrument, as shown in the following table. Please refer to *Appendices A and B* for further information, including relationship between scale scores and educational functioning levels.

Instrument	Guidelines
BEST Literacy	<ul style="list-style-type: none"> ▪ BEST Literacy tests reading and writing proficiency only. ▪ Use one form for pre-testing and a different form for post-testing. ▪ Formal training is not required for administration; however, the test publisher recommends a thorough review of the BEST Literacy Test Manual to become familiar with proper testing and scoring procedures.
BEST Plus 2.0	<ul style="list-style-type: none"> ▪ BEST Plus tests oral proficiency only. ▪ The computer-adaptive version can be given for pre- and post-testing. ▪ With the semi-adaptive print version, use one form for pre-testing and a different form for post-testing. ▪ Training to administer and score is required; contact the Center for Applied Linguistics for training opportunities (see <i>Attachment A</i>).
CASAS	<ul style="list-style-type: none"> ▪ Program staff administering CASAS assessment, must be CASAS certified. To obtain CASAS certification, staff has to attend the <i>CASAS Implementation Workshop</i> and successfully complete the certification exam. It is recommended that CASAS certification be renewed every three years. ▪ Each student should be given the Appraisal/Locator. The Appraisal/Locator should be given one time only. The Appraisal results identify the student pre-test level and appropriate placement. ▪ The publisher’s chart should be used to determine the most appropriate post-test (Certification test) to measure student competency attainment.
TABE	<ul style="list-style-type: none"> ▪ Perform the Locator Interview and administer Locator Test (Part 1 and 2 for TABE and a single Locator Test for TABE Online)

and TABE Online	<ul style="list-style-type: none"> ▪ Use the Complete Battery as both the pre-test and post-test, or use the Survey as both the pre- and post-test. ▪ Scores at entry and at the end are compared to measure student skill attainment. ▪ The publisher discourages random and/or frequent testing.
TABE CLAS-E	<ul style="list-style-type: none"> ▪ Perform the Locator Interview and administer Locator Test (Part 1 and 2) ▪ Administer appropriate Level of CLAS-E for a pre-test. ▪ Score CLAS-E Level to find out ESL Proficiency Level and place student in appropriate ESL class ▪ Administer the alternate form of CLAS-E as the post-test. Publisher recommends 60-95 hours of instruction before post-test with different form.

C. Quality Control Procedures

To help ensure the quality of assessment data, all programs must follow these operating procedures:

- ❖ Testing data must be entered into the program database within 2 weeks of completion.
- ❖ Staff with assigned responsibility for assessment must be adequately trained and have a clear understanding of the instrument’s administration (i.e., timing, scoring, determining appropriate NRS levels, etc.).
 - ❖ All training certifications must be provided to the NMHED AE office.
 - ❖ Assessment results must be kept in student files. Paper files must be kept in a locked and secure location.
 - ❖ The assessment results in student files must match those in the LACES database.

NMHED AE conducts semi-annual data quality audits of all programs and performs thorough program performance evaluations during scheduled program site visits.

DISTANCE EDUCATION POLICY

SECTION A: INTRODUCTION AND CONTEXT

This policy discusses the primary actions needed to design and implement distance education programs that will provide quality services to students at the local program level. New Mexico is a predominantly rural state with huge distances between its more populated areas. With less-than-ideal economic conditions, and the high cost of transportation, distance education has become a prime alternative to the traditional classroom setting.

Distance education can be an effective way to serve learners unable to attend regularly scheduled classes. It may also be an attractive option for students who live some distance away from a local program. Distance education courses can help students obtain the technology skills necessary to transition into work and/or higher education. They can also help students develop the self-efficacy, discipline, resourcefulness and technology skills to pursue a career, advance in a current job, and pursue lifelong learning.

In March of 2020, the state experienced a shutdown of face-to-face classes due to the COVID-19 pandemic. This required any program continuing to provide services to do so at a distance. Distance learning became not only an option but an essential method of instructional delivery.

The purpose of this policy is to give local adult education providers information on how New Mexico Adult Education will implement distance education processes and procedures for local programs.

SECTION B: GENERAL REQUIREMENTS

The National Reporting System (NRS) Technical Assistance Guide defines Distance Education as

- 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 by mail, telephone, e-mail, or online technologies and software.

It is common for adult learners to take traditional classroom-based, blended and/or distance learning courses during the same program year. For purposes of defining who is a distance learner, programs will track students as distance learners if at least 50% of the instructional hours scheduled for a given class are derived from proxy hours. For the purposes of this policy, blended learning students will follow the same policies as distance learners.

SECTION C: ASSESSMENT AND CONTACT HOURS

Assessing Distance Learners

Distance learners must be assessed in accordance with the NMHED Adult Education Division State Assessment Policy. In addition, programs must have a procedure to determine the student's ability to function effectively as a distance learner. This may be a survey of computer skills, motivation, and independent learning skills, or a plan to support the student through blended learning to build those skills.

Instructional Hours for Distance Learning

Classes providing distance or blended learning must be indicated as such in the title of the course in the state database (LACES). The NRS Technical Assistance Guide requires that:

Like all participants, participants in distance education ...must have at least 12 hours of contact with the program before they can be counted for Federal reporting purposes. Contact hours for distance learners can be a combination of actual contact and contact through telephone, video, teleconference, or online communication, where participant and program staff can interact and through which participant identity is verifiable. In-person contact time is not required to obtain the initial 12 hours of contact.

Contact hours at a distance are entered into the state database (LACES) as Instruction - Distance/Contact. In addition, programs should report proxy hours according to NRS Technical Assistance Guide and as defined below.

Contact Hours (Also known as “synchronous time.”):

- Instructional contact hours for distance learners can be a combination of actual contact and remote contact through telephone, video, teleconference, or online communication, where participant and program staff can interact and through which participant identity is verifiable.

Proxy Hours (Also known as “asynchronous time”):

This is the time a student spends on learning new material without an instructor present.

The following models may be used to assign proxy contact hours. Ensure that the model you use is appropriate for the curriculum and instructional materials you use for the class.

- **Clock Time Model**—assigns contact hours based on the elapsed time that a participant is connected to, or engaged in, an online or stand-alone software program that tracks time.
- **Teacher Verification Model**—assigns a fixed number of hours for each assignment based on teacher determination of the extent to which a participant engaged in, or completed, the assignment.
- **Learner Mastery Model**—assigns a fixed number of hours based on the participant passing a test on the content of each lesson. This method requires that a high percentage (70%-80%) of students who take the test after completing the number of hours awarded pass it. Only curricula with a validated correlation between test-taker hours and passage rate may be used under this model.

Local providers may use the Clock Time Model for a learning platform or software program that tracks the time participants spend interacting with instructional material and disconnects after a preset period of inactivity. If a provider intends to use either the Teacher Verification or the Learner Mastery Model, it must be appropriate for the distance education curriculum they are using and they must first describe the procedures used to develop the number of proxy contact hours awarded and obtain approval of the curriculum from the State office.

APPENDIX A

NM Approved Assessment Instruments

Instrument/ Publisher Contact	Approved Forms	Approved Tests	Appropriate NRS Levels	Pre- and Post-Testing Intervals (Publisher Recommended)
<p>BEST Literacy [Basic English Skills Test Literacy] <i>Tests reading and writing proficiency</i></p> <p>Daniel Lieberson Dlieberson@cal.org, 202-355-1531</p>	<p>Forms B, C, and D</p>	<ul style="list-style-type: none"> ▪ Reading and Writing <u>only</u> (paper) 	<ul style="list-style-type: none"> ▪ All ESL NRS Levels 	<p>60 Hours minimum, or at end of instructional session; 80-100 hours in lowest pre-test subject area recommended before post-testing.</p>
<p>BEST Plus [Basic English Skills Test Plus] <i>Tests oral proficiency</i></p> <p>Daniel Lieberson Dlieberson@cal.org, 202-355-1531 BEST Plus User Support best-plus@cal.org 866-845-2378</p>	<p>Forms A, B and C</p>	<ul style="list-style-type: none"> ▪ <u>Oral proficiency only</u> (paper and computer-adaptive delivery format) 	<ul style="list-style-type: none"> ▪ All ESL NRS Levels 	<p>60 Hours minimum in lowest pre-test content area, or at end of instructional session; If the hours for a course of instruction exceed the recommended number of hours, post-testing may most appropriately take place at the end of the instructional session (Daniel Lieberson, <i>BEST Plus</i> Project Manager Center for Applied Linguistics dlieberson@cal.org , 202-355-1531</p>

<p>CASAS for ESL</p> <p>[Comprehensive Adult Student Assessment System]</p> <p>Linda Taylor, Director of Assessment Development, CASAS ltaylor@casas.org 800-255-1036, ext. 186</p>	<p>(Reading) Forms 27, 28, 81, 82, 81X, 82X, 83, 84, 85, 86, 185, 186, 187, 188, 513, 514, 951, 952, 951X, 952X</p> <p>*Appraisal/Locator Recommended*</p>	<ul style="list-style-type: none"> ▪ Reading (Life and Work, Reading for Citizenship, Reading for Language Arts – Secondary Level) (paper and computer-based delivery format) ▪ Life and Work Listening 	<ul style="list-style-type: none"> ▪ All ESL NRS Levels ▪ All ESL NRS Levels 	<p>70-100 Hours in lowest pre-test subject area recommended before post-testing. (40 Hours minimum)</p>
<p>CASAS for ABE</p> <p>[Comprehensive Adult Student Assessment System]</p> <p>Linda Taylor, Director of Assessment Development, CASAS ltaylor@casas.org 800-255-1036, ext. 186</p>	<p>(Reading GOALS Series) Forms 901R, 902R, 903R, 904R, 905R, 906R, 907R, 908R</p> <p>(Math GOALS Series) Forms 913, 914, 917, 918</p> <p>*Appraisal /Locator Recommended*</p>	<ul style="list-style-type: none"> ▪ Reading (Reading GOALS) ▪ Math (Math GOALS Series) (paper and computer-based delivery format) 	<ul style="list-style-type: none"> ▪ All ADULT EDUCATION/ASE NRS Levels ▪ All ADULT EDUCATION/ASE NRS Levels 	<p>70-100 Hours in lowest pre-test subject area recommended before post-testing. (40 Hours minimum)</p>

<p>TEST OF ADULT EDUCATION, TABESurvey, and TABEOnline [Test of Adult Education]</p> <p>Elma N. Pineda-Raney, Ed.D. elma_pineda-raney@ctb.com 505-797-9894; 800-538-9547 ext. 6706 Western Reg. Office: 888-282-5690</p>	<p>Forms 11 AND 12</p> <p>*Locator is required*</p> <p>*Use of Complete Battery is recommended*</p>	<ul style="list-style-type: none"> ▪ Reading ▪ Language ▪ Total Math (paper and computer-based delivery format) 	<ul style="list-style-type: none"> ▪ All ADULT EDUCATION/ASE NRS Levels 	<p>A Locator Test is strongly recommended.</p> <p>Data Recognition recommends 50-60 hours of instruction when testing with an alternate form (i.e. 11M to 12M) for students that test into NRS levels 1-4 (ADULT EDUCATION) with a minimum of 40 hours.</p> <p>For students testing into NRS levels 5 and 6 (ASE Low and High) 30-59 hours of instruction is recommended.</p> <p>If the pre- and post-test are for students with the same level and use the same form: 120 hours.</p> <p>Random and/or frequent testing is discouraged.</p>
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<p>TABECLAS-E [TABEComplete Language Assessment System-English]</p> <p>Mike Johnson MJohnson@DataRecognitionCorp.com 630-995-6712</p>	<p>For alternate form testing, CTB recommends <u>60–95 hours of instruction</u> (i.e., A2 to B2) with a minimum of 40 hours.</p> <p>For same form testing CTB recommends <u>100–140 hours of instruction</u> (i.e., A2 to A2).</p> <p>CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.</p>	<p>Forms A&B For Levels 1,2,3 &4 for the following:</p> <ul style="list-style-type: none"> ▪ Reading ▪ Listening ▪ Writing ▪ Speaking (paper) 	<ul style="list-style-type: none"> ▪ All ESL NRS Levels 	<p>A Locator Test is strongly recommended.</p>
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NRS Functioning Level Table

APPENDIX B

Outcome Measures Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS

LITERACY LEVEL	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>ABE Level 1- Beginning Literacy</p> <p><i>Test Benchmark:</i> TABE (11-12) scale scores (grade level 0–1.9): Reading: 441 and below Total Math: 448 and below Language: 457 and below</p> <p>CASAS scale scores: Reading: 203 and below Math: 193 and below</p>	<p>*Refer to Updated NRS Descriptors</p>	<p>*Refer to Updated NRS Descriptors</p>	<p>*Refer to Updated NRS Descriptors</p>

<p>ABE Level 2- Beginning Basic Education</p> <p><i>Test Benchmark:</i> TABE (11–12) scale scores (grade level 2–3.9): Reading: 442–500 Total Math: 449–536 Language: 458–510</p> <p>CASAS scale scores: Reading: 204–216 Math: 194–203</p>	<p>*Refer to Updated NRS Descriptors</p>	<p>*Refer to Updated NRS Descriptors</p>	<p>*Refer to Updated NRS Descriptors</p>
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Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • TABE = Test of Adult Basic Education

Outcome Measures Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS

LITERACY LEVEL	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>ABE Level 3- Low Intermediate Basic Education</p> <p><i>Test Benchmark:</i> TABE (11-12) scale scores (grade level 4–5.9): Reading: 501–535 Total Math: 496–536 Language: 511–546</p> <p>CASAS scale scores: Reading: 217–227 Math: 204-214</p>	<p>*Refer to Updated NRS Descriptors</p>	<p>*Refer to Updated NRS Descriptors</p>	<p>*Refer to Updated NRS Descriptors</p>

Outcome Measures Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS

LITERACY LEVEL	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>ABE Level 4- High Intermediate Basic Education</p> <p><i>Test Benchmark:</i> TABE (11–12) scale scores (grade level 6–8.9): Reading: 536–575 Total Math: 537–595 Language: 547–583</p> <p>CASAS scale scores: Reading: 228–238 Math: 215-225</p>	<p>*Refer to Updated NRS Descriptors</p>	<p>*Refer to Updated NRS Descriptors</p>	<p>*Refer to Updated NRS Descriptors</p>

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

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Outcome Measures Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS

LITERACY LEVEL	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>ABE Level 5- Low Adult Secondary Education</p> <p><i>Test Benchmark:</i> TABE (11–12): scale scores (grade level 9–10.9): Reading: 576-616 Total Math: 596–656 Language: 584–630</p> <p>CASAS scale scores: Reading: 239-248 Math: 226-235</p>	<p>*Refer to Updated NRS Descriptors</p>	<p>*Refer to Updated NRS Descriptors</p>	<p>*Refer to Updated NRS Descriptors</p>

<p>ABE Level 6- High Adult Secondary Education</p> <p>Test Benchmark: TABE (11–12): scale scores (grade level 11–12): Reading: 617 and above Total Math: 657 and above Language: 631 and above</p> <p>CASAS scale scores: Reading: 248 and above Math: 236 and above</p>	<p>*Refer to Updated NRS Descriptors</p>	<p>*Refer to Updated NRS Descriptors</p>	<p>*Refer to Updated NRS Descriptors</p>
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Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

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Outcome Measures Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS

LITERACY LEVEL	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>ESL Level 1- Beginning ESL Literacy</p> <p><i>Test Benchmark:</i> CASAS scale scores: Reading: 180 and below L&W Listening: 162-180 and below</p> <p>BEST Plus: 400 and</p>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or</p>
<p>ESL Level 2- Low Beginning ESL</p> <p><i>Test benchmark:</i> CASAS scale scores Reading: 181–190 L&W Listening: 181–189</p> <p>BEST Plus: 401–417 (SPL 2)</p>	<p>Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no</p>	<p>Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address,</p>	<p>Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited</p>

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • BEST= Basic English Skills Test • TABE CLAS-E = Test of Adult Basic Education Complete Language Assessment System—English

* Refer to the TABE CLAS-E Technical Manual for score ranges for individual reading, writing, listening and speaking tests. Table shows total scores.