

Utah Assessment Policy

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Introduction

In 1998, the Adult Education Act was signed into law; expectations for workforce development were enhanced by enacting the Workforce Investment Act (WIA). Title II of the WIA, the Adult Education and Family Literacy Act (AEFLA), created a partnership among the federal government, states, and localities in providing adult education and literacy services. The law set forth expectations ensuring that adult learners obtain appropriate educational skills to function effectively in the workplace. The National Reporting System (NRS) was developed as a WIA accountability system to determine the degree to which state and local programs meet learner achievement targets. Subsequent to the 1998 law the Workforce Innovation and Opportunity Act (WIOA) was signed into law July 22, 2014. WIOA expands the role adult education to deliver integrated and coordinated services that leads to career employment and self-sufficiency with persons most at-risk.

Purpose

The purpose of the NRS is to produce measures describing adult learners and the outcomes they achieve as a result of their participation in adult education. The measures are used at the state level to demonstrate whom the adult education programs serve and the impact that programs have on the learner's educational and employment-related outcomes in support of the WIOA. The purpose for standardized assessment across all programs is to provide accountability and uniformed continuity among programs provides increased fluidity for students if changing situations require them to access a different program within the state, and to equalize the funding criteria for all programs applying for funding, as well as provide consistent standards in NRS responses. In order to report Utah's NRS data, all programs must participate in collecting accurate and valid measures of students' success. Validation occurs through pre- and post-testing using standardized assessment procedures.

Assessment policies and procedures apply to all adult education and literacy programs receiving AEFLA and/or State funding.

The assessment policy is designed to provide a detailed explanation of state requirements for assessment. This policy applies to the required assessments that all programs use to report a student's Education Functioning Level (EFL) in compliance with state and NRS requirements. EFLs are used to determine student level gains, as well as an appropriate student curriculum to meet the Student's Education Occupation Plan (SEOP).

Programs should use additional diagnostic assessments in support of a student and his/her learning process. However, local level assessments (standardized or criterion-referenced) for student instructional purposes are NOT a substitute for standardized assessments required for state and NRS reporting. Utilizing standardized assessments provides a means for programs to demonstrate both valid (test items focuses on adult curricula focused on knowledge and skills emphasized in adult curricula) and reliable (consistent test results from test to test) measures of student progress/gains in assisting students to meet their educational and career goals. Accurate achievement data enables providers to build their capacity and design quality and valid programs. Standardized assessments provide programs with the ability to make informed management decisions, choose a curriculum that effects meaningful student outcomes, develop strategies for continuous improvement, and increase public awareness. Additionally, it is a means of development of sufficient resources for programs to continue to meet the needs of the citizens within the community. It is important that **all** programs uniformly implement assessment directives and practices.

Local Program Responsibilities

1. Intake

At the time of intake/enrollment, and within the first twelve contact hours, local programs should develop (based upon standardized assessment) a Student College and Career Plan (SCCP). During the student's intake process and as part of the student's goal setting process all students will have the given goal of improving their educational functioning level. Students must select at least one academic goal/outcome focus and may select multiple focuses as long as they are reasonably able to complete them by the end of the program year. The student with the assistance of program staff will determine the direction of assessment and programming focus for accounting and outcome purposes. After standardized assessments and the determination of the student's Entering Functioning Level (EFL), the student's instructional focus will be one of the following:

ELL = non-native English language learner needing language acquisition

ABE = academic skills 8.9 grade level or below

ASE/AHSC = high school or GED® focus

Enrollee, Performer Assessment Outcomes:

It is the purpose of an adult education program to provide academic instruction paired with CCR standards to qualified students for the purpose of improving their literacy skills through outcomes measured by level gains, GEDs® and adult education secondary diplomas. The ultimate goal is to transition students to post-secondary, training programs or careers. These outcomes can only be obtained through direct interaction and time spent with the student. For state funding purposes programs that pre-test and have established the student as an enrollee will be able to claim performer status, ELL Completer, diploma (ABE 3-AHSC 2) and GED® outcomes

There may be situations in which a program decides not to conduct a pre-test with a new student. The student will be considered/reported as a potential performer if the person has at a minimum .25 contact hour entered in UTopia. If the client has 0 contact hours in UTopia they are considered a non-participant. A student is potential performer if they are an enrollee but not have not made a Measureable Skill Gain (MSG). No program outcomes will be recognized for either the non-participant or the potential performer.

2. Determining Appropriate Assessment

All programs will measure the educational gain of all students receiving 12 or more hours of instruction with a National Reporting System (NRS) approved test 34 CFR 462.40(c)(1) as defined below.

Local programs will administer the appropriate assessment from the following selected standardized assessments for **both** pre- and post-testing in Adult Basic Education (ABE), Adult Secondary Education/Adult High School Completion (ASE/AHSC) and English for Speakers of Other Languages (ELL).

REQUIRED ASSESSMENTS

Focus Area of Instruction	Basic Reading and Writing	Numeracy Skills	Speaking and Listening	Assessment Instruments
ABE	X	X		TABE
ASE/AHSC	X	X		TABE
ELL	X		X	BEST Literacy <i>and</i> BEST Plus or CASAS reading and speaking/listening

The student's EFL is the instructional area of focus determined after standardized assessment. The EFL (area of focus) is determined by the

student's lowest assessment scale score, and is used as the baseline of student progress (level gains) and for federal reporting purposes of all student data for a program year. When determining a student's EFL (area of focus) it may be that the student's functioning level is different between areas of focus (e.g. math may be ABE 2, while reading is ABE 4 and language is ABE 3.) The student's EFL (academic area of focus) is based on the lowest functioning level (e.g. math functioning level is ABE 2 while reading is ABE 4 and language is ABE 3 then math will serve as the student's EFL (academic area of focus - for the program year.) UTopia evaluates TABE test scores and selects the student's EFL based on: 1) the lowest scale score, then in case of a "tied score;" 2) the lowest grade score and then; 3) the lowest number correct.) If there is a "tie" in the functioning levels the student and counselor should decide together which area of focus will serve as the EFL focus for the program year. Student Measureable Skill Gains are based on improved performance (improvement as measured on post-tests) in the EFL area of focus. NOTE: the student's test area of focus may not necessarily be the academic area of focus that the student "wants to concentrate on". However, the lowest area of focus must be addressed in curricula instruction as well as assessment and skill attainment.

3. Assessments for Programs Providing Services for ABE and ASE/AHSC Students

All testing protocols (face sheet with student name, DOB, date of testing, test administrator name, and raw scores) must be maintained in the student file (electronically or paper) for seven years after the closing of the program year they were obtained/created for student programming, monitoring and auditing purposes.

All programs are required to use the Tests of Adult Basic Education (TABE) – Locator Test for Forms 9 and 10 **and** Forms 9 and 10 (Levels L, E, M, D, A) of the Full Survey or Complete Battery for determining ABE and ASE/AHSC eligibility, as well as the student's EFL and content area of focus.

TABE Administration Specifics:

The Locator Test **cannot** be used as a screening tool to determine the student's EFL or to place a student in an instructional focus area, because it does not contain enough items to be reliable for that purpose. Additionally, neither a scaled score nor a grade level can be obtained from a TABE Locator Test.

It is necessary to administer the Locator Test (administration 35 minutes) prior to administering the Full Survey or Complete Battery, in order to determine which test level (**E**asy, **M**edium, **D**ifficult, or **A**dvanced) is appropriate to administer for each academic focus area assessed. The

Locator Test determines which difficulty level of the Full Survey test or Complete Battery to administer, thus determining the most accurate measurement of student knowledge.

When determining the composite math score, both the Applied Math and the Math Computation must be administered using the same level of difficulty (E,M,D,A) for both tests (see Appendix A).

NOTE: When a test taker scores + or – two full grade equivalent scores from the content range of any TABE subject test module the student must be re-tested on a higher or lower level of the test to obtain an accurate academic functioning level. Trying to enter a test into UTopia that falls outside of the allowable testing parameter will be considered a “false” test.

Test Level	Minus 2 Full Grade Equivalents	TABE Actual Score Levels	Plus 2 Full Grade Equivalents
L	---	0 – 1.9	3.9
E	0.00	2.0 – 3.9	5.9
M	2.0	4.0 – 5.9	7.9
D	4.0	6.0 – 8.9	10.9
A	7.0	9.0 – 12.9	---

A TABE test that results in “perfect scores” – all of the test items in a given test module are answered correctly, the test should be regarded as imperfect or false descriptions of achievement. Re-testing with a higher level of the test would be required to obtain more accurate information about the test-taker’s top performance level.

Administration Time for TABE Testing

Full Survey
(approximately :90)

Test	Time
Reading	:25
Math Computation	:15
Applied Math	:25
Language	:25

Complete Battery
(approximately 3:35)

Test	Time
Reading	:50
Math Computation	:24
Applied Math	:50
Language	:55
Language Mechanics (optional)	:14
Vocabulary (optional)	:15
Spelling (optional)	:10

- Students should participate in a post-test assessment after receiving

- 50 hours of academic instruction. If a teacher has knowledge that a student will be leaving prior to reaching 50 hours of academic instruction, a post-test assessment should be administered using teacher discretion as long as the student has received a minimum of 40 hours of academic instruction. No student with less than 40 hours can be reassessed.
- Testing earlier reduces the credibility of the assessment tool and is not in agreement with publisher test administration standards.
- It is required that an alternate form of the test be administered as a post-test, i.e., pre-test with form 9, and then post-test with form 10 at the same level(s) of the pre-test that generated the EFL.
- "Post-tests" administered during the program year need only be in the instructional content area that the program determined to be the EFL (reading, math, or language) to determine MSG(s).
- The final post-test of the year may be administered either in the EFL instructional content area or as a complete assessment - Full Survey or the Complete Battery (note: a Locator Test is not required as part of the final post-test of the year – complete assessment process).
- Note: Administering a complete assessment pre- or post-test during May or June serves not only as a final assessment determining level gain(s), but could also serve as the student's pre-test for the new fiscal/program year.
- If a student is not post-tested during May or June it will be necessary for the program to administer a complete pre-test including the Locator Test at the time that the student reenrolls at the beginning of the new program year as part of the establishment of "Enrollee Status".
- If a student has been enrolled and participating in an adult education program continually for a time period greater than 1.5 years then a new TABE Locator Test is to be administered prior to the administration of a new program year pre-test.

4. Assessment Instruments for Programs Providing Services for ELL Students

*Note: All testing protocols (face sheet with student name, DOB, date of testing, test administrator name, and raw scores) must be maintained in the student file (electronically or paper) for seven years after the closing of the program year they were obtained/created for student programming, monitoring and auditing purposes.

All programs are required to use either the Basic English Skills Test (BEST Literacy *and* BEST Plus) or the Comprehensive Adult Student Assessment System (CASAS) for ELL assessments.

BEST Literacy and BEST Plus Administration Specifics:

The BEST Literacy assesses reading and writing, while BEST Plus assesses oral English proficiency (speaking and listening). An ELL pre-test consists of the administration of both tests – BEST Literacy *and* BEST Plus.

- Individual administration must be given for BEST Plus; BEST Literacy may be administered to students as a group or individually.
- BEST Plus administration time varies from 2 to 25 minutes.
- Administration time for the BEST Literacy is timed – with the student being offered up to one hour to complete it.
- Students should participate in a post-test assessment after receiving 60 hours of academic instruction. If a teacher has knowledge that a student will be leaving prior to reaching 60 hours of academic instruction, a post-test assessment should be administered using teacher discretion as long as the student has received a minimum of 40 hours of academic instruction. No student with less than 40 hours can be reassessed.
- Testing earlier reduces the credibility of the assessment tool and is not in agreement with publisher test administration standards.
- Since the BEST Plus is self-randomizing, there are no alternative test forms for pre-and post-testing.
- It is required that alternate forms of the BEST Literacy are administered as a post-test to determine EFL level gain(s).
- “Post-tests” administered during the program year need only be in the instructional content area (skill area) that the program determined to be the EFL (reading or speaking and listening).
- The final post-test of the year may be administered either in the EFL instructional content area or a complete assessment, including the BEST Literacy and BEST Plus (note: an Appraisal Test is not required as part of the final post-test of the year – complete assessment process) to determine MSGs for the year.
- Note: A complete assessment administered as a pre- or post-test during May or June serves not only as a final assessment determining level gain(s), but could also serve as the student’s pre-test for the new fiscal/program year.
- If a student is not post-tested during May or June it will be necessary for the program to administer a complete pre-test including the Appraisal Test at the time that the student reenrolls at the beginning of the new program year as part of the establishment of “Enrollee Status”.
- Care should be taken when establishing an initial EFL. If the student scores as an ELL 5 or 6 in either of the assessed areas at the time of their initial assessment then a TABE should be administered to determine whether the student’s academic needs would be better served as an ABE student rather than an ELL student. Remember that even though a student is placed in an ABE program it does not preclude the program from addressing the student’s language needs. Rather, through such a placement, the student has greater opportunity to demonstrate MSG and academic outcomes.

CASAS Administration Specifics:

CASAS assesses reading, writing, speaking, and listening. Programs may use the Employability Competency Systems Series.

- This test requires group administration.

- Time required for administration averages 60 minutes.
- Students should participate in a post-test assessment after receiving 60 hours of academic instruction. If a teacher has knowledge that a student will be leaving prior to reaching 60 hours of academic instruction, a post-test assessment should be administered using teacher discretion as long as the student has received a minimum of 40 hours of academic instruction. No student with less than 40 hours can be reassessed.
- Testing earlier reduces the credibility of the assessment tool and is not in agreement with publisher test administration standards.
- It is required that alternate forms of the test be administered as a post-test, i.e., if students were pre-tested with an even-numbered form, then post-test with the odd-numbered form at the same level that generated the EFL to determine level gain(s).
- "Post-tests" administered during the program year need only be in the instructional content area that the program determined to be the EFL (reading or speaking and listening).
- The final post-test of the year may be administered either in the EFL instructional content area (skill area) or as a complete assessment (without Appraisal Test), using the same CASAS series that was originally administered, to determine level gain(s) for the year.
- Note: A complete assessment administered as a pre- or post-test during May or June serves not only as a final assessment determining level gain(s), but could also serve as the student's pre-test for the new fiscal/program year.
- If a student is not post-tested during May or June it will be necessary for the program to administer a complete pre-test including the Appraisal Test at the time that the student reenrolls at the beginning of the new program year as part of the establishment of "Enrollee Status".
- Care should be taken when establishing an initial EFL. If the student scores as an ELL 5 or 6 in either of the assessed areas at the time of their initial assessment then a TABE should be administered to determine whether the student's academic needs would be better served as an ABE student rather than an ELL student. Remember that even though a student is placed in an ABE program it does not preclude the program from addressing the student's language needs. Rather, through such a placement, the student has greater opportunity to demonstrate MSG and academic outcomes.

5. Distance Learning (The Distance Learning Policy can be found in its entirety in the state Adult Education Policy and Procedures Manual Tab 4).

The purpose of distance learning is to provide programs with an alternative educational instruction delivery system to increase program intensity, extend educational offerings for adult learners who, for a variety of reasons (including separation by geography and/or time, are unable or unwilling to attend or participate in traditional "center-based" adult education programs.

Additionally, distance learning can be seen as a method of enticing individuals to participate in an adult education program that otherwise may choose not to participate.

Instructional opportunities for the student participating in distance learning must be parallel to curriculum and instruction offered in a classroom-based setting.

The primary instruction of a “traditional” adult education program occurs in the classroom. Distance learning can be considered as a supplement to the classroom-based approach to teaching to increase measureable instructional learning time.

Assessments for Programs Providing Services for Distance Learning Students

- A student considered for distance learning must, at a minimum, have a reading scale score of ABE 3 as determined by a TABE assessment using either a Complete Battery or a Full Survey test; or ELL 3 in reading/writing or speaking /listening using either the BEST/BEST Plus or the CASAS.
- All assessments to establish the student’s Entering Functioning level must be administered by a staff member who has met the certification standards set by the state.
- Both pre- and post-tests must be completed “face-to-face” at a program site following the same standards as applied to “center-based” adult education students.
- MSGs are calculated using the same standards applied to adult education students participating in a “center-based” adult education program.

Distance Learning Programming Approaches:

1. Supported Distance Learning

The distance learning student’s must spend 85% of their instructional time “at a distance”.

- The teacher assigns work; and establishes a schedule for assignment submissions and feedback.
- The student is required to complete six hours of work weekly with the teacher providing 30 minutes of weekly feedback to the student.
- The student completes and returns all assignments electronically or through the U.S. mail (institutional in the case of corrections education).
- At the completion of an instructional unit the student meets at a central program location to complete appropriate unit culminating exams that must be proctored by an adult educator.

2. Blended Distance Learning

This approach combines distance education with face-to-face instruction. However 85% of the student’s participation must be “at a distance”.

- Primary instruction takes place at a distance.
- The student is expected to complete an academic assignment packet every two weeks.

- The student is required to participate in face-to-face teacher/student instruction for 30 minutes weekly.
- As the teacher prepares instructional materials consideration should be given to the fact that one instructional hour spent in a traditional lecture type of class is equal to twelve hours that would be expected of a student to complete the same type of assignment outcomes using this approach.
- Face-to-face interaction between the student and teacher may also be provided, as additional support for the student, in a tutoring lab on a drop-in-as-needed basis. The focus of the additional face-to-face drop-in interaction is to provide time for the student to receive clarification of difficult assignments.

Distance Learning Instructional Presentation Models:

In both distance learning approaches three models of presentation may be considered as a proxy for contact hours of instruction.

1. Teacher Verification Model

- Program establishes a standard for assignment completion = to the minimum amount of time a student would need to spend to complete a particular unit of instruction given that typical classroom instruction is 40 hours (lecture and assignments) = a .25 unit of credit.
- Teacher certifies assignments are completed.
- Academic outcomes are based on “content completed not quality of completion”.
Example: GED Connections – completing 75% of questions takes about 30 hours to complete.
- Mastery of course material is based on successful completion of unit exams and or unit portfolios.

2. Learner Mastery Model

- Student demonstrates unit mastery by testing.
- “Panel of experts” sets a formula to translate instruction into contact hours.
- When the student “feels they have mastered the material” mastery is demonstrated through an instructional unit test.
Example: If the student earns 70% accuracy on questions per a unit of instruction the “panel of experts” would equate the score to a certain number of contact hours. Thus 70% on a Crossroads Café unit may equal 10 contact hours; whereas 70% on an English for All unit may only equal 6 hours.
- Students participating in the Learner Mastery Model of instruction are to receive 50% of the instructional contact hours that the student would have generated if the student had actually completed the course in a “traditional adult education center” approach to instruction.

3. Clock Time Model

- Curriculum presented online contains a “tutor” tracking time on task.
- Actual # of minutes = actual minutes/hours of contact hours.

- The online curriculum must have a pre-set inactivity log-out function built into the program. Whereby, when the student stops working for more than a certain number of minutes the system logs them out. The time tracking feature of the program ensures time data collected reflects student effort.
- Example: Plato, Skills Tutor, NovaNet or A+.

Program Responsibilities for a Distance Learning Program:

Regardless of the approach(es) that a program chooses to offer it is expected that state policies are followed including:

- Distance learning students are those who:
 1. Cannot, or choose to not participate in a “traditionally adult education center” approach due to geography, time or both.
 2. Are augmenting center-based instruction. Any student participating in distance learning must be enrolled in a “Multidiscipline DL” class for the “instruction” that is completed at a distance.
- Programs offering distance learning as a viable instructional approach to adult education must afford program orientation and “class meeting times” at times other than the “traditional” program. This may include meeting on Saturdays, at the local library in the evenings, at a local church, place of business, cell blocks, lock-down units etc.
- The selection of teachers to provide distance learning is critical to the program’s success. Teachers must be flexible, innovative and creative. Dealing with the distance learner presents challenges different from a traditional classroom; thus it is essential that a distance education teacher work with students in a “learner-centered” approach to teaching. A strong sense of curriculum and being technologically adept is critical to the student and program success.
- Programs must establish day-to-day policies including:
 - Program standards** – including: “what the program will look like”, organizational change, the work schedule of the teaching staff, data collection
 - Orientation** – content of distance education orientation including study skills and organizational skills
 - Outcomes** - how, when, where student will complete curriculum mastery assessments
 - Communication standards** - how teacher and student will communicate: Email, institutional mail, telephone, drop-in to the office in addition to the frequency of the communication
 - Daily Operations** - hours, virtual office hours, etc.
 - Tuition and fees** - what is to be charged for material rentals etc.

Note: all collected fees and/or tuition must be reported to the program’s business administrator per Fiscal Compliance Policy for reporting to the Office of Vocation and Adult Education.

 - On-going equipment maintenance** – establish procedures to ensure that Web-based programs and software are in working order 24/7.
- Distance learning students must be enrollees having completed 12 contact hours that include a full assessment, EFL, and the completion of an SCCP,

defining all education goal(s) that the student will work with staff to address during the program year.

- Distance learning students, must have a full TABE assessment (including Locator Test) demonstrating a reading scale score performance level of ABE 3 or higher or are an ELL 3 (reading/writing or speaking/listening) completed in person at the local adult education center.
- As part of the initial 12 hours distance learning students are required to participate in an orientation specific to distance education that includes the completion of study skills and organizational skills modules as well as an orientation to the curriculum and program expectations. Additionally, the process for assigning work, setting course completion timelines and establishing expectations regarding teacher feedback are to be included as part of the orientation meeting. The hours spent participating in the orientation would be considered non-instructional contact hours.
- For National Reporting Systems (NRS) reporting purposes at a minimum 85% of the distance learning student's instructional contact hours must be at a distance. If this is not the case then the student is considered a "traditional classroom adult education student" rather than a distance education student. However, if the student is in need of academic classroom "study lab" support as part of the Blended Distance Learning program approach then latitude may be given allowing the program to still "count" the student as a distance education.
- Non-instructional contact hours may also include time spent in telephone, video, teleconference or online communication, between the staff and student. The student's identity must be verifiable through whatever method of interaction the program selects.
- Instructional contact hours for the distance learning student include time spent using technology through the clock-time model or time spent in courses specifically defined as distance learning curriculum through either the learner mastery model or the teacher verification model.
- Distance learning students may choose to take a combination of distance education classes and traditional adult education classes simultaneously. If the student is utilizing distance learning opportunities to supplement their learning opportunities they must be enrolled in at least two classes.
 - A. a traditional class plus
 - B. a multidiscipline distance learning class.

NOTE: A student's instructional contact hours must be entered into UTopia. UTopia will "evaluate the student" at the end of the program year to determine if 85% of the student's instructional time was spent as a distance learner or a "traditional learning center" student. Depending on which instructional setting the 85% percent of the student's attendance occurred, UTopia will determine for NRS reports how the student outcomes will be reported – distance learning or "traditional learning center" student.

- Program staff must "meet with the distance learning student" at least weekly in person, via phone or email contact. The purpose of the meeting is to answer questions, encourage students, redirect students' program expectations, etc.

- Distance learning students must complete all course unit competency tests at the local adult education center or a mutually agreed upon location in the presence of an adult education instructor.

Curriculum selection is a program decision based upon the approach and methodology the program selects to use. The selected curriculum must be defined in the program's written proposal for implementation of a distance learning program and must be approved by the USBE – Adult Education Services prior to the implementation of a distance learning program.

Complete policies defining Distance Learning can be found in the Utah Adult Education Policy Manual – Tab 4.

NRS EDUCATIONAL FUNCTIONING LEVEL TABLES (as follows) prescribe assessment benchmarks, EFL, level gain(s), and student outcome measures.

Educational Functioning Level Table- English Language Learners

OUTCOME MEASURES DEFINITIONS

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>Beginning ELL Literacy (ELL 1)</p> <p>Test benchmark:</p> <p>CASAS scale scores:</p> <p style="padding-left: 20px;">Reading 180 and below</p> <p style="padding-left: 20px;">Listening 180 and below</p> <p>BEST Plus: 400 and below (SPL 0 – 1)</p> <p>BEST Literacy: 0 - 20 (SPL 0 = ss 0 – 1, 2)</p>	<p>Individual cannot speak or understand English, or understands only isolated words or very simple learned phrases.</p>	<p>Individual has no or minimal reading or writing skills in any language. May be able to recognize and copy letters, numbers and a few words (e.g., own name). May have little or no comprehension of how print corresponds to spoken language. Individual 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. May recognize only common words, signs or symbols (e.g., name, stop sign, product logos). Can handle only very routine entry-level jobs that do not require oral or written communication in English. May have no knowledge or use of computers.</p>
<p>Low Beginning ELL (ELL 2)</p> <p>Test benchmark:</p> <p>CASAS scale scores:</p> <p style="padding-left: 20px;">Reading: 181 - 190</p> <p style="padding-left: 20px;">Listening: 181 - 190</p> <p>BEST Plus: 401 - 417 (SPL 2)</p> <p>BEST Literacy: 21 - 52 (SPL 2, 3)</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 control over grammar.</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, telephone number) and can complete simple forms that elicit this information.</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 knowledge and experience with computers.</p>
<p>High Beginning ELL (ELL 3)</p> <p>Test benchmark:</p> <p>CASAS scale scores:</p> <p style="padding-left: 20px;">Reading: 191 - 200</p> <p style="padding-left: 20px;">Listening: 191 - 200</p> <p>BEST Plus: 418 - 438 (SPL 3)</p> <p>BEST Literacy: 53 - 63 (SPL 3, 4)</p>	<p>Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.</p>	<p>Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading.</p> <p>Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization, and punctuation, and has many spelling errors.</p>	<p>Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry-level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.</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.

Educational Functioning Level Table (ELL, continued)

OUTCOME MEASURES DEFINITIONS

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>Low Intermediate ELL (ELL 4)</p> <p>Test benchmark:</p> <p>CASAS scale scores</p> <p style="padding-left: 20px;">Reading: 201 - 210</p> <p style="padding-left: 20px;">Listening: 201 - 210</p> <p>BEST Plus: 439 - 472 (SPL 4)</p> <p>BEST Literacy: 64 - 67 (SPL 4, 5)</p>	<p>Individual expresses basic survival needs and participates in some routine social conversations, although with some difficulty. Understands simple learned phrases easily, and some new phrases containing familiar vocabulary spoken slowly with repetition. Asks and responds to questions in familiar contexts. Has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing familiar vocabulary. Individual can write simple notes and messages on familiar situations but may lack variety in sentence structure, clarity and focus of writing. Shows some control of basic grammar (e.g., present and past tense) and spelling. Uses some punctuation consistently (e.g., periods, commas, question marks, capitalization, etc.).</p>	<p>Individual can interpret simple directions, schedules, signs, maps, etc. Completes simple forms but needs support on some documents that are not simplified. Can handle routine entry-level jobs that involve some written or oral English communication but in which job tasks can be clarified orally or through demonstration. Individual may be able to use simple computer programs and can perform a sequence of routine tasks when given directions (e.g., fax machine, computer).</p>
<p>High Intermediate ELL (ELL 5)</p> <p>Test benchmark:</p> <p>CASAS scale scores</p> <p style="padding-left: 20px;">Reading: 211 - 220</p> <p style="padding-left: 20px;">Listening: 211 - 220</p> <p>BEST Plus: 473 - 506 (SPL 5)</p> <p>BEST Literacy: 68 - 75 (SPL 5, 6)</p>	<p>Individual participates in conversation in familiar social situations. Communicates basic needs with some help and clarification. Understands learned phrases and new phrases containing familiar vocabulary. Attempts to use new language but may be hesitant and rely on descriptions and concrete terms. May have inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, logical order). Can use word analysis skills and context clues to determine meaning with texts on familiar subjects. Individual can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures. Can self- and peer-edit for spelling, grammar, and punctuation errors.</p>	<p>Individual can meet basic survival and social demands, and can follow some simple oral and written instructions. Has some ability to communicate on the telephone on familiar subjects. Can write messages and notes related to basic needs and complete basic medical forms and job applications. Can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.</p>
<p>Advanced ELL (ELL 6)</p> <p>Test benchmark:</p> <p>CASAS scale scores</p> <p style="padding-left: 20px;">Reading: 221 - 235</p> <p style="padding-left: 20px;">Listening: 221 - 235</p> <p>BEST Plus: 507 - 540 (SPL 6)</p> <p>BEST Literacy: 76 - 78* (SPL 7, 8 *)</p> <p><i>* If the student pre-tests at score 76 or higher choose the TABE test to determine EFL.</i></p> <p>Exit Criteria</p> <p>CASAS Reading or Listening: 236 and above (depending on EFL area)</p> <p>BEST Plus: 541 and above (SPL 7)</p>	<p>Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.</p>	<p>Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.</p>	<p>Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs, and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.</p>

Educational Functioning Level Table ABE and AHSC

OUTCOME MEASURES DEFINITIONS

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Beginning ABE Literacy (ABE 1)</p> <p>Test benchmark: TABE (9 - 10) scale scores (grade level 0 - 1.9): Reading 367 and below Total Math 313 and below Language 389 and below</p>	<p>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single-digit numbers.</p>	<p>Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry-level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p>
<p>Beginning Basic Education (ABE 2)</p> <p>Test benchmark: TABE (9 - 10) scale scores (grade level 2 - 3.9): Reading: 368 - 460 Total Math: 314 - 441 Language: 390 - 490</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can count, add, and subtract three-digit numbers, perform multiplication through 12, identify simple fractions, and perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry-level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.</p>

Educational Functioning Level Table (ABE/AHSC, continued)

OUTCOME MEASURES DEFINITIONS

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Intermediate Basic Education (ABE 3)</p> <p>Test benchmark: TABE (9 - 10) scale scores (grade level 4 - 5.9): Reading: 461 - 517 Total Math: 442 - 505 Language: 491 - 523</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry-level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.</p>
<p>High Intermediate Basic Education (ABE 4)</p> <p>Test benchmark: TABE (9 - 10) scale scores (grade level 6 - 8.9): Reading: 518 - 566 Total Math: 506 - 565 Language: 524 - 559</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context, and can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation, but makes grammatical errors with complex structures.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks such as graphs, charts, and labels, and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.</p>

Educational Functioning Level Table (ABE/AHSC, continued)

OUTCOME MEASURES DEFINITIONS

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Adult Secondary Education (AHSC 1)</p> <p>Test benchmark: TABE (9 - 10): scale scores (grade level 9 - 10.9): Reading: 567 - 595 Total Math: 566 - 594 Language: 560 - 585</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multiparagraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; individual can write using a complex sentence structure and can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs, and can develop own tables and graphs; and can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and create resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.</p>
<p>High Adult Secondary Education (AHSC 2)</p> <p>Test benchmark: TABE (9 - 10): scale scores (grade level 11 - 12): Reading: 596 and above Total Math: 595 and above Language: 586 and above</p>	<p>Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive, with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space; and can apply principles of geometry to measure angles, lines, and surfaces; and can also apply trigonometric functions.</p>	<p>Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.</p>

5. Assessment Accommodations

On a case-by-case basis, students may be entitled to assessment accommodations as allowed by a test publisher. Assessment standards are designed by publishers to meet students' needs and should be considered accordingly.

Appropriate/reasonable 504 accommodations must be made for students who present documented disability(s) according to Section 504 of the Rehabilitation Act of 1973.

Documentation of a disability must:

- Be prepared by an appropriate professional, such as a medical doctor, school or clinical psychologist, qualified diagnostician.
- Include a written statement of the diagnosis of the current disability, date of the diagnosis, how the diagnosis was reached, and credentials of the diagnosing professional.
- Include a statement of how the current disability affects a major life activity.
- Include a statement of how the current disability affects academic performance.
- Include recommendations regarding appropriate accommodations.

NOTE: Accommodations used for assessment purposes should be those that the individual would use as accommodations in his/her daily activities and defined by the test publisher. Interpretation of the assessment results should be reflective of a student's demonstration of knowledge and not the fact that he/she "had an accommodation." Program accommodations provided through adult education programs do not guarantee that students will automatically have the same accommodations for GED® testing. Accommodation information and necessary forms pertaining to GED® testing may be found at:

www.gedtestingservice.com/testers/accomodations-for-disability

POSSIBLE ASSESSMENT ACCOMODATIONS

(As Recommended by Test Publishers)

TABE
Extra time
Test reader for directions
Test reader for passages and items
Spelling assistance
Test items restated/paraphrased
Alternate test settings
Recorded responses
Calculators or math tables
Marking in test booklets
Braille or enlarged print

BEST Literacy and BEST Plus
Test item restated

CASAS
Plain straightedge ruler
Magnifying strips or glass
May take one test per day rather than all in one session
Colored overlays
Sign language interpreter for instructions only
Alternate test settings
Earplugs
Simple calculator for Level A/B only
Computer – spelling and grammar check disabled
Braille or enlarged print
Extra time
Frequent breaks
Headphones for listening test
Scribe/writer/communication board

When selecting and administering tests to a student with a disability, it is **BEST** practice to administer the test in such a fashion that the results will accurately reflect the student's aptitude or achievement level rather than reflecting the student's impaired sensory, manual, or speaking skills.

6. Valid Pre- and Post-Testing Parameters

Students should participate in a pre-test assessment at the time of their initial intake appointment or, at the latest, within the first twelve (12) hours of enrollment in any program. The student's pre-test scale scores and the resulting Entering Functioning Level are to be used in establishing the student's SCCP and content focus area of instruction (reading, math, language), leading to an appropriate education program reflective of sound judgment.

Students should participate in a post-test assessment after receiving 50 hours (for ABE 1 AHSC 1 students), 60 hours (for ELL students), of **academic instruction**. If a teacher has knowledge that a student will be leaving prior to reaching 50 hours (for ABE 1 – AHSC 1 students) and 60 hours (for ELL) students of academic instruction, a post-test assessment should be administered using teacher discretion as long as the student has received a minimum of 40 hours of **academic instruction**. If the decision is made to test the student prior to the 50 (ABE 1 - AHSC 1) or 60 (ELL) hours of academic instruction the following parameters are followed:

Early assessment must be approved by the program director/coordinator.

UTopia reports available to the USBE shows by program the number of students prior to the 50 (ABE 1 – AHSC 1) or 60 (ELL) hours standard.

Programs are to strive to post-test 75% of enrollees after 50 (ABE 1- AHSC 1) or 60 (ELL) hours of instruction. No student with less than 40 academic instructional hours can be reassessed.

Note: Additional post-testing after the first 50 (ABE/AHSC) hours of instruction or 60 (ELL) hours of instruction the program may consider “holding” on future post-testing until at least four to six weeks of further instruction to lessen the chance of test item memorization between testing sessions.

The student's established EFL remains in effect for a fiscal/program year. If the student exits during the program year and reenrolls in another Period of Performance (POP) during the same fiscal/program year, the EFL established earlier in the year and the last recorded post-test remain in effect. Previous accumulated instructional contact hours between tests continue to accumulate and are counted. Post-testing during a program year need only be in the instructional content area that was determined by the student's initial EFL for the program year.

Note: During the months of May and June (given that a student has 50 (ABE 1 – AHSC 1) or 60 (ELL) instructional contact hours since his/her last assessment), programs can choose to administer a **complete** post-test (Locator or Appraisal Tests are not required). Administering a complete/full assessment not only serves as the final post-test determining the student's total level gains for the program year, **but** could also “roll over” into the new fiscal year and serve as the student's pre-test and EFL for the next fiscal/program year.

ELL post-test specifics

Area of Focus:	Reading	Speaking /Listening	Outcome
BEST Literacy	Scores between 76 and 78	NA	Test with TABE
BEST Plus	NA	Scale score 541 or >	ELL Exit Criteria is met; test with TABE
CASAS	Score 236 or >	Score 228 or >	ELL Exit Criteria is met with 236 or > in reading <i>or</i> 228 or > listening – dependent on EFL area of focus; test with TABE

If the ELL student’s final complete post-test shows that the student has met exit criteria on the BEST Plus (scale score greater than 541) but has not “exited out” on the BEST Literacy Test (score less than 76) the complete post-test may still serve as the pre-test for the coming program year and the focus area will be reading/writing during the new program year. The same holds true with the CASAS, if at the end of a program year, the student met exit criteria in the established EFL area the EFL area for the ensuing program year will be the area in which the student did not meet exit criteria. However, if at the end of the program year it is in the student’s best interest to retest using the TABE the program has the first 35 days of the new program year to “reject” the BEST tests or the CASAS test and retest the student using the TABE (including the Locator Test) to establish the student’s EFL for the new program year.

ELL 6 students whose EFL focus area for a program year was speaking and listening who post-test with an ELL assessment and have met NRS/EFL exit criteria (BEST Plus scale score of 541 or CASAS listening score of 228 or higher) will receive a “met exit criteria” level gain. If the ELL 6 student’s EFL focus area was reading and they met exit criteria on the CASAS reading with a score of 236 or higher they will have “met exit criteria” and generated a level gain.

During May or June, if it is known that an ELL 6 student, whose instructional focus area was reading/writing has a BEST Literacy score between 76 and 78 or a CASAS reading score of 236 or greater; or if the ELL 6 student, whose focus area was speaking and listening who has met ELL 6 exit criteria scale score of 541 on the BEST Plus or CASAS listening 228 and above, will continue to participate in an adult education program in the new fiscal/program year, must be pre-tested with a TABE either during May or June or at the beginning of the fiscal/program year with a full ABE/AHSC assessment, including a TABE Locator Test and either a Full Survey or a Complete Battery, to determine his/her new EFL and instructional area of focus.

Note: If at any time during the program year an ELL student whose EFL is in reading and the administrated BEST Literacy Test shows that the student has a score between 76 and 78 or exit criteria on the CASAS reading Test with a score of 236 or greater, then a TABE full assessment (including the Locator Test) may be administered as a diagnostic test regardless of how many accumulated instructional hours the student has in order to assist both the student and the staff in designing the student’s program focus.

If the ELL student’s focus is speaking and listening and they meet ELL exit criteria with either a BEST Plus score of 541 or greater or an exit criteria score of 228 or greater on the CASAS listening then a TABE full assessment (including the Locator Test) may be administered as a diagnostic test regardless of how many accumulated instructional hours the student has in order to assist both the student and the staff in designing the student’s program focus. “Full diagnostic” TABE assessments administered in May or June can rollover into the new program year if the student met ELL 6 exit criteria in the previous program year.

In a given program year an ELL student who takes and passes two consecutive ELL assessments at a functioning level of ELL 5 or ELL 6 and then takes a TABE diagnostic test will be considered an ELL Completer for state funding purposes.

An ELL student who continues in an ABE or AHSC education program after having met ELL 6 exit criteria is still considered, for reporting purposes, an ELL student for the balance of the fiscal/program year based upon their entering EFL established earlier in the program year. In this situation the administered TABE test is to be entered into UTopia and will appear in the student’s test history screen as a “diagnostic” test not a pre- or post-test.

If, for whatever reason, the student does not take a post-test in a fiscal/program year (particularly during May or June) due to lack of instructional contact hours or for other reasons, level gains are not generated. Additionally, none of the student’s test scores will “roll over” into the new program year establishing the student’s EFL for the ensuing program year. The student is required to take a full assessment at the beginning of the new program year to establish an EFL.

If a pre-test exists in the new program year (a test administered in May or June) the accumulated hours build upon the rollover amount.

For example:

<p>Post/Pre test administered in May or June and the student was still enrolled at the end of the program year. Note: for rules pertaining to diagnostic tests refer to the UTopia manual – chapter 6</p>	<p>Student has 30 <u>accumulated</u> instructional contact hours on June 30th since the May or June pre-test was completed.</p>	<p>Those 30 <u>accumulated</u> instructional contact hours roll over into the new year.</p>	<p>Program accepts the roll over test.</p>	<p>Student only needs 20 (ABE 1 – AHSC 1) or 30 (ELL) additional <u>accumulated</u> instructional contact hours before they can be post-tested.</p>
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In a new year, if there is not a May or June pre-test (because staff deleted the pre-roll-over test or a test was not administered) UTopia does not look at the accumulated instructional hours and the program must retest the student regardless of how many accumulated hours have been acquired since the last test.

<p>Post/Pre test administered in May or June was rejected by staff as a pre-rollover test or there was not an eligible pre/post-test to rollover.</p>	<p>The accumulated instructional hours from the previous program year are zero and the student must have a new complete pre-test including a locator or appraisal test.</p>	<p>This pre-test must be completed as part of the "Enrollee Status" criteria.</p>	<p>Once the new pre-test is entered into UTopia the accumulated instructional hours will start accruing from zero towards the 50 (ABE 1 – AHSC 1)/60 (ELL) needed for post-testing.</p>
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A pre-test must exist in a new program year whether it is a pre-roll-over test or a new pre-test as part of "Enrollee Status."

Accumulated instructional contact hours continue to accrue from the time that the pre-roll-over test is accepted or start at 0 if a new pre-test is administered.

Note: A pre-test must be in place (rollover May or June or new test administered in the new program year) as part of the criteria for a student to have "Enrollee Status".

If the student exited or was separated during the previous fiscal/program year then enrolls in any program in the new program year *either before or after* 90 days of inactivity then a full pre-test (if a TABE test is to be administered so must the Locator Test) must be administered to determine the student's EFL and program area of focus for the program year. NOTE: in this situation no tests, even if administered in May or June, roll over into the new program year.

As earlier stated, programs are to strive to post-test at least 75% of the enrollees to capture student outcomes in addition to pro-actively advancing the students' academic skill level.

7. Assessment and UTopia (Utah Online performance information for adult education)

UTopia tracks academic outcome measures, including but not limited to assessments and goal outcomes of students ensuring compliance with state and federal National Reporting System (NRS) requirements.

Use of Scale Scores and UTopia

All required UTopia fields are to be completed as each student enrolls in programs and as pre- and post-tests are completed. It is best practice to enter student data into UTopia, at least every two weeks to ensure accurate and timely data reporting. At a minimum, data is to be entered into UTopia within 35 days of administration or completion. The integrity of UTopia entries will be verified by the USBE during program monitoring reviews - every three years unless deemed otherwise necessary, monthly desk auditing (see Tab H of the Policy and Procedures Manual), as well as by independent auditing firms – annually contracted by the local programs using the required process (see Tab 12 of the Policy and Procedures Manual) to review individual student files.

ABE and ASE/AHSC:

TABE scale scores will be used as pre- and post-test measures reported in UTopia to determine and measure student/program level gains. Assessors are responsible for entering both pre- and post-test “number of correct items” (raw scores) into UTopia. In turn, UTopia will generate the scale score. Each student’s lowest scale score from the pre-test’s tracked instructional content area will be used for the enrollment period as the EFL for level benchmark/gain purposes. The final content area post-test or full assessment post-test scale score calculates each student’s MSG(s) for the student’s EFL. Annually the last benchmark/gains reported as of June 30th will be used for annual NRS and state data “level gain” reporting purposes.

ELL:

BEST Literacy *and* BEST Plus scale scores or CASAS scale scores will be used as pre- and post-test measures reported in UTopia to determine and measure student/program level gains. Assessors are responsible for entering the scale scores for the BEST Plus and the CASAS Tests and the number correct for the BEST Literacy Test are entered into UTopia based upon test norms. Each student’s lowest scores from the pre-test’s tracked instructional content area will be used for the enrollment period as the EFL for level benchmark/gain purposes. The final content area post-test or full assessment post-test scale score calculates each student’s level gain(s) for the student’s EFL. Annually the last benchmark/gains reported as of June 30th will be used for annual NRS state data “level gain” reporting purposes. NRS Measurable Skill Gains will be reported by Periods of Participation (POP) as defined in NRS standards.

Note: Again, care should be taken when establishing an initial EFL. If the student scores as an ELL 6 in either of the assessed areas (reading or speaking/listening) at the time of the initial assessment to establish his/her EFL, then perhaps a TABE assessment (Locator Test and Full Survey or Complete Battery) should be administered to determine whether the student's academic needs would be better served as an ABE student rather than an ELL student. Remember that even though a student is placed in ABE, the program is not precluded from addressing the student's language needs. Rather, through such a placement the student (and local program) would have a greater opportunity for level gain growth and outcomes. An ELL student who completes course instruction as an ELL 6 in the areas of speaking and listening, having been pre- and post-tested and met exit assessment criteria for an ELL 6 student generates a level

gain for having met exit criteria.

Placement and Exit Criteria by Scale Score for all tests is found in Appendix B.

8. Assessment Pathways for Department of Workforce Services (DWS) Clients

Coordination with Adult Education Services

Coordination with local Adult Education Services is essential to prevent duplicative services for common clients. Generally, DWS refers a client to an adult education program for assessment and, if necessary, remediation. The Utah State Board of Education (USBE) and DWS created guidelines to augment the Regional pathway. Adult education programs are to accept DWS TABE Test results provided DWS follows the steps outlined below.

1. DWS administers the TABE Locator and complete Survey to determine functioning levels in reading, math, and language. If the client is basic skills deficient (functioning below the 9th grade level) in reading, math, or language skills, are to be referred for remedial education services.
2. In order to ensure reliable coordination with local adult education programs, clients being tested must present photo identification before testing begins. The DWS caseworker completes the following steps:
 - Create a Service Referral (form 360) referring the client to the local adult education program for remediation.
 - If necessary, see UWORKS 360 Referral – Creating procedure
3. If the form 115-“Release/Disclosure of Information & Consent for Coordinated Services” does not indicate the client authorizes the disclosure of “Other” information (TABE test result) to “School Districts,” complete a new form 115.
4. New form 115
 - Print form 115 from the Forms Manager in UWORKS
 - Check the box next to School Districts in the first section
 - The section about release and disclosure near the bottom of the form must indicate the client authorizes disclosure of TABE test results
 - Write “TABE test results, photo ID provided” on a line next to “Other”
 - Check the box under the column “D” next to the line where you have written “TABE test results”
 - Have the client read, sign and date the form
 - If the client is a minor, the signature of a parent or guardian is necessary.
 - Image the document
5. DWS programs will E-mail the TABE Locator test and complete Survey test results to the local adult education program within 25 days of test administration.
6. Adult education programs will enter DWS administered tests into UTopia as administered on the date it is received or the client’s enrollment date with a note on the test score sheet that states the test was administered by DWS staff and transferred to adult education.
7. The local adult education program will provide remediation and will send subsequent test results back to DWS.
 - The local adult education program must enter test data into UTopia including results from the complete TABE Survey (inclusive of non-EFL areas of

- instruction.
- DWS personnel may view assessment scores of common clients through UTopia portal access.
8. DWS clients who may be in need of ELL services will be referred directly to the local adult education program for ELL assessment.
 9. Follow the Regional pathway and steps 2 through 5 in this section when referring non-English speaking clients to adult education providers.

9. Social Security Numbers

A student's social security number should be used as a unique identifier for most UTopia data matching. Presently, this number is the only student identifier allowed for data matches with the DWS, higher education, and Utah College of Applied Technology (UCAT) as part of the WIOA agreement and NRS reporting process. Additional data matching criteria is used when verifying GED outcomes.

If a student refuses, or is unable, to provide a social security number for data matching, the program will be responsible for surveying the student in order to complete the necessary data collections required as part of the WIOA agreement and the NRS reporting process. NOTE: OCTAE has determined that "surveying" is not effective in generating a sufficient response rate to provide valid and reliable student outcome data. The data matching process has been encouraged by the U.S. Department of Education and the State of Utah, Office of the Attorney General, as being consistent with the provisions of the Family Educational Rights and Privacy ACT (FERPA). Since reporting of this information is required by federal law, the nonconsensual disclosure of personally identifiable information, including social security numbers, by school districts to the state educational agency is permitted by 20 USC Sec 1232g(b)(1)(C), 34 CFR Sec 99.31 (a)(3) and 34 CFR Sec 99.35 (FERPA). The information is protected in a manner that does not permit personal identification of individuals by anyone except federal and state educational officials.

For cohort measurements of "entering employment", "retaining employment", "entering post-secondary or training program" who exit a program at any point during the fiscal/program year and programs have entered 51% or more of the social security numbers for these specific students into UTopia prior to the student exiting the program, surveying the exited students for the given survey time period required in meeting NRS reporting guidelines will not be required. Rather the students' outcomes will be verified through data matching with the Department of Workforce Services higher education, and the Utah College of Applied Technology databases. If the reported number of social security numbers is less than 51% for students in cohort "entering employment", "retaining employment", or "entering post-secondary or training program" exited students will be surveyed by the program that was the manager of the students' data at the time of exit. Survey results will be entered into UTopia by a USBE predetermined process.

10. Test Security

All assessment instruments are considered “high stakes” assessments and must be treated as such. The adult education program director, coordinator, assessment coordinator, and assigned assessment staff members assume responsibility for the security of all assessment materials.

Program staff members may be held personally liable for breach of any security by the respective publishing companies.

Program staff responsibilities include the following:

- Assessment protocols, manuals, scoring norms, etc., must be secured and maintained in a locked cabinet away from student access.
- Duplication of any assessment materials is strictly prohibited without written permission of the respective publishing company.
- All used answer sheets, writing samples, etc., are to be treated as confidential.
- Staff members must refrain from discussing the assessment and student performance before or after the assessment.
- Defaced assessment materials are to be destroyed by shredding and replaced on an ongoing basis.
- Assessment materials are not to be used by the program staff in any manner to develop or create learning materials with the intent of preparing a student for future assessments.

To ensure security, students are to leave cell phones, pagers, iPads and other mobile devices outside of testing area (preventing text messaging, photocopying, filming or using equipment such as a calculator). Additionally, students must not have access to books, purses, etc., during the assessment time. To further maintain security, students must remain in the testing area throughout the assessment period.

To ensure security, assessment materials, test booklets, answer sheets, calculators, and scratch paper should be numbered and assigned to the student who, for the testing session, should be assigned the same number. All numbered items submitted to the testing proctor at the end of the assessment period must match. The color of the scratch paper should be changed for each assessment administration. Used scratch paper should be shredded after each administrative session to lessen the chance of an assessment being compromised.

11. Staff Training

It is the local program’s responsibility to determine how many staff are required to meet the assessment needs of the program. Prior to staff administering any USBE approved assessment documentation must be submitted to the USBE verifying that assessors are trained. Recalibration of assessors is to occur based on test publishers standards and submitted annually to the USBE.

The Utah State Board of Education (USBE) is responsible for training an “assessment trainer” for each program using TABE. Each program’s director/coordinator is responsible:

- To maintain an "assessment trainer" responsible for training other staff members in the

- administration of the TABE Tests;
- To assure to the USBE that testing protocol standards are maintained by all program staff responsible for the assessment of students.
- To provide documentation of trained program staff members annually (July 15th) to the USBE.

The Utah State Board of Education (USBE) is responsible for training and recalibration of staff from programs choosing to use the BEST Literacy and BEST Plus for ELL assessments. Programs must determine annually the number of staff members to be trained in assessment procedures. Arrangements will be made by the USOE to provide annual training and re-calibration as needed. Documentation of trained program staff members will be maintained by the USBE.

Program staff administering the BEST Literacy and BEST PLUS tests must participate in recalibration training every two years after successfully having completed the initial training. After two successful recalibration cycles the BEST assessor becomes a “master” assessor and will be placed on a three year recalibration cycle. Failure to recalibrate in the program year that recalibration is due will result in the assessor’s testing privileges being rescinded until recalibration training is successfully completed. This assessor will be placed on the two year recalibration cycle until another two successful recalibrations have again been completed before they will be eligible to resume the “master assessor” recalibration cycle.

Programs choosing to use CASAS for ELL assessment are responsible for providing training and written assurance to the USBE from CASAS that training and program site license requirements are current as required by CASAS. Documentation of required CASAS assessment certification and recalibration status of each assessor must be submitted by the local programs annually (July 15th) to the USBE.

The USBE will maintain an ongoing list of trained assessors for each assessment instrument used in Utah adult education programs.

The USBE is responsible to train local program directors/coordinators in

- NRS policy
- Accountability policies
- Data collection process
- The purpose of the NRS tables
- How to read the NRS tables
- The purpose and process of conducting assessments and the subsequently established EFL and
- How student course work and associated instructional strategies must be selected to impact/affect the student’s EFL.

The local program director/coordinator is responsible to train and provide documentation of completed annual trainings on the above topics at the time of a program monitoring visit by USBE staff. Documentation must include meeting/training agendas and signatures of staff that were in attendance at the training.

12. Procurement of Assessments

Local programs are responsible to budget for and purchase all assessment materials (including test manuals, keys, and protocols) that meet anticipated needs. Purchased assessment materials are to be coded to the "supplies and materials" section of the budget sheet of the program grant application.

As needed, assistance from the USBE adult education specialists is available to local programs to clarify assessment procedures and interpretation of assessment results.

Appendix A

TABE LOCATOR TEST

Locator scores will determine the test level book: E, M, D, or A.

If Hand Scoring TABE Tests Using Bubble Sheets How to Identify the Level: E, M, D, or A Test to Administer After Giving the TABE 9/10 LOCATOR TEST

Reading	Math	Language	Survey Test or Complete Battery
<i>Count # Correct</i>	<i>Count Combined # Correct</i>	<i>Count # Correct</i>	<i>To Assign</i>
6 & Below*	4-6**	6 & below*	E
7-8	7-8	7-8	M
9-10	9-11	9-10	D
11-12	12-16	11-12	A
<i>12 questions on this test</i>	<i>Two math tests with 8 questions on each test</i>	<i>12 questions on this test</i>	

*If an examinee scores fewer than 6 items correct on the Reading or Language sections of the Locator Test, it may indicate that Level L Pre-Reading and Reading tests should be administered.

**If an examinee scores fewer than 4 items correct in Mathematics of the Locator Test, it may indicate that TABE Level L Mathematics should be administered.

When administering the TABE, make certain that the examinee marks the correct level of the test in the appropriate circle on the answer document (bubble sheet), and be sure to use the correct answer key and norms tables for each level when scoring and interpreting the tests.

Source: Page 32 of the Purple TABE 9/10 Survey Test Directions booklet that is plastic wrapped in every set of 25 EMDA tests that are purchased.

Appendix B

Entering Functioning Levels as Determined by Assessment Scale Score

Educational Functioning Level	TABE 9/10 Scale Score
ABE 1 0-1.9	Reading: 367 & Below Total Math: 313 & Below Language: 389 & Below
ABE 2 2-3.9	Reading: 368-460 Total Math: 314-441 Language: 390-490
ABE 3 4-5.9	Reading: 461-517 Total Math: 442-505 Language: 491-523
ABE 4 6-8.9	Reading: 518-566 Total Math: 506-565 Language: 524-559
AHSC 1 9-10.9	Reading: 567-595 Total Math: 566-594 Language: 560-585
AHSC 2 11-12.9	Reading: 596 & Above Total Math: 595 & Above Language: 586 & Above

Educational Functioning Level	BEST Literacy/BEST Plus Scale Scores
ELL 1	BEST Literacy 0 – 20 BEST Plus 400 & Below
ELL 2	BEST Literacy 21 – 52 BEST Plus 401 - 417
ELL 3	BEST Literacy 53 – 63 BEST Plus 418 - 438
ELL 4	BEST Literacy 64 – 67 BEST Plus 439 - 472
ELL 5	BEST Literacy 68 – 75 BEST Plus 473 - 506
ELL 6	BEST Literacy 76 – 78* BEST Plus 507 - 540**
ELL Exit Criteria (BEST Plus only)	BEST Plus 541 & above

***If an ELL student pre-tests with a scale score on the BEST Literacy Test of 76 and above then a TABE Test should be administered and the student served as an ABE or AHSC student.**

****If an ELL student pre-tests with a scale score on the BEST Plus Test 507-540 then a TABE Test should be administered and the student served as an ABE or AHSC student to more appropriately meet his/her educational needs and increase their chance of more than one level gain during a program year.**

**Educational
Functioning Level**

**CASAS
Reading & Listening
Scale Scores**

NRS ELL Level

Reading Test

(remains the same)

Use these for all reading
forms – even after

5/1/14 Or 7/1/14

Listening Tests

New test scores

Will begin to be
used 5/1/14 for

new series (Life &
Work) tests

ELL 1	Beginning ELL Literacy	0-180	162-180
ELL 2	Low Beginning ELL	181-190	181-189
ELL 3	High Beginning ELL	191-200	190-199
ELL 4	Low Intermediate ELL	201-210	200-209
ELL 5	High Intermediate ELL	211-220	210-218
ELL 6	Advanced ELL	221-235	219-227
Exit Criteria	Exit from Advanced ELL	236 & up	228 & up

***If and ELL student pre-tests with a scale score on the CASAS of 221-235 then a TABE Test should be administered and the student served as an ABE or AHSC student to more appropriately meet his/her educational needs and increase their chance of more than one level gain during a program year.**