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Assessment Procedures for the National Reporting System (NRS)

WVABE Instructor Handbook
Section 12



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GENERAL ASSESSMENT PROTOCOLS

Why do I have to use a standardized assessment instrument?

The Adult Education and Family Literacy Act requires that every state utilize an electronic information system for sending mandated student information to the US Department of Education. West Virginia's **Adult Education Management Information System** is referred to as AEMIS.

AEMIS is used to collect data for the National Reporting System (NRS). The NRS requires local programs to use standardized assessments to evaluate students upon entry into the program and after a set number of instructional hours to document and report progress and completion of educational functioning levels—known in West Virginia as Federal Functioning Levels (FFLs). The NRS has six FFLs for Adult Basic Education and six for English as a Second Language (ESL).

ABE Federal Functioning Levels (FFL)

1. Beginning Literacy
2. Beginning Basic Education
3. Low Intermediate Basic Education
4. High Intermediate Basic Education
5. Low Adult Secondary Education
6. High Adult Secondary Education

ESL Federal Functioning Levels (FFL)

1. Beginning ESL Literacy
2. Low Beginning ESL
3. High Beginning ESL
4. Low Intermediate ESL
5. High Intermediate ESL
6. Advanced ESL

Adult education programs nationwide use the NRS educational functioning levels to provide information to the federal government about student progress. This uniform implementation makes it possible to compare data across programs.

For regular ABE learners, the FFLs provide global descriptions of students' abilities in reading/writing, numeracy (math), and functional workplace skills. For ESL learners, listening/speaking descriptions replace the numeracy descriptions. For students studying Computer Literacy Only, descriptions of the functional workplace skills are used to establish instructional levels. These descriptions are found in the Federal (Educational) Functioning Level Table in the [Section 12 Appendix](#).

The NRS levels also provide standardized assessment benchmarks allowing instructors to place ABE and ESL students into a particular level according to their scaled test scores. Using the test benchmarks, instructors can also decide when students have

made progress within a level, completed a level, and are ready to move to the next level.

The NRS has core measures that meet the requirements of the Adult Education and Family Literacy Act. The completion of FFLs is one of the Federal core measures for which all ABE funded programs are held accountable. Documentation to verify the student's completion of an FFL and movement to a higher FFL, therefore, is an important responsibility of the ABE instructor. Accurate pre- and post-assessment using a state-recommended standardized assessment instrument is the only way to verify the completion of an FFL or movement from one FFL to the next. For more information regarding the NRS core measures, see [Section 9](#).

Because of the importance of accurate information, it is vital that WVABE verifies that correct assessment procedures are being followed. Therefore, data quality audits and desktop monitoring are conducted during informal and formal monitoring reviews of local programs. The AEMIS system also has many built-in checks that assure data quality. Many of these are highlighted throughout this section in the AEMIS TIP inserts.

Who needs to be assessed using a standardized assessment instrument?

In order to measure educational gain, all students **MUST** be assessed using a state-approved standardized instrument. Within the first 12 hours of instruction, students must be pre-assessed and assigned an FFL. The following student types are possible exceptions:

- Students enrolled for less than 12 hours with a short-term goal (take the Official GED® Practice Tests, résumé writing, GED orientation, etc.)
- Work-based project learners
- Computer Literacy Only students

See [Guidance on Specific Types of Students](#) in this section of the *Handbook*.

Interim- and post-assessment, consistent with the guidelines explained in this document, should become a routine component of a program's instructional process. In order to show student completion of an FFL or movement to a higher FFL, both pre- and post-assessment results must be recorded in AEMIS. Without this documentation, the program cannot demonstrate educational gains,



AEMIS TIP: If assessment data is not entered for a student within the first 12 hours, AEMIS will not allow additional contact hours to be logged for that student until initial assessment is complete. If a student exits the program before a standardized post-assessment can be administered, AEMIS will automatically recognize the entry level scores as the exit level scores.

What assessment instruments may be used to determine the entry and exit Federal Functioning Level (FFL)?

For determining a student's entry and exit FFL, the following standardized assessments are recommended for pre- and post-assessment in West Virginia's Adult Education Program:

- **ABE (Adult Basic Education):**
 - CASAS (Comprehensive Adult Student Assessment System): ECS (Employability Competency System), Life Skills, or Life and Work
 - TABE (Tests of Adult Basic Education): Forms 9 & 10
 - WorkKeys®

- **ESL (English as a Second Language):**
 - BEST Literacy (Basic English Skills Test): Forms B,C, & D
 - BEST Plus
 - CASAS: ECS, Life Skills, Life and Work, or Citizenship

What assessment instruments and methods may NOT be used to determine the entry and exit Federal Functioning Level (FFL)?

The following assessment instruments and procedures may not be used for determining entry or exit FFL:

- Official GED Practice Tests (OPT)
- General Educational Development (GED) Tests
- TOEFL (Test of English as a Foreign Language)
- Standardized tests that do not have a parallel form –ESLOA (English as a Second Language Oral Assessment); SORT (Slosson Oral Reading Test), etc.
- Standardized tests that have not been correlated by the test's publisher to the NRS levels and/or approved by the NRS (BEST Oral Interview, CELSA, TABE 7/8)
- College placement tests
- Using different assessment instruments for pre- and post-assessment (e.g., CASAS for pre-assessment; TABE for post-assessment)
- Using the same form for both pre- and post-assessment
- Essential IGO Verification Checklists
- Professional judgment

In what skill areas should students be assessed?

Students should be assessed in the academic area(s) most relevant to their needs. Both TABE and CASAS consist of sub-tests related to different academic areas (e.g., Reading, Math, Listening, Language). It is not necessary to administer the full battery of sub-tests if the student does not intend to study a particular area. Programs should give the specific sub-test(s) that match student goal(s) and that relate to the program of

study. For example, if a student is enrolled for the sole purpose of upgrading math skills, only the math sub-test should be administered.

While the entire battery of tests is not required, programs may decide to give all the sub-tests to better plan instruction.

The assessment instrument should always match the student's skill area(s) of need. If the student wishes specifically to improve language skills, an assessment that measures only reading and math (CASAS, for example) would not be sufficient.

For ESL students, you may need to select more than one standardized instrument to appropriately assess the necessary skill areas. For example, the BEST Literacy assessment is not difficult enough to measure an advanced level of reading/writing; therefore, you may need to administer the CASAS to measure reading/writing while using the BEST Plus for listening/speaking.



AEMIS TIP: AEMIS will only allow one assessment instrument to be selected. If different ESL assessments are used to measure different skills (e.g., BEST Plus for listening/speaking and CASAS for reading/writing), only select the instrument and record the scores for the lowest FFL in AEMIS.

Do I need to use locators and appraisals?

Assessment systems, such as TABE and CASAS, have a locator or appraisal component to be used to determine the most appropriate pre-assessment instruments for each student. The locator/appraisal should always be used prior to administering the pre-assessment battery. Locators or appraisals may NOT be used in place of pre-assessments to determine a scale score or grade equivalent for placement on an entry FFL.

A locator or appraisal may be administered on the first day of class because it is not a lengthy assessment. Because the full assessment process may be overwhelming to some students, it is better to avoid giving all components of the test battery or survey on that same day.

When do I administer the pre-assessments?

Pre-assessments are administered during the student orientation process to guide academic placement and instruction. While the results from standardized pre-assessments can enhance the instructional planning process, it is most often NOT advisable to administer a complete set of pre-assessments in addition to the locator or appraisal on the student's first day of orientation. New students may feel apprehensive about taking assessments and need some time to feel comfortable in the learning environment.

It is required, however, that pre-assessments be administered within the first 12 hours of attendance. If administering several sub-tests (e.g., TABE math, TABE language,

TABE reading), the instructor may wish to administer them over a series of class sessions instead of on the same day.



AEMIS TIP: Students can log up to 12 hours of program attendance prior to the entering of an assessment score and entry FFL into AEMIS. After 12 hours of instruction, AEMIS requires that an entry assessment and FFL be selected prior to entering additional instructional time. It is recommended that instructors utilize the first 12 hours of attendance to combine assessment with instruction.

How do I match standardized assessment results to Federal Functioning Levels (FFLs)?

First, administer the standardized assessment and determine the raw score. Then, use the charts below.

ABE		ESL			Work Readiness
CASAS	TABE	ESL/CASAS	ESL/BEST	ESL/BEST Plus	WORKKeys
Use the Raw Score to get the Scale Score	Use the Raw Score to get the Grade Equivalent (GE)	Use the Raw Score to get the Scale Score	Use the Raw Score for Form B or the Scale Score for Form C or D	Use the Scale Score provided by the software program	Use the WorkKeys Level Score provided in the Score Skill Report



AEMIS TIP: For ABE students, TABE Grade Equivalents or CASAS Scale Scores are recorded in AEMIS. For ESL students, BEST Literacy, BEST Plus or CASAS Scale Scores are recorded. For WorkKeys, use Level Scores.

The following charts should be used to determine the entry and exit Federal Functioning Level (FFL) based on grade equivalences and scale scores.

ABE Reading, Math, Language Correlations

ABE Federal Functioning Level (FFL)	TABE Grade Equivalent (GE)	CASAS Scale Score	WORKKEYS
1. Beginning Literacy	0 – 1.9	200 & below	NA
2. Beginning Basic Education	2.0 – 3.9	201 – 210	NA
3. Low Intermediate	4.0 – 5.9	211 – 220	NA
4. High Intermediate	6.0 – 8.9	221 – 235	Level 4
5. Low Adult Secondary	9.0 – 10.9	236 – 245	Level 5
6. High Adult Secondary	11.0 – 12.9	246 and up	Level 6

ESL Reading/Writing Correlations

ESL Federal Functioning Level (FFL)	BEST Literacy Form B Raw Score or Scale Score for Form C or D	CASAS ECS, Life Skills, or Life and Work Reading; or Citizenship Tests Scale Score
7. Beginning ESL Literacy	0-20	151-180
8. Low Beginning ESL	21-52	181-190
9. High Beginning ESL	53-63	191-200
10. Low Intermediate ESL	64-67	201-210
11. High Intermediate ESL	68-75	211-220
12. Advanced ESL	76-78	221-235
¹ Program Exit	No Exit	236+

ESL Listening/Speaking Correlations

ESL Federal Functioning Level (FFL)	BEST Plus	CASAS ECS, Life Skills, or Life and Work Listening, or CIT Scale Score
7. Beginning ESL Literacy	0-400	171-180
8. Low Beginning ESL	401-417	181-190
9. High Beginning ESL	418-438	191-200
10. Low Intermediate ESL	439-472	201-210
11. High Intermediate ESL	473-506	211-220
12. Advanced ESL	507-540	221-235
² Program Exit	541+	236+

How do I determine the individual's program placement and Federal Functioning Level (FFL)?

The lowest of the standardized test scaled scores or grade levels is used to determine the student's program placement and Federal Functioning Level (FFL). For example, if test scores place a student at GE 4.5 (FFL 3) for Math and GE 8.2 (FFL 4) for Reading, the math score would determine the students' FFL.

¹ ESL students who pre-test at the program exit level should be placed in an ABE FFL using an ABE assessment instrument.

² ESL students who pre-test at the program exit level should be placed in an ABE FFL using an ABE assessment.



AEMIS TIP: AEMIS automatically selects the FFL based on the test scores recorded in AEMIS. In order to show educational gain, it is vital to maintain documentation in AEMIS on assessment progress in the lowest subject area (at a minimum).

How do I document educational gains?

The only way to verify that a student has completed an FFL or moved to a higher FFL is by comparing documented standardized pre- and post-assessment scores. Therefore, all students must be post-assessed.



AEMIS TIP: In order to document educational gains, interim and/or post-assessment scores must be entered for the lowest pre-assessment area entered in AEMIS.

The following student types are possible exceptions:

- Students enrolled for less than 12 hours with a short-term goal (take the Official GED® Practice Tests, résumé writing, GED orientation, etc.)
- Work-based project learners
- Computer Literacy Only students

See [Guidance on Specific Types of Students](#) in this section of the *Handbook*.

For federal reporting, Essential Instructional Goals and Objective (IGO) Verification Checklists CANNOT be used to document the completion of an FFL or movement to a higher FFL. However, the Essential Instructional Goals and Objective Verification Checklists can be used to denote a student achievement on the student program exit form (*ABE 400B Form*). See [Section 6](#) for *Guidelines for using the WVABE Verification Checklist System for Monitoring Student Progress*.

What assessment form should be used for post-assessment to determine educational gains?

The parallel form of the assessment instrument used to determine the entry FFL must be used to determine the exit FFL and the educational gain. For example, if TABE M, Form 9 is used as the pre-assessment, TABE M, Form 10 should be used for post-assessment. Programs are to alternate their use of the assessment forms when re-assessing students (e.g., use TABE Forms 9, 10, 9, etc.).

How frequently should a standardized assessment be administered?

During each program year, a parallel form of the standardized assessment used for pre-assessment must be administered as a post-assessment. The interim assessment must be given to students prior to 100 hours of instruction. If possible, a final assessment should be given at the end of the program year or prior to a student's withdrawal. Use the publisher's guidelines to determine the *minimum* number of hours between specific

assessments, (The minimum varies depending on the assessment.) For details, see the [Publisher Assessment Guidelines, Section 12 Appendix](#).

Post-assessment scores (interim and/or final) must be recorded in AEMIS and evidenced in students' files at the end of the month in which the post-assessment was given.

A post-assessment is reliable for up to six months if no significant instructional intervention has occurred in the interim. Therefore, it is recommended that a returning learner be pre-assessed at entry into the new fiscal year if that learner's post-assessment in the prior fiscal year is more than six months old.



AEMIS TIP: Once a student has received the first 100 hours of instruction within a program year, AEMIS will not allow the input of monthly attendance until another assessment score is recorded as the interim or post-assessment. AEMIS will provide automatic reminders until the post-assessment is recorded. When a second post-assessment score is recorded in AEMIS, the previous post-assessment score will be labeled as the "interim" assessment.

Can the post-assessment score from one year be used as the pre-assessment for the next year?

If a student exits at the end of a program year and then re-enrolls for a new program year, the exit assessment score may be used as the new entry assessment score only if the test date is not more than six months old.

However, if your program is changing from using one assessment instrument to another (e.g., in the past you used the CASAS and now you will be using the BEST), you must begin the program year by pre-assessing with the newly adopted instrument so that you will have parallel entry, interim, and final post-assessment results for the program year.



AEMIS TIP: For classes that do not close in the summer, AEMIS will automatically roll over the student's most recent standardized post-assessment score from one program year to the next for the academic area determining the FFL (if that score is not more than six months old).

Are standardized assessments interchangeable?

The assessment scores of one standardized instrument are not comparable to those of another. In assessing student educational gains within a program year, switching from one instrument for pre-assessment to another for interim or post-assessment is NOT ALLOWED. For example, programs may not use TABE for the pre-assessment and CASAS for the post-assessment.

For ESL assessment, different instruments may be chosen to measure different skill areas. However, the interim and post-assessment MUST always match the pre-assessment. For example, if CASAS is used as a pre-assessment instrument to

measure both listening/speaking and reading/writing, it must also be used to post-assess the same skills. You cannot decide to switch to using the BEST Plus to post-assess for listening/speaking.

Are standardized assessments the only kind of assessment to be used in the classroom?

In addition to the required standardized pre- and post-assessment instruments, a program should also use a variety of formal and informal instruments and procedures to collect valid on-going information regarding student instructional needs and progress. Some examples include:

- Official GED Practice Tests (OPT) to assess readiness to take the GED Tests
- IGO Verification Benchmark Tasks to assess completion of IGOs
- Computerized assessments
- End of unit tests from textbooks
- Instructor-made assessments and rubrics
- Project/products with clearly defined criteria or performance standards
- Dated anecdotal records of teaching observations
- Performance samples, including writing samples, audiocassettes of student readings or interviews, worksheets
- Student self-evaluations

Where should assessment take place?

Whether students are taking a pre-, interim, or post-assessment, they must have a quiet, non-threatening environment in which to take the assessment. The environment should be well lit with comfortable seating and heating/cooling. Whenever possible, the assessment area should be a separate, designated area, free of distractions and noise.

Is it possible to modify the testing conditions for students with documented disabilities?

Testing accommodations are available for students with disabilities. See [How do I assess students with disabilities?](#) in this section of the *Handbook*.

What types of assessment modifications do not require formal documentation of a disability?

The following assessment modifications are possible without documentation:

- Large print edition
- Use of a straight edge to keep place on tests and answer sheets
- Graph paper (in place of scratch paper) for keeping columns straight when working math problems
- Colored overlays to ease effects of Visual Stress
- Incandescent or halogen lighting (in place of fluorescent)
- Priority seating (away from distractions)

What assessment training is required for instructors?

As explained in [Section 11](#), all WVABE personnel involved in gathering, analyzing, compiling, and reporting data have pre-service and in-service requirements. Completion of required professional development (including training dates, presenters, and participants) is documented using AEMIS. Online transcripts can be easily accessed by WVABE personnel and their supervisors.

As a part of required pre-service training, all instructors receive an introduction to assessment. This is conducted by state-approved WVABE professional development peer trainers. Practitioners who return to the program after three years of absence must complete refresher training.

In addition, all instructors are required to complete the following WVABE core in-service trainings related to assessment:

- **Recommended for the first year of teaching for all instructors:**
 - Management 100: Managing Your Information System
 - Assessment 101: Using Your Assessment Instrument
Instructors must attend the session presenting the assessment instrument adopted by their local program—"Using the TABE" (ASMT101-T), "Using the CASAS" (ASMT 101-C), "Using the BEST Literacy" (ASMT 101-B) or "Using the BEST Plus" (ASMT 101-BP).
- **Recommended within the first two years of teaching for ABE and ESL instructors:**
 - Assessment 100: Assessment to Instruction Part 1 (required for those who purchase CASAS instruments)
 - Curriculum 100: Assessment to Instruction Part 2
- **Recommended within the first two years of teaching for SPOKES and Hit the Ground Running (HTGR) Instructors:**
 - Work Readiness 100: Introduction to WorkKeys Assessment and KeyTrain[®] Software

These in-service sessions are offered annually by the WVABE professional development program on a statewide basis and are delivered by state-approved trainers. Their purpose is to review NRS policy, accountability policies, and data collection processes. They also focus on the proper administration, scoring, and interpretation of the assessments to ensure valid and reliable results; the placement of learners in appropriate Federal Functioning Levels (FFLs); and the development of effective programs of study. For complete descriptions of these core training sessions and the instructor requirements, see [Section 11](#).

Refresher core training is always an available option for instructors who need to update their skills and practices. Instructors who change specialties or whose programs change assessment instruments must complete training in the specific assessment instrument used by their program.

GUIDANCE ON SPECIFIC TYPES OF STUDENTS

How do I handle assessment of students who only want to take the OPT or who have some other specific short-term goal?

An individual may only want to take the Official GED Practice Tests (OPT) in order to obtain a voucher to take the GED Tests. This student is treated as someone with a specific short-term goal.

Some students do not expect to attend the program for more than a few hours. They may only want to take the OPT, attend a GED orientation session, or get help using the *GEDWizard*. Some may simply want a little help in updating a résumé or preparing for a work-related assessment. If these students do well on their tests or quickly complete their chosen task, they will probably receive less than 12 hours of instruction and still achieve their goal.

Students with such specific short-term goals may be enrolled in the program, but are NOT given a standardized pre-assessment and are NOT assigned an FFL. Upon exit from the program, the learner should be identified as having been enrolled for 12 hours or less of instruction and having met their goal.

Additional achievements for “OPT Only” students might include: “Completed OPT”, “Passed all parts of the OPT”, “Completed GED Orientation”, and/or “Passed 1 to 4 parts of the GED”.



AEMIS TIP: For students with a short-term goal who complete 12 hours or less of instruction, you should complete an *ABE 400 Form*—but it is not necessary to input entry assessment information. A primary goal such as “Complete OPT” or “Complete other personal goal” should be selected for *Goals for Attending*. Students who later decide to study more than 12 hours, MUST then complete a standardized pre-assessment and be assigned an FFL. The OPT is NOT acceptable for pre- and post-assessment to determine an FFL.

What assessments can be used to verify readiness to take the GED Tests for first time GED test-takers?

In West Virginia, all students who wish to take the GED must first take the Official GED Practice Tests (OPT) and pass it with a minimum requirement of 410 on each subject and a total of 2250 overall. Once the test-taker achieves this score, the ABE instructor completes the *Voucher* section of the *WV GED Form* ([Section 8 Appendix](#)) allowing that person to register for the GED Tests in West Virginia.

For more information regarding the OPT, see [Guidance on the Use of the Official GED Practice Tests \(OPT\)](#) in this section of the *Handbook*.

Although there are many other practice tests available for the GED, **only the OPT may be used for verification on the *Voucher* section of the *WV GED Form* used to admit candidates to GED testing for the first time.**

What assessments can be used to verify readiness for GED completers (re-testers)?

If an individual completes the GED Tests and does not pass all sections, then prior to re-testing, the candidate must return to an ABE program in order to increase the scores. To verify this second item on the *Voucher*, other assessments (besides the OPT) may be used by GED completers (re-testers). These options may NOT be used to verify readiness for first-time GED testers.

LearningExpressLibrary.com has a full-length, online GED practice test that may be used to determine readiness of GED completers (re-testers). The test must be completed in the ABE classroom. Individuals may NOT take this at home and bring in their results because the test cannot be properly proctored. For more information regarding LearningExpressLibrary.com, see [Section 8](#).

In addition, TABE may also be used to determine readiness of GED completers (re-testers). A chart identifies TABE scores that indicate readiness to take the GED Tests. See [Guidance on the Use of the TABE](#) in this section of the *Handbook*.

How do I assess students preparing for the GED in Spanish or French?

Students that enter the program with a goal to take the Spanish or French edition of the GED cannot be assigned an FFL. Their primary program/personal goal would be to complete the Official GED Practice Tests (OPT). A secondary goal might be to complete GED orientation (if assisted by the ABE program). Upon exit from the program, the learner should be identified as having been enrolled for 12 hours or less of instruction and having met their goal. Additional achievements might include: passing all parts of the OPT and/or passing 1 to 4 parts of the GED.

The following assessment instruments in Spanish or French are available for loan to ABE instructors by calling 800-642-2670:

- OPT Spanish Edition Form PA
- OPT Spanish Edition Form BB (old test; only available edition)
- OPT French Edition Form PA

How do I assess work-based project learners?

Work-based project learners are those who work to acquire work-based skills that are taught in a short-term course. The course must deliver an instructional program with a minimum of 12 hours but not more than 30 hours of student contact time and must be designed to teach work-based skills. Initial assessment may be conducted using a standardized assessment related to workplace skills or by using a performance-based

assessment with a standardized scoring rubric. The skills to be learned, as well as the method for assessing those skills and standards for achievement, must be explicitly stated prior to beginning the course.

Students designated as work-based project learners are NOT assigned an FFL and are NOT credited to the program in meeting Federal accountability measures for program reporting.

How do I assess Computer Literacy Only students?

Learners enrolled for Computer Literacy Only instruction are assessed using the Computer Literacy Checklist. These learners are enrolled solely to increase their computer literacy knowledge and not for academic goals. Their instruction should include a minimum of 12 hours and a maximum of 30 hours.

Learners enrolled for Computer Literacy Only are counted in NRS Table 12 as *Work-based Project Learners*. But, unlike other work-based project learners, entry and exit levels ARE required for Computer Literacy Only students. The completion of a level and movement to a higher level by Computer Literacy Only students are documented for *State* program reporting purposes. These achievements are NOT credited to the program in meeting Federal accountability measures for program reporting.

Instructors must maintain a folder/portfolio for each Computer Literacy Only student that contains student work documenting student progress and verifying completion of the Computer Literacy Essential IGOs. Samples of additional work completed by the student should also be maintained in the individual student folder/portfolio.

Documenting student progress is accomplished by maintaining copies of quiz results, completed projects/activities, etc. in the individual student folders/portfolios that verify at least 80% mastery of each of the Computer Literacy Essential IGOs. To add uniformity to this process, there are several worksheets/checkpoints included within the IGOs. Suggestions on when to incorporate these activities are included in the lesson plans outlined in the *This is the ON Button* curriculum.

Checkpoint activities verify completion/mastery of the IGOs; worksheets verify completion/mastery of the additional IGOs included in the program of study. All Computer Literacy Only students complete the checkpoint activities. Completion of the worksheets is at the discretion of the instructor. The completed checkpoint activities and worksheets are filed and maintained in the permanent individual student folders.

The checkpoint activities include: instructor observation (the instructor uses a specific list of items to observe and document mastery), worksheets, and scoring rubrics.

How do I document WorkKeys scores for Work Readiness students?

WorkKeys assessments can measure the current skill level of individuals in nine critical skill areas. The most commonly used assessments are *Reading for Information*, *Locating Information*, and *Applied Mathematics*. Of this group, only two of these areas—*Reading for Information* and *Applied Mathematics*—are correlated to the Federal Functional Levels (FFLs).

Instructors do NOT administer the WorkKeys Assessments. The assessments are administered by Assessment Specialists, Workforce WV Centers, or an ACT Testing Center. Instructors receive scores on an *Official Express Score Skill Report*. The report provides the Level Score and the Scale Score for each assessment. WorkKeys level scores below Level 4 (Scale Score of 75) are not valid for correlation to an FFL.

What is different about assessment for English as a Second Language (ESL) students?

Skill assessment of ESL students is distinct from that of regular ABE students. For ESL students, grade level equivalences have no relevance. ESL students are not usually assessed for math skills, but rather for reading/writing and listening/speaking skills. Specific standardized assessment instruments are used to assess ESL students and place them into ESL Federal Levels.



AEMIS TIP: When recording assessment scores for ESL students in AEMIS, select ESL/BEST Literacy, ESL/BEST Plus, or ESL/CASAS. Record the Scale Scores for these assessments.

ESL students who pre-test at the program exit level should be placed in an ABE FFL using an ABE assessment instrument.

How do I assess students preparing for U.S. citizenship?

Students whose goal is to prepare for the Immigration and Naturalization Service (INS) U.S. Citizenship exam should be assessed using CASAS citizenship assessment instruments. They should be classified as ESL students.



AEMIS TIP: For Citizenship, ESL/CASAS should be indicated as the assessment instrument.

The following citizenship assessment instruments are available for loan to ABE instructors by calling 800-642-2670:

- CASAS Reading for Citizenship: Form 951R-952R, Level A; Form 951RX-952RX, Level AX
- CASAS Government and History for Citizenship: Form 963-964, Level B
- Citizenship Interview Test (CIT)

How do I assess very low-level adult learners?

For ABE students who identify themselves as non-readers or who have significant difficulty on the locator or appraisal test for the selected standardized assessment instrument, use one of the following assessments to establish an FFL for reading:

- CASAS Life Skills Reading Form 27 or 28, Beginning Literacy
- TABE Complete Battery Form 9/10, Level L

If your program does not have these, they are available on loan to WVABE instructors by calling 800-642-2670.

How do I assess students with disabilities?

Students with disabilities who have proper documentation and require accommodations may request assessment instruments in alternative formats (Braille, large print, audiocassette, etc.) and alterations in test administration procedures (extended time, private room, scribe, calculator, computer-based, etc.).

Certain assessment modifications are possible without documentation (See [What types of assessment modifications do not require formal documentation of a disability?](#))

If a student presents proper documentation of a disability and requests accommodations, your program MUST provide the required accommodations. The accommodations provided in assessment situations should be the same ones that are used with a learner during instruction. The learner should be asked what accommodations have worked best in the past.

Proper documentation means that the individual presents a formal document such as the Individual Education Plan (IEP), doctor's report, diagnostic assessment, approval by the state GED administrator of disability accommodations on the full-length GED Tests, or other record of the disability that includes:

- Diagnosis of the disability
- Evaluation of the impact of the disability on areas of functioning
- Recommendations for the specific strategies and accommodations in education made necessary by the disability

Each program is responsible for processing a student's request for accommodations within a reasonable amount of time, according to the reasonableness of the accommodations. This process should not exceed 30 days. Each instructor is also responsible for documenting the time required to process each student's request for accommodations.

If you have worked with students that you believe may need accommodations and you think they could pass the GED or better demonstrate their abilities if they had accommodations, you may administer a standardized assessment or the OPT using those accommodations. The purpose of this type of testing would be to determine if using accommodations would dramatically improve test results. This could help the

student decide whether to seek assessment of disabilities by a “certifying professional” in order to attain the right to accommodations. This could also assist in making the case for needed accommodations when the student is completing a *Request for Accommodations* for the GED Tests.

The following assessment instruments in alternative formats are available for loan to WVABE instructors by calling 800-642-2670:

- TABE Large Print Edition Survey Form 9, Levels E, M, D, A
- TABE Audiocassette version Form 9, Levels E, M, D, A
- OPT Large Print and Audiocassette Editions Form PA (new test)
- OPT (Official GED Practice Tests) Audiocassette Edition with Large Print Reference Copy Form DD (old test)
- CASAS Large Print Edition ECS Appraisal, ECS and Life Skills Reading pre-tests

GUIDANCE ON THE USE OF THE OFFICIAL GED[®] PRACTICE TESTS (OPT)

What are the Official Practice Tests (OPT) for the GED[®]?

The Official GED Practice Tests (OPT) are designed to evaluate a candidate's readiness to take the full-length GED Tests. The practice tests contain half of the number of questions found on the GED Tests. Scores on the practice tests are based on the same standard scale that is used for the GED Tests.

What forms of the OPT do I use?

There are many available forms: PA, PB, PC, PD, PE, PF, and PG. Any of these forms may be used at any time. It is important to alternate forms. The same form should not be used repeatedly with the same student. There is also Official GED Practice Tests (OPT) software available.

Some forms in special formats are available for loan by calling the Adult Education Hotline at 800-642-2670.

- OPT Audiocassette Form PA
- OPT Large Print Form PA
- OPT Audiocassette with Large Print reference copy Form DD (old test; good for practice)

Students who enter the program with a goal to take the Spanish or French edition of the GED Tests can use the following assessment instruments. These are also available for loan.

- OPT Spanish Edition Form PA
- OPT Spanish Edition Form BB (old test; only available edition)
- OPT French Edition Form PA

How much time is required to administer the OPT?

Subject	Format	Time Limits
Language Arts, Writing Part I	Multiple Choice	38 minutes
Language Arts, Writing Part II	Essay	45 minutes
Language Arts, Reading	Multiple Choice	33 minutes
Social Studies	Multiple Choice	35 minutes
Science	Multiple Choice	40 minutes
Mathematics Part I	Multiple Choice & Grid Selections	23 minutes
Mathematics Part II	Multiple Choice & Grid Selections	22 minutes
Total		3 hours 56 minutes

How do I score the OPT?

There are stencil overlays that can be purchased to score the test. You can also hand-score it using the answer sheets included in the Administration Manual.

How do I determine the OPT grade equivalent or FFL?

You cannot use the OPT as a way of determining the Federal Functioning Level (FFL) of a student. The test is NOT prescriptive; it does not clarify what a student needs to study; it simply predicts success on the GED Tests. As of July 1, 2008, passing the OPT is now a requirement before taking the GED Tests in West Virginia.

What is the purpose for using the OPT?

The Official GED Practice Tests (OPT) should be used to:

- Determine a candidate's readiness to take the full-length GED Tests
- Determine eligibility for a voucher to take the GED Tests for free in West Virginia
- Provide practice in taking tests under standardized conditions similar to those encountered on the GED Tests
- Reduce anxiety by increasing the candidate's familiarity with the types of questions found on the GED Tests
- Allow students who have been approved for disability accommodations the opportunity to practice using those accommodations in a testing situation

What scores on the OPT are required in order to take the GED Tests in WV?

In West Virginia, all students who wish to take the GED must first take the OPT and pass it with a minimum requirement of 410 on each subject and a total of 2250 overall. Once the test-taker achieves this score, the ABE instructor completes the *Voucher* section of the *WV GED Form* (see [Section 8 Appendix](#)) allowing that person to register for the test.

What happens if students do not get a passing score on the OPT the first time?

If students do not achieve the minimum requirement of 410 on each subject and a total of 2250 overall on the OPT and have not yet enrolled in an ABE program, they should be encouraged to do so and to study subjects in their weak areas. They should be tested only in their areas of need using a standardized instrument (TABE or CASAS) to determine a Federal Functioning Level (FFL) and placement into appropriate study materials. When interim or post-testing shows their skills have improved, they should re-test using a different form of the OPT.

What happens if a student needs to retake the OPT?

If a student needs to retake the OPT, use a different form. Do not re-test the student using the same form. You could use Form PA and then use Form PB. **Do not re-use any one form within a six month time period.** If you need additional forms, Form PC and Form PD may be purchased or are available on loan by calling 800-642-2670.

What accommodations can be made when administering the OPT?

The same accommodations that are available for the GED Tests may be requested for the OPT. If a student has been approved by the state GED administrator for disability accommodations on the full-length GED Tests, your program **MUST** use the same accommodations when administering the OPT.

If you have worked with a student and believe that student may need accommodations and could pass the GED if they had accommodations, you may administer the OPT using those accommodations in order to make a case for the use of accommodations. ***However, before you sign the voucher for the student to take the GED Tests, they must apply for accommodations and have those officially approved.***

For more information on applying for accommodations, see [Section 8](#) of this *Handbook*. To obtain the appropriate request for accommodation form or forms, go to the GEDTS website

(<http://www.acenet.edu/AM/Template.cfm?Section=GEDTS&Template=/CM/ContentDisplay.cfm&ContentID=11512>) or contact the local GED examiner.

What materials do I need to order to get started?

Suggested Materials for each program:

- **Official GED Practice Tests Class Pack**
Includes 5 copies of Form PA, 5 copies of Form PB, 25 copies of Universal Answer Sheet, 1 Administrator's Manual, and 1 set of Answer Sheets for Forms PA and PB
ISBN 13: 9780739860243
- **Official GED Practice Tests Universal Answer Sheet 25pk**
- **Official GED Practice Tests US English Form PA Cassette**
Cassette version of Form PA of the Official GED Practice Tests. **Official GED Practice Tests US English Form PA Large Print**
Large print version of Form PA of the Official GED Practice Tests
Please note that there is no large print answer sheet.
- **Other class packs are also available for the other forms**

Ordering Information:

Steck-Vaughn Publishing Company

<http://steckvaughnadult.harcourtachieve.com/en-US/steckvaughnadult.htm>

Materials in Alternative Formats:

These are also available for loan to ABE instructors by calling 800-642-2670:

- OPT Audiocassette Form PA
- OPT Large Print Form PA
- OPT Audiocassette with Large Print reference copy Form DD (old test; good for practice)
- OPT Spanish Edition and French Edition Form PA
- OPT Spanish Edition Form BB (old test; good for practice)

STANDARDIZED ASSESSMENTS

Guidance on the Use of the TABE

What are the Tests of Adult Basic Education (TABE)?

The Tests of Adult Basic Education (TABE) are norm-referenced tests designed to measure achievement of basic skills. The content areas measured are reading, language, mathematics, and spelling. There are five overlapping levels: L (Literacy), E (Easy), M (Medium), D (Difficult) and A (Advanced). The TABE Norms Book is used to translate the number of correct student responses to a Grade Equivalent (GE) that ranges from 0 to 12.9+.

The Locator test is administered prior to the full assessment. It is a short assessment that assists with the selection of the appropriate level(s) of TABE to be administered for the respective academic areas.

How much time is required to administer TABE instruments?

TABE Title	Subject Area	Forms 9 and 10 Time Limits
Word List	-----	15 minutes
Practice Exercise	-----	Not timed
Locator	-----	37 minutes (recommended)
Survey	Reading	25 minutes
	Mathematics Computation	15 minutes
	Applied Math	25 minutes
	Language	25 minutes
	Spelling (Optional)	50 minutes
Complete Battery	Reading	24 minutes
	Mathematics Computation	50 minutes
	Applied Math	55 minutes
	Language	14 minutes
	Spelling (Optional)	10 minutes

When do I use the TABE Locator?

The Locator is administered prior to administering the full assessment instrument (Complete Battery or Survey) to determine an approximate educational functioning level. The Locator scores are used to determine the most appropriate TABE assessment level to administer to a student [E (Easy), M (Medium), D (Difficult), or A (Advanced)]. It is important to use the Locator for guidance in selecting the appropriate TABE assessment level since the results will not be valid if the proper level of difficulty

is not administered. Using the appropriate assessment level is essential to obtaining the most accurate measurement of a student's knowledge and skills.

The Locator is quick and easy to administer and score. The Locator consists of reading, mathematics and language test items. Program staff may administer the Locator for any or all of the three academic areas. To use the Locator, count the number of correct student responses and use the chart to determine the corresponding TABE level for administration.

Note: The time limits specified for the Locator Test are primarily for administrative convenience. Most examinees will complete the test sections within the allotted time; however, the examiner may allow additional time for examinees whose reading or writing abilities are limited.

TABE 9/10 Locator Test Scores Evaluation Chart			
Reading	Mathematics	Language	TABE Test Level to Administer
6 and below*	4 – 6**	6 and below*	E
7 – 8	7 – 8	7 – 8	M
9 – 10	9 – 11	9 – 10	D
11 – 12	12 – 16	11 – 12	A

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

**If an examinee scores fewer than four items correct in Mathematics, it may indicate that TABE Level L Mathematics should be administered.

Students who identify themselves as non-readers or who have significant difficulty on the Locator should be given TABE Test Level L (Literacy – *Reading only*). If your program does not have this level, it is available on loan to WVABE instructors by calling 800-642-2670.

Is it important to administer the TABE sections in a particular order?

It is permissible to change the order of administration of the tests (Reading, Math, Language) and maintain the validity of the test.

How do I know when to use different levels and forms of the TABE?

After determining which TABE Level (E, M, D, or A) to administer based on the Locator results, a pre-test should be administered. Programs should alternate between using TABE Forms 9 & 10 for pre-, interim, and post-assessment. For example, for a student who pre-tests using Form 9 Level E, for the interim test you would use Form 10 Level E, and the post-test would be Form 9 Level E.

Should I use the TABE Survey or Complete Battery?

If time is not a serious issue, consider using the TABE Complete Battery, which takes three hours and gives a great deal of in-depth diagnostic information about the specific strengths and weaknesses of each examinee.

If your testing times are short, consider using the TABE Survey, which takes just 90 minutes to administer. If time is extremely short, you can administer TABE subtests individually; however, for paper-and-pencil tests this requires using extra answer sheets.

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

How do I determine the TABE grade equivalent for federal and state reporting?

The TABE Norms Book for Forms 9 and 10 is required for converting the number-correct (NC) score (the number of test items a student answers correctly) to Grade Equivalent (GE). Once the appropriate test level is administered to the student and the GE is determined, GEs are entered as the assessment score into AEMIS or onto the *ABE 400 Form*.

TABE Test Level	Grade Equivalent Range
L (Literacy)	0 – 1.9
E (Easy)	1.6 – 3.9
M (Medium)	3.6 – 6.9
D (Difficult)	6.6 – 8.9
A (Advanced)	9.0 – 12.9

What accommodations can be made when administering the TABE to students with special learning needs?

Programs should follow the guidelines described in the CTB McGraw-Hill *Guidelines for Inclusive Test Administration* when using the TABE assessments with learners who have disabilities.

See: http://www.ctb.com/media/articles/pdfs/general/guidelines_inclusive.pdf.

Are breaks allowed during the administration of the TABE?

Breaks are allowed, when necessary, between tests (not during tests). In order to allow breaks *during* a test, disability documentation must be shown requiring breaks at specified intervals.

Which TABE tests are used to determine the FFL?

Only TABE core tests (Reading, Mathematics Computation, Applied Mathematics, and Language) may be used to determine the FFL. Mathematics Computation and Applied Mathematics results are combined to give an overall math score (refer to the Norms Book) that may be used to determine the FFL. The optional tests should never be added or averaged with the core tests to determine the FFL.

Can the TABE optional tests (Spelling, Vocabulary, and/or Language Mechanics, Spelling) be used to determine the FFL?

TABE optional test results should be used for instructional purposes only. You may administer these tests to gain additional information about your students. These tests should never be added or averaged to get a Reading Comprehension or Language score.

How do I know when to use different levels and forms of the TABE?

Both forms and all levels of the TABE are calibrated on the same scale; therefore, Scale Score results and Grade Equivalents can be compared across forms and levels.

Different TABE forms and levels can be given for pre-, interim, and post-assessment. For example, if the Locator assessment places a student at Level E, that student should be given Level E, Form 9 or Form 10 as a pre-assessment. When the instructional timelines arrive to administer an interim or post-assessment and the student has been working within his/her program of study with minimal progress, the same assessment level (E) as the pre-assessment should be administered. When a student works within his/her program of study and demonstrates significant progress, the instructor should administer the TABE Level M of Form 9 or 10 of either the Complete Battery or Survey.

When using TABE, there must be six months between consecutive administrations of the same form on the same level.

Can TABE scores be used to predict GED Readiness?

If an individual completes the GED Tests and does not pass all sections, then prior to re-testing, the candidate must return to an ABE program in order to increase the scores. The TABE may be used to verify the second item on the *Voucher* section of the *WV GED Form* for GED Completers (Re-testers). TABE may NOT be used to verify readiness for first-time GED testers.

The chart below identifies TABE scores that indicate readiness to take the GED Tests.

GED Readiness Predictor Using TABE Scores		
Subject	TABE Score	Likely GED Score
Reading	575 or less	Below 410 score
	576-588	410 score
Math	586 or less	Below 410 score
	587-600	410 score
Writing	554 or less	Below 410 score
	555-572	410 score
Social Studies	575 or less	Below 410 score
	576-589	410 score
Science	601 or less	Below 410 score
	602-617	410 score

What materials do I need to order to get started?

Programs administering the TABE should purchase the following:

For Each Student:

- 1 Practice Exercise and Locator Test Book
- 1 Practice Exercise and Locator Test Answer Sheet
- 1 Complete Battery or Survey Form Test Book (order the level determined by the Locator Test Score)
- 1 Answer Sheet for the Survey or 1 set of Answer Sheets for the Complete Battery

For Each Administrator:

- 1 Test Directions for Complete Battery
- 1 Test Directions for Survey (Must have both directions in order to use the Literacy Level)
- 1 Norms Book
- Scoring Supplies, such as Scoring Stencils (needed only if you handscore the tests without SCOREZE answer sheets)
- Or
- Scoring Software
- Complete Battery Test Books Levels L, M, A, D (Must order Literacy Level from Complete Battery even if Survey is the test you use to assess)
- Survey Test Books Levels E, M, A, D
- Examinee Record Book Level L

- CompuScan Answer Sheet
Or
- SCOREZE Answer Sheet

Optional:

- Individual Diagnostic Profile
- Marker Items Book
- Interview Form
- Assessment Accommodations Guide
- Large Print Test Books
- TABE PC (computer administered version)
- TABE Español Locator and Levels E and M
- TABE Audiocassette version

Ordering information:

McGraw-Hill Order Services
220 East Daniieldale Road
DeSoto, TX 75115-2490
800-621-1918
800-998-3103 (fax)
www.mhcontemporary.com

Materials in Alternative Formats:

These are available for loan to WVABE instructors by calling 800-642-2670.

- TABE Braille Edition Form 8 Levels L and E; Form 9 Levels E, M, D, A
- TABE Large Print Edition Form 9 Levels E, M, D, A; and Complete Battery Form 9 Levels L, E, M, A
- TABE Audiocassette version Form 9 Locator; Form 9 Survey and Complete Battery Levels E, M, D, A

Guidance on the Use of the CASAS

What is the Comprehensive Adult Student Assessment System (CASAS)?

The Comprehensive Adult Student Assessment System (CASAS) includes a variety of curriculum and training resources, as well as assessment instruments. CASAS assesses learner attainment of a range of specific competencies presented in functional contexts. Assessments can be used both to measure proficiency in skill areas and to check for learning progress.

CASAS has three main series of pre- and post-assessments—the Life Skills Series, the Employability Competency Series (ECS), and the Life and Work Series—which are somewhat different in content focus. The Life Skills Series covers a wide range of content areas, while the ECS contains primarily employment-related content. The Life and Work Series combines both. Each series includes reading and math assessments. Each series also has listening comprehension assessments for ESL learners. The assessments range from Level A (beginning literacy) to Level D (high school level) in reading and math, and Levels A to C in the listening assessments. Each series has a corresponding appraisal.

The appraisal assessment is given first to determine which pre-test to use. Next, a CASAS pre-assessment is administered based on the appraisal score. An appraisal cannot be used as the pre- or post-assessment.

Which CASAS series do I use?

Programs may use any of the three series as all assessments use the same scale. In most cases, ESL programs will select the Life Skills or the Life and Work Series.

- ABE students take the reading and math assessments.
- ESL students use the ESL appraisal and the reading and listening pre- and post-assessments.
- Citizenship preparation only students use the Government and History for Citizenship assessment, the Reading for Citizenship Test, or the Citizenship Interview Test (CIT).

How do I use the CASAS Appraisal to determine the pre- and post-assessment level to administer?

For ABE students, use the ECS Appraisal Form 130 or Life Skills Appraisal Form 30. These appraisals have two sections. For ESL students, use the ESL Appraisal or Life and Work Appraisal Form 80.

The chart below lists the approximate times for each section.

	ECS Appraisal	Life and Work Appraisal	Life Skills Appraisal	ESL Appraisal
Math	25 questions; 25 minutes		20 questions; 20 minutes	
Reading	25 questions; 25 minutes	25 items; 25 minutes	20 questions; 20 minutes	20 questions; 25 minutes
Listening		26 items; 30 minutes		23 questions on audiocassette; 25 minutes
Oral screening		6 items; 2 – 5 minutes		6-item, one-on-one oral interview
Writing screening		2 items; 5 minutes		2 sentences dictated on audiocassette

How do I know when to use different levels and forms of the CASAS?

After administering the appropriate Appraisal, select and administer the correct ECS, Life Skills, or Life and Work pre- and post-assessment form. These assessment instruments monitor progress in reading (for both ABE and ESL students), listening (for ESL students), and math (for ABE students). They also measure a learner's ability to apply basic skills in employability or a life skills context. All assessments for monitoring progress may serve as pre- or post-assessments. The following chart shows which pre- and post-assessments are selected based on appraisal scores.

Appraisal Skill Area	Appraisal Score Range	Level	Pre-Assessment Form Number			Post-Assessment Form Number		
			Life Skills	Life and Work	ECS	Life Skills	Life and Work	ECS
Reading	<180	Pre-A	27	27	27	28	28	28
	180-191	A	31	81	11	32/32X	81X/82/82X	12
	192-211	B	33	83	13	34/34X	84	14
	212-229	C	35	185	15	36	186	16
	>229	D	37	187	17	38	188	18
Math	<196	A	31	NA	11	32	NA	12
	196-214	B	33	NA	13	34	NA	14
	215-233	C	35	NA	15	36	NA	16
	>233	D	37	NA	17	38	NA	18
Listening (for ESL only)	<196	A	51	81	51	52	82	52
	196-208	B	53	83	63	54	84	64
	>208	C	55	85	65	56	86	66

How much time is required to administer CASAS pre- and post-test instruments?

CASAS Title	Subject Area	Approx. Admin. Time	Time Limits
Life Skills Pre/Post Tests	Listening	28-40 minutes	(determined by the length of audiocassette)
	Reading or Math	1 hour	None
ECS Pre/Post Tests ECS Pre/Post Tests	Listening	28-43 minutes	(determined by the length of audiocassette)
	Reading or Math	1 hour	None
Life and Work Pre/Post Tests	Reading	1 hour	None
	Listening	30-40 minutes	(determined by the length of the audio CD)

How do I know which citizenship test to give?

For students whose goal is to take the INS citizenship exam, administer one of the following:

Citizenship Interview Test (CIT)	CASAS Basic Citizenship Skills Test	Citizenship Reading Comprehension Test
It assesses listening and speaking skills of adult ESL/Citizenship learners. It is administered one-on-one.	It assesses reading and writing in English and basic knowledge of US government and history. It is appropriate for high beginning to advanced ESL students.	Appropriate for pre- and post-assessing of learners with low literacy levels. It uses a large-print format.

How do I use CASAS assessments to determine the correct FFL?

Scores on CASAS assessment instruments are related to the same scale, so ECS, Life Skills, Life and Work, or Citizenship tests scale scores may be used to place students into appropriate FFLs. Use the answer keys and score conversion chart for each pre- and post-assessment to determine the number correct and the scale score.

CASAS assessment instruments are normed on ESL students as well as regular ABE students and thus can be used for both populations. However, CASAS scale scores are used to place ABE and ESL learners into different FFLs. For example, an ABE student with a CASAS reading scale score of 205 would be placed in FFL 2 – Beginning Basic; whereas an ESL student with the same score would be in FFL 10 – ESL Low Intermediate.



AEMIS TIP: For ABE students, the CASAS box is checked on the *ABE 400 Form* and in AEMIS, and the scale scores are recorded for math and reading. There is no CASAS language sub-test. For ESL students, the ESL/CASAS box is checked and the scale score is recorded on the lines for reading and listening/speaking.

What accommodations can be made?

Programs should follow the guidelines described in *Guidelines for Providing Accommodations Using CASAS Assessment Systems* when using the CASAS assessments with students who have disabilities.

See: <http://www.casas.org/22R&D/Guidelines%20ADA.pdf>

How do I know when to use different levels and forms of the CASAS?

Different levels of the CASAS can be given for pre-, interim, and post-assessment since scale scores are calibrated across all levels. For example, the same protocol must be followed for end-of-year assessments; thus, if the student is functioning at the same level, switch forms; if the student has shown strong progress in class, move to the assessment at the next level. Never give the same form of the assessment at the same level sequentially to a student. Since all levels of CASAS are calibrated on the same scale, results may be compared across levels.

Can I pre-test with Life Skills Listening or ECS Listening and post-test with Life and Work Listening while transitioning from one test series to the other?

It is important to use pre- and post-tests within the same listening series.

What materials do I need to get started?

CASAS only allows individuals who have completed appropriate training and certification to order and purchase CASAS materials. In West Virginia, individuals must have completed both of the following Core training sessions in order to purchase materials:

- Assessment 101: Using Your Assessment Instrument-CASAS
- Assessment 100: Assessment to Instruction Part 1

For ABE students, the following materials should be purchased:

- ECS Appraisal Form 130 or Life Skills Appraisal Form 30 Test Booklets
- ECS or Life Skills Appraisal Manual
- Appraisal Self-scoring Answer Sheets
- Reading and Math Basic Skills Assessment in Employability Programs, Life Skills, or Life and Work Progress Testing Pre- and Post-test Booklets for Levels A-D
- Pre- and Post-test Administration Manual (accompanies each order)

For ESL students, the following materials are required:

- ESL Appraisal Form 20 Test Booklets
- ESL Appraisal Two-part Answer Sheets
- ESL Appraisal Manual and Cassette Tape
- Reading Basic Skills Assessment in Employability Programs, Life and Work, or

- Life Skills Progress Testing Pre- and Post-test Booklets for Levels A-D
- Listening Basic Skills Assessment in Employability Programs, Life and Work, or Life Skills Progress Testing Pre- and Post-test Booklets for Levels A-C (including audiocassette tapes to accompany each)
- Pre- and Post-test Administration Manual (accompanies each order)

Ordering Information:

Comprehensive Adult Student Assessment System (CASAS)
8910 Clairemont Mesa Blvd.
San Diego, CA 92123-1104
800-255-1036
<http://www.casas.org/>

Materials in Alternative Formats:

These are available for loan to WVABE instructors by calling 800-642-2670.

- CASAS Large Print Edition: ECS Appraisal, ECS and Life Skills Reading Pre-tests
- Citizenship Interview Test (CIT)
- CASAS Basic Citizenship Skills Test
- Citizenship Reading Comprehension Test
- Beginning Literacy Reading Assessment

Guidance on the Use of BEST Literacy and BEST Plus

What is the Basic English Skills Test (BEST) Literacy?

The Basic English Skills Test (BEST) was originally developed to test newly arrived refugees. Originally, it had two sections—an Oral Interview section and a Literacy Skills section. The BEST Oral Interview is no longer in use. The BEST Literacy measures reading and writing ability in a life skills context.

How is the BEST Plus different from the old BEST Oral Interview?

The BEST Plus is an adaptation of the old BEST Oral Interview. The BEST Plus is intended to assess interpersonal communication using everyday language in an oral interview setting. The BEST Plus integrates current knowledge in the assessment of speaking and listening skills with the latest knowledge and practice in educational measurement to present a precise, updated, and flexible oral assessment.

The BEST Plus comes in two versions:

- Computer-adaptive assessment on CD
- Semi-adaptive print-based version

In the computer-adaptive version, the test items are provided by a CD-ROM program. The tester asks the examinee questions provided by the computer program, listens to the responses, and uses rubrics to score each item. After inputting the item score, the computer selects the next test item and continues to adapt the difficulty level of the questions according to the scores entered for each question. Each time the interview is administered to the same examinee (e.g., for pre- and post-testing), the computer generates a different set of test questions. In the print-based version, a brief locator test determines the level of test items. Parallel forms A, B, or C may be used for pre-, interim, and post-assessment.

For both versions of the BEST Plus, you must purchase a fixed number of administrations (20, 50, 100, 300, 500). Thus, each time someone is tested (either in print or via computer), an administration is consumed.

How much time is required to administer BEST Literacy and BEST Plus instruments?

Title	Approximate Administration Time	Time Limits
BEST Literacy	1 hour	1 hour
BEST Plus computer-adaptive	5-20 minutes to administer, depending on the English ability of the examinee.	None
BEST Plus print-based	10-20 minutes per examinee	None

What kind of training is required in order to administer the BEST Literacy and BEST Plus?

You may not administer the BEST Literacy without first completing the Core training, Assessment 101: Using Your Assessment Instrument–BEST Literacy. Some of the writing assessments are scored using rubrics that require training and practice.

In order to administer the BEST Plus, you must attend a special 6-hour training delivered by a trainer certified by the Center for Applied Linguistics (CAL). This is a core training, Assessment 101: Using Your Assessment Instrument–BEST Plus.

How do I know when to use different levels and forms of the BEST Literacy and BEST Plus?

The BEST Literacy does not require a locator, as there is only one level. Form B,C, and D are used alternately for pre-, interim, and post-testing.

With the BEST Plus computer-adaptive assessment on CD, the computer generates a different set of test questions each time the interview is administered to an examinee. In the print-based version, a brief locator test determines the level of test items (level 1, 2, or 3). There are three parallel forms (A, B, and C) that may be used for pre-, interim, and post-testing.

How do I use the BEST Literacy and BEST Plus to determine the correct FFL?

For the BEST Literacy, count the number correct on the answer sheet to determine the raw score. For Form B, the raw score is the same as the scale score. For Form C or D, you must use the chart in the Test Administration Manual to determine the scale score.

With the BEST Plus computer-adaptive assessment on CD, the computer tallies the score and provides the correct NRS level. In the print-based version, the raw score must be input into a computer management system to determine the scale score and FFL.

What accommodations can be made?

Reasonable modifications to the testing environment (frequent breaks, priority seating, color overlays, etc.) may be made upon request, with or without documented disabilities.

What materials do I need to get started?

To administer the BEST Literacy, the following materials are needed:

- Test Administration Manual
- Literacy Skills Test Booklet
- Literacy Skills Scoring Sheet

Optional Materials:

- Technical Manual

To administer the BEST Plus, the following materials are needed:

- Test Administrator Guide
- BEST Plus Picture Cue Booklets
- Print-based Test Booklets (and set number of administrations)
- Computer-adaptive Test on CD (and set number of administrations)

Ordering Information:

Basic English Skills Test (BEST) Literacy or BEST Plus
Center for Applied Linguistics (CAL)
4646 40th Street, NW
Washington, DC 20016-1859.
202-362-0700
<http://www.cal.org>

Guidance on the Use of ACT WorkKeys Assessments

What are the WorkKeys assessments?

The WorkKeys assessments are part of the ACT WorkKeys System.

The system consists of three components:

- Job Profiling (job analysis)—to determine the skill requirements of a job
- Skill assessments—to determine the current skills of individuals
- Instructional support—to help educators/trainers as they assist learners in improving their skills

Instructors will need to be familiar with the last two components of the system. Although instructors will not be administering the WorkKeys assessments, they will need to understand what skills are being assessed and how to interpret the scores. In addition, they will provide instructional support and prescribe appropriate curriculum for learners to improve their skills in the areas of weakness indicated by the scores.

There are nine (9) critical skill areas that have been identified as crucial to effective performance in most jobs and can be measured by WorkKeys assessments. These skills are:

- Reading for Information
- Applied Mathematics
- Listening
- Writing
- Teamwork
- Applied Technology
- Locating Information
- Observation
- Business Writing

The majority of students will only be taking three (3) assessments. Normally they will have scores for *Reading for Information*, *Locating Information*, and *Applied Mathematics*.

What does the *Reading for Information* assessment measure?

The *Reading for Information* assessment measures an examinee's skill in understanding work-related instructions and policies. The reading passages and questions in the assessment are based on the actual demands of the workplace. Passages take the form of memos, bulletins, notices, letters, policy manuals, and governmental regulations. Such materials differ from the expository and narrative texts used in most reading instruction, which are usually written to facilitate reading. Workplace communication is not necessarily well written or targeted to the appropriate audience. Because *Reading for Information* assessment uses workplace texts, the assessment is more reflective of actual workplace conditions.

What does the *Applied Mathematics* assessment measure?

The *Applied Mathematics* assessment measures the examinee's skill in applying mathematical reasoning to work-related problems. The test questions require the examinee to set up and solve the types of problems and do the types of calculations that actually occur in the workplace. This test is designed to be taken with a calculator. As on the job, the calculator serves as a tool for problem solving. A formula sheet that includes all formulas required for the assessment is provided.

What does the *Locating Information* assessment measure?

The *Locating Information* assessment measures the examinee's skill in using information presented in workplace graphics such as diagrams, floor plans, tables, forms, graphs, charts, and instrument gauges. Examinees are asked to locate, insert, compare, and summarize information in one graphic or in a group of related graphics. At the highest level, examinees are asked to make decisions and draw conclusions based on information contained in one or more graphics.

Who administers the WorkKeys assessments?

WVABE instructors do NOT administer the WorkKeys Assessments. The assessments are administered by Assessment Specialists, Workforce WV Centers, or an ACT Testing Center. Instructors receive scores on an *Official Express Score Skill Report*. The report provides the Level Score and the Scale Score for each assessment taken by the student.

What are the different forms of WorkKeys?

There are many forms of the WorkKeys assessment used by the WorkKeys assessors. New forms are issued each year. For the purpose of recording the WorkKeys results in AEMIS, the pre-test is specified as Form A and the re-test or post-test is specified as Form B.

What type of students will come to my class with WorkKeys scores?

Only those students who have been registered at the Workforce West Virginia Centers or have been through a Work Readiness class such as Hit the Ground Running (HTGR) or SPOKES will normally have WorkKeys scores. The goal of these students is to obtain unsubsidized employment.

How do I use the WorkKeys assessment scores to determine the correct FFL?

The two WorkKeys assessments that can be used to determine the Federal Functioning Level (FFL) are *Reading for Information* and *Applied Mathematics*. There is no

correlation to FFLs for the *Locating Information* assessment. The *Writing* assessment has been correlated but is rarely given as part of a WorkKeys Assessment in our state. WorkKeys Level Scores 4, 5, and 6 place student into FFL's 4, 5, and 6.

The chart below shows the correlation between the WorkKeys scale scores and level scores and our FFLs.

FFL	WORKKeys Level Score	Reading for Information	Applied Mathematics
		Scale Score	Scale Score
No Correlation	Less than 3	65-72	65-70
No Correlation	3	73-74	71-74
4	4	75-78	75-77
5	5	79-81	78-81
6	6	82-84	82-86
No Correlation	7	85-90	87-90

What accommodations can be made?

WorkKeys permits the use of readers, scribes, extended time, and other accommodations, subject to availability at the testing site, unless the test is designed to measure the specific skill. Additional information regarding accommodations is given in the WorkKeys Administrator's Manual. For more information on WorkKeys, go to the website at: www.act.org.

What are the Governor's Career Readiness Certificates?

West Virginia and some surrounding states, such as VA and KY, have adopted certificate programs based on WorkKeys Assessment achievements in *Reading for Information*, *Locating Information*, and *Applied Mathematics*. In West Virginia these are called the Governor's Career Readiness Certificates.

Participants who take the WorkKeys Assessments may receive one of these certificates depending on their level of achievement:

- GOLD Level Certificate—Skill Level 5
- SILVER Level Certificate—Skill Level 4
- BRONZE Level Certificate—Skill Level 3

SPOKES and HTGR participants that achieve the *Ready to Work Certificate* automatically qualify for the Silver Level Certificate.

APPENDIX

Section 12

Assessment Procedures for the National Reporting System (NRS)

Federal (Educational) Functioning Level Table

Notes: 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 DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>FFL #1 Beginning ABE Literacy TABE (9–10): Grade level 0–1.9 CASAS: 200 and below Computer Literacy Checklist: 1 Students with this assessment will be counted as Work-Based Project Learners.</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>FFL #2 Beginning Basic Education TABE (9–10): Grade level 2–3.9 CASAS: 201–210 Computer Literacy Checklist: 2 Students with this assessment will be counted as Work-Based Project Learners.</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, can perform multiplication through 12, can 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 DESCRIPTORS—ADULT BASIC EDUCATION LEVELS

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>FFL #3 Low Intermediate Basic Education TABE (9–10): Grade level 4–5.9 CASAS: 211–220 Computer Literacy Checklist: 3 Students with this assessment will be counted as Work-Based Project Learners.</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>FFL #4 High Intermediate Basic Education TABE (9–10): Grade level 6–8.9 CASAS: 221–235 WorkKeys: 4 Computer Literacy Checklist: 4 Students with this assessment will be counted as Work-Based Project Learners.</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 DESCRIPTORS—ADULT BASIC EDUCATION LEVELS

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>FFL #5 Low Adult Secondary Education TABE (9–10): Grade level 9–10.9 CASAS: 236–245 WorkKeys: 5 Computer Literacy Checklist: 1 Students with this assessment will be counted as Work-Based Project Learners.</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 multi-paragraph 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; 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 complete 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>FFL #6 High Adult Secondary Education TABE (9–10): Grade level 11–12 CASAS: 246 and higher WorkKeys: 6 Computer Literacy Checklist: 6 Students with this assessment will be counted as Work-Based Project Learners.</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 procedure about 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>

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS

Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>FFL #7 Beginning ESL Literacy <i>Test Benchmark:</i> CASAS scale scores: Reading: 180 and below Listening: 180 and below BEST Plus: 0-400 BEST Literacy: 0–20</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 technology.</p>
<p>FFL #8 Low Beginning ESL <i>Test benchmark:</i> CASAS scale scores Reading: 181–190 Listening: 181–190 BEST Plus: 401–417 BEST Literacy: 21-52</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>FFL #9 High Beginning ESL <i>Test benchmark:</i> CASAS scale scores Reading: 191–200 Listening: 191–200 BEST Plus: 418–438 BEST Literacy: 53-63</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>

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS

Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>FFL #10 Low Intermediate ESL</p> <p>Test Benchmark: CASAS scale scores: Reading: 201–210 Listening: 201–210 BEST Plus: 439–472 BEST Literacy: 64-67</p>	<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and 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 a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but 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 interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>
<p>FFL #11 High Intermediate ESL</p> <p>Test Benchmark: CASAS scale scores: Reading: 211–220 Listening: 211–220 BEST Plus: 473–506 BEST Literacy: 68-75</p>	<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is 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, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; 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; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and 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>FFL #12 Advanced ESL</p> <p>Test Benchmark: CASAS scale scores: Reading: 221–235 Listening: 221–235 BEST Plus: 507–540 BEST Literacy: 76-78</p> <p>Exit Criteria: CASAS Reading and Listening: 236+ BEST Plus: 541+</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>

Publisher Assessment Guidelines ([NRS Web site pp.6-8](#))

Test	Recommended Pre- and Post-testing Timeframes
ACT/ WorkKeys	<ul style="list-style-type: none"> We typically recommend that the student be involved in regular instruction that is offered by the institution. This would amount to a semester or quarter course.
BEST Literacy BEST Plus	<ul style="list-style-type: none"> 60 hours minimum; 80-100 hours recommended 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. Because program-related factors such as intensity of instruction, class size, teacher training and experience, and use of appropriate curricula and materials will affect language learning proficiency gains, programs should consider these factors when determining timing for pre- and post-testing.
CASAS	<ul style="list-style-type: none"> 70-100 hours (40 hours is the minimum) Allow exceptions for courses with different schedules and intensity, e.g., allow more time for courses that meet infrequently or not intensively and for very intensive courses wait longer than the recommended number of hours to post-test. Programs offering high intensity courses (e.g., class meets more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hours of instruction. Programs offering low intensity courses with less than 70 hours in a semester, quarter, term, or other block of instruction, may choose to post-test at the end of the instructional period. Programs may choose to assess students who indicate they are leaving the program before the scheduled post-test time, to maximize collection of paired test data.
TABE	<ul style="list-style-type: none"> If the pre- and posttest are for the same level but using a different form (e.g., (TABE 9 Level M to TABE 10 level M): 60 hours. If the pre- and posttest are for with the same level and use the same form (e.g., TABE 9 level M to TABE 9 level M): 120 hours. CTB/McGraw-Hill suggests the pre- and post-test guidelines as Best Practices recommendations based upon feedback and APA guidelines. The purpose for assessing with TABE will also have an impact on the implementation of these recommendations. 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. If a test is to be administered as a retest because the initial test session was invalid, there is not a prescribed length of time that needs to occur. However, CTB strongly encourages some instructional time in order to avoid a practice effect.