

Technical Assistance Paper on Adult Education Assessments

**Florida Department of Education
Division of Career and Adult Education
2010-2011**



<p>Adult Education Section Department of Education Division of Career and Adult Education 325 West Gaines Street, Room 754 Tallahassee, FL 32399-0400</p>	
<p>Zelda Rogers Program Director (850) 245-9906 Zelda.Rogers@fldoe.org</p>	
<p>Ann Little Administrative Assistant (850) 245-0917 Ann.Little@fldoe.org</p>	<p>Linda Palmer Program Specialist 850-245-9907 Linda.Palmer@fldoe.org</p>
<p>Philip Anderson Program Specialist (850) 245-9450 Philip.Anderson@fldoe.org</p>	<p>Pamela Shrestha Program Specialist (850) 245-9905 Pamela.Shrestha@fldoe.org</p>
<p>Marcia Maxwell Program Specialist (850) 245-9908 Marcia.Maxwell@fldoe.org</p>	<p>Ila Waite-Burns Program Specialist (850) 245-9066 Ila.Waite-Burns@fldoe.org</p>

TABLE OF CONTENTS

SECTION I: SETTING THE STATE CONTEXT	4
Overview of State Policy	4
National Reporting System - Requirements and Accountability Issues.....	4
Purpose and Uses of Assessments.....	5
Summary and Additional Information	6
SECTION II: GENERAL ASSESSMENT REQUIREMENTS	6
Minimum Instruction for Inclusion in the National Reporting System.....	7
Learners to be Assessed (Pretesting and Posttesting).....	7
Allowable Assessments for the National Reporting System Reporting	11
Pretest Guidelines.....	13
Posttest Guidelines	15
Accommodations for Students with Disabilities or Other Special Needs.....	18
SECTION III: REQUIREMENTS FOR ADMINISTERING EACH ASSESSMENT	19
Selecting Appropriate Assessments.....	19
Guidelines on Assessments Approved by the Florida Department of Education.....	20
Training Requirements for Administering Approved Assessments	33
Description of Quality-Control Measures	39
Implementation of National Reporting System for Adult Education Reporting Procedures for Distance Education	39
REFERENCES.....	42
APPENDICES	43
A – State Board of Education Administrative Rule 6A-6.014, FAC General Requirements	43
B – State Board of Education Administrative Rule 6A-10.042, FAC Maintenance of Test Security.....	45
C – State Funded Courses.....	47
D – Acronyms	50

SECTION I: Setting the State Context

OVERVIEW OF STATE POLICY

The purpose of this technical assistance paper is to provide guidance to Local Educational Agencies (LEAs) and Community-Based Organizations (CBOs) in the implementation of adult education assessments approved by the United States Department of Education (USDOE) and the Florida Department of Education (FLDOE). These assessments align with the educational functioning levels (EFLs) of the National Reporting System (NRS).

Importance of using assessments that are aligned with NRS levels for documenting achievement

It is important to assess adult education students with assessments that provide accurate and reliable information that aligns with the EFLs of the NRS for the following reasons:

- The initial functioning level of students can be established with accuracy by using reliable and valid assessment measurements.
- The educational achievements of students as they progress through the NRS levels can be measured with reliability.
- The educational strengths and weaknesses of students can be diagnosed accurately.
- The annual educational goals of students can be determined effectively.
- The state can use the data from assessment results to establish expected performance standards for LEAs and CBOs.
- The state can use the data from assessment results for comparison purposes at the program and state levels.
- The USDOE can use the data from assessment results to negotiate expected performance levels with the state.
- State decisions on professional development, technical assistance, and monitoring can be made based on reliable data.

Explanation of how results are used at the state level

The FLDOE uses the results obtained from assessments for these purposes:

- To negotiate expected statewide performance levels with the USDOE.
- To establish expected performance levels with grantees that receive federally-funded grants.
- To provide funds to LEAs and CBOs using performance-based funding formulas that are based on the results obtained from standardized assessments.

NATIONAL REPORTING SYSTEM - REQUIREMENTS AND ACCOUNTABILITY ISSUES

Definition of validity and reliability

Validity is a fundamental aspect of developing and evaluating tests. Validity means that tests measure what they propose to measure. It refers to the likelihood that when the test scores are interpreted, the scores will be in alignment with the intended purposes of the test. The process of validating a test involves accumulating evidence that provides a sound scientific basis for interpreting the scores according to its proposed purpose. (References: American Educational Research Association, American Psychological Association, and National Council on Measurement in Education.)

Reliability refers to the consistency and stability of measurements when the testing procedure is repeated on a population of individuals or groups. Reliability is also defined as “test accuracy.” It means that when the test is given repeatedly to a large number of students over time, it will give the same results consistently. A test that is reliable can be used with a set of adult education students in one part of the state and give consistent, stable results with a similar set of adult education students in another part of the state. The Standards for Educational and Psychological Testing (1999) indicate that the evidence of reliability can be reported by rates of variance from a norm or standard deviation of errors in measurements.

Uniform implementation and comparability across programs

This Technical Assistance (TA) paper is intended to ensure uniform implementation of approved standardized tests across the state. Data from standardized tests is an important piece of program evaluation. By uniformly administering assessments across the state, more accurate and informed planning becomes possible. The results from different program strategies can be compared to show which ones are more effective ways to program success.

Data findings and studies

The state collects and analyzes data on adult general education programs, and publishes the results on the webpage of the [Bureau of Budget, Accountability and Assessment](#).

PURPOSE AND USES OF ASSESSMENTS

Assessments for reporting purposes are used to:

- Measure the initial EFLs of students to place them in alignment with NRS levels.
- Measure the educational achievement of students as they progress through NRS levels.
- Identify and confirm the educational strengths and weaknesses of students.
- Counsel students effectively in setting annual educational goals.
- Measure program performance and set expected performance standards for programs that receive federal grants.
- Measure program performance and compare the performance of programs at the state level.
- Provide a basis for the USDOE to negotiate expected performance levels with the state.
- Provide reliable information for the FLDOE to make decisions on the professional development, technical assistance, and monitoring of local agencies.

Non-standardized assessments for instructional purposes

While the results of informal assessments are not allowed to be used for reporting student progress to the state, they are an important tool for helping students learn. Teachers are encouraged to use informal assessments to monitor student progress on an ongoing basis, and to guide instruction. The FLDOE encourages teachers to use any of the following types of informal assessments in the classroom.

- Outcome performance-based assessments focus on what students can actually do after they are taught. Demonstrations, debates and presentations are more suited to assessing what students can do with what they know.
- Pen and paper tests that include unit tests from textbooks, multiple choice tests, true/false tests, essays, and fill-in-the-blank tests, are useful for determining what students know at a point in time.
- Self assessments such as student portfolios, record-keeping checklists, and activity logs show students what they are able to accomplish over time. This gives students and teachers a way to showcase the students’ progress. It also serves to diagnose areas that need to be strengthened before taking an end-of-term standardized assessment.

- Peer assessments provide an additional external feedback mechanism for the student. Peers give an alternative perspective that helps the student to check his or her own perceptions.
- Formative assessments provide information that helps to adjust teaching and learning while they are happening. They inform both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure that students achieve targeted, standards-based learning goals within a set period. Formative assessment strategies appear in a variety of formats.
- Summative assessments determine what students know and do not know at a particular point in time. Examples of summative assessments are state-approved standardized tests, unit tests in textbooks, and end-of-term tests that gauge, at a point in time, what the students have learned after being taught specific standards. These tests are useful in evaluating programs and curriculum. Unlike formative assessments, the information that summative assessments provide comes too late to help make changes and interventions during the learning process.

SUMMARY AND ADDITIONAL INFORMATION

Summary of allowable tests, students to be tested, and when to test

In summary, the purpose of this technical assistance paper is to provide guidance to LEAs and CBOs in the implementation of assessments that are approved by the USDOE and the FLDOE for use in adult general education programs and align with the educational functioning levels of NRS.

The tests currently approved by the State Board of Education for use by LEAs and CBOs are as follows: (See State Board of Education Administrative Rule [6A-6.014](#).)

Adult Basic Education Programs and Courses

- Comprehensive Adult Student Assessment System (CASAS)
- Tests of Adult Basic Education (TABE) Forms 9 and 10

Adult English for Speakers of Other Languages (ESOL) Programs and Courses

- Basic English Skills Test (BEST) Literacy
- Basic English Skills Test (BEST) Plus
- Comprehensive Adult Student Assessment System (CASAS)
- Tests of Adult Basic Education, Comprehensive Language Assessment System – English (TABE CLAS-E)

All students enrolled in adult general education programs and courses that are supported with state and federal funds must be pretested with one of the above tests in order to establish baseline EFLs for the students. These students must also be posttested with an alternate form of the same test in order to determine if any the student has made a learning gain, either in scale score points or in NRS levels. When assessing students in federally-supported adult education courses, programs must follow the guidelines established by the publisher with regard to the number of hours of instruction that takes place between the pretest and any subsequent posttests.

SECTION II – GENERAL ASSESSMENT REQUIREMENTS

This section describes general policies that apply to all assessments. It defines which students must be tested with state-approved standardized assessments and which students may be tested with informal assessments. This section also describes in detail the tests that are approved by the FLDOE for NRS reporting

purposes, when to pretest and posttest learners, how to select which test forms to use, and how to determine appropriate accommodations for learners with disabilities.

MINIMUM INSTRUCTION FOR INCLUSION IN THE NATIONAL REPORTING SYSTEM

Federal regulations on NRS reporting are the basis for this section. The specific area of federal regulations from which the NRS policy on assessment emanates is the Code of Federal Regulations for the USDOE, Office of Adult and Vocational Education (OVAE) ([CFR 34 PART 462—MEASURING EDUCATIONAL GAIN IN THE NATIONAL REPORTING SYSTEM FOR ADULT EDUCATION](#)).

Students who meet the following criteria must be pretested with a standardized assessment that has been approved by both the USDOE and the FLDOE.

- The student receives 12 or more hours of instruction over the length of an entire program year.
- The adult education course in which the student is enrolled and is supported with federal funds.

The FLDOE also requires adult education providers to test students during the first 12 hours of instructional activity per course in a given reporting period.

LEARNERS TO BE ASSESSED (PRETESTING AND POSTTESTING)

In addition to enrolling students being pretested with an assessment approved by the USDOE and the FLDOE, all students who continue to study in federally supported courses must also be posttested with a test approved by the USDOE and the FLDOE.

Definitions of students by program and assessments to be used with students in each program

This section describes students according to the program/course in which they are enrolled. All programs and/or courses listed below are supported with both federal and state funds unless otherwise noted.

- Adult Basic Education (ABE)
 - ABE Comprehensive
 - ABE Language
 - ABE Mathematics
 - ABE Reading
- Applied Academics for Adult Education (AAAE); formerly Vocational Preparatory Instruction (VPI)
 - AAAE
 - Pre-AAAE
- Adult General Education for Adults with Disabilities*
- Adult High School (AHS)
 - AHS for Adult Education Students
 - AHS for Coenrolled High School Students*
- General Educational Development (GED)
 - GED Preparatory
 - Pre-GED Preparatory

- Adult English for Speakers of Other Languages (ESOL)
 - Academic Skills for Adult ESOL Learners *
 - Adult ESOL
 - Citizenship*
 - English Literacy for Career and Technical Education (ELCATE)
 - English Literacy and Civics Education (EL/Civics) Grant
 - Literacy Skills for Adult ESOL Learners*
 - Workplace Readiness for Adult ESOL Learners*

*State funded courses. No federal funds are used to support these courses. See Appendix D for more information on the state funded Adult ESOL courses.

Adult Basic Education (ABE)

This program includes the following areas of study: ABE Comprehensive, ABE Mathematics, ABE Language, and ABE Reading. Students enroll in this course in order to increase their educational skills in the respective areas. Comprehensive ABE covers the three skill areas. Programs are required to pretest students during the initial 12 contact hours of instructional activity using a state-approved assessment.

The TABE 9/10 tests and the CASAS tests are approved for testing students enrolled in this program and its respective courses. If using TABE 9/10, CTB McGraw-Hill, the publisher, recommends that programs first administer a locator test to determine the appropriate pretest to administer. If using CASAS, it is recommended that programs first administer an appraisal test to determine the appropriate level of pretest to administer.

Programs must administer a posttest using an alternate form of the pretest in order to establish any learning gains made by students, either in scale score points or in NRS levels. Successive posttests must be administered after the student has participated in a certain number of hours of instruction, as specified by the publisher of each of the respective tests. The initial NRS level and any subsequent NRS level gains earned by these students must be reported to the FLDOE for inclusion in its annual report to the NRS.

Adult High School (AHS)

For Adult Education Students (federally funded). Students enroll in this course to obtain the necessary credits to earn a high school diploma. AHS students must complete all requirements for graduation stipulated by the local district or college and by the state, including passing the Florida Comprehensive Assessment Test (FCAT). Students will meet the performance standards of each individual course required by state regulations for completion of secondary programs. State Literacy Completion Points (LCPs) for AHS programs are based on the high school credits earned through successful completion of coursework, and must be reported to the FLDOE.

Co-enrolled Adult High School (AHS)

For co-enrolled High School Students (state-funded). Students that are actively enrolled in secondary/high school may also co-enroll in the AHS program in order to earn credits toward high school graduation. State funds only (no federal funds) are used by local programs that provide adult high school program instruction to coenrolled high school students. Students wishing to enter the coenrollment program must be advised by the high school counselor which courses can be taken in the AHS program. These students must comply with the same criteria for completing coursework as indicated above for regular AHS students. These students are not required to be assessed with the TABE tests or the CASAS tests.

Applied Academics for Adult Education (AAAE) and Pre-AAAE

The purpose of this program is to prepare students for career and technical success. The AAAE system is based upon the assessed needs of the individual and the academic and employability requirements related to Florida's comprehensive Vocational Education programs. It provides:

- Career planning designed to assist students in identifying career and technical fields of interest, aptitudes and learning styles.
- Individualized basic skills and/or English language instruction to help students succeed in career and technical programs and/or make it possible for them to complete licensure career and technical programs.
- Secretary's Commission on Achieving Necessary Skills (SCANS) competency training.

General Educational Development (GED) Preparatory Course

Students enroll in this course to prepare to take and pass the GED tests and earn a State of Florida High School Equivalency Diploma. These programs must use state-approved assessments to pretest students enrolled in this course. It is required that these students complete a pretest during the initial 12 contact hours of instructional activity.

The TABE and CASAS are approved for testing students enrolled in this program. If using TABE, CTB McGraw-Hill, the publisher of TABE, recommends that programs first administer a locator test to determine the appropriate level of pretest to administer. If using CASAS, it is recommended, but not required, that programs use an appraisal test to determine the level of pretest to administer. Students must achieve a level of Low Adult Secondary (9.0 grade-level equivalent) to be placed into this course. The initial EFL must be reported to the FLDOE and NRS.

Use of the GED Official Practice Test as an indicator of potential success on the actual GED test is strongly encouraged. Note that, in the GED preparatory course, learning gains are earned as a result of the student passing one or more subtests of the GED examination and are reported to the FLDOE and NRS.

Pre-General Educational Development Preparatory Course

(Pre-GED) Students enroll in this program to prepare for the GED Preparatory Course. Programs must use state-approved assessments for pretesting and posttesting students enrolled in this course. The TABE and CASAS are approved for testing students enrolled in this course. If using TABE, in order to place students in this course, CTB McGraw-Hill, the publisher of TABE, recommends that programs first administer a locator test to determine the appropriate level of pretest to administer. It is required that these students complete a pretest during the initial 12 contact hours of instructional activity.

If using TABE, students must achieve a High Intermediate ABE level (Reading, 518-566; Total Math, 506-565; Language, 524-559) to enroll in the course. If using CASAS, students must achieve a scale score of Reading 135-221, Math 221-235, and/or Writing 243-260 to enroll in the course.

Programs must administer a posttest using an alternate form of the pretest in order to establish any learning gains made by students, either in scale score points or in NRS levels. Successive posttests must be administered after the student has participated in a certain number of hours of instruction, as specified by the publisher of each of the respective tests. The initial NRS level and any subsequent NRS level gains earned by these students must be reported to the FLDOE for inclusion in its annual report to the NRS.

Adult ESOL

Adult ESOL Course (#9900040/1532.010300)

Students enroll in this course in order to increase their skills and knowledge in speaking, listening, reading, and writing the English language.

Programs must use state-approved assessments for pretesting and posttesting students enrolled in this course. The BEST Literacy, BEST Plus, CASAS and TABE CLAS-E tests are approved for testing students enrolled in this course. Programs must administer a pretest to place the student and establish the initial EFL during the initial 12 contact hours of instructional activity.

Programs must administer a posttest using an alternate form of the pretest in order to establish any learning gains made by students, either in scale score points or in NRS levels. Successive posttests must be administered after the student has participated in a certain number of hours of instruction, as specified by the publisher of each of the respective tests. The initial NRS level and any subsequent NRS level gains earned by these students must be reported to the FLDOE for inclusion in its annual report to the NRS.

The FLDOE requires that programs using CASAS and TABE CLAS-E assess students enrolled in the Adult ESOL Course in the skill areas of reading and listening. The lower of the two scores must be used for determining the initial placement EFL of the student for placement. The lower of the two scores must also be used to establish any subsequent level gains made by the student.

At times, a student enrolling in the Adult ESOL Course may not be able to take a pretest in one or both of the skill areas of reading and listening. To determine if students are unable to take a pretest in listening, programs should administer the CASAS Oral Screening (page 28), and follow the scoring guidelines. To determine if students are unable to take a pretest in reading, programs should use the Native Language Literacy screening tool and/or the CASAS Form 27 Practice Items (Chart 1, page 27), and follow the scoring guidelines.

If a student enrolling in the Adult ESOL Course is not able to take a pretest in one of the two skill areas (reading or listening), the skill area in which the student was not able to take a pretest must be noted in the student's permanent record. Programs may enter the actual score, or enter a score of zero, depending on the program's data recording procedures. Students that are unable to take a pretest in one of the two skill areas must be placed in the Foundations Level, since the skill for which they were unable to test will be the lower score.

As with students who may not be able to take a pretest in only one of the two skill areas, if students enrolling in the Adult ESOL Course are not able to take a pretest in either of the two skill areas (reading and listening), the program may enter the actual score, or enter a score of zero, depending on the program's data recording procedures. A note must be made in the student's record for audit purposes that the student was unable to test in the two skill areas. The student must be placed in the Foundations Level. However, if the program offers the Literacy Skills for Adult ESOL Course, it is recommended that the student be enrolled in that course as the student's first step in learning English.

[EL/Civics Federal Grant](#)

Students in an Adult ESOL Course supported with a federal EL/Civics grant must be pretested and posttested with a state-approved test. The BEST Literacy, BEST Plus, CASAS, and TABE CLAS-E tests have been approved for testing these students. Programs must administer a pretest during the initial 12 hours of instructional activity.

Programs must administer a posttest using an alternate form of the pretest in order to establish any learning gains made by students, either in scale score points or in NRS levels. Successive posttests must be administered after the student has participated in a certain number of hours of instruction, as specified by the publisher of each of the respective tests. The initial NRS level and any subsequent NRS level gains earned by these students must be reported to the FLDOE for inclusion in its annual report to the NRS.

Programs supported by this federal grant must provide specialized EL/Civics instruction in the Adult ESOL Course. The purpose is to help students acquire the skills to be more effective as parents, employees, and citizens. The EL/CIVICS competencies are aligned to the Florida Adult ESOL Course standards, and focus on four main areas:

- U.S. History: Foundations of U.S. History to improve their English and learn more about the country's past.
- U.S. Government: Key topics of U.S. Government integrated with ESOL practices.
- Civic Engagement: Hands-on projects to learn how to participate effectively in the governmental, educational, and workplace areas of U.S. society.
- Naturalization: English language skills needed to pass the U.S. Citizenship Test.

[English Literacy for Career and Technical Education \(ELCATE\) \(9900050/1532.010301\)](#)

Students enroll in this course to prepare for study in career/technical programs. These students have career and technical education as a goal.

The CASAS Employability Competency System (ECS) reading test has been approved for testing students enrolled in ELCATE. Local programs must administer a pretest using the reading portion of the ECS test to place students in this course. Although not required, it is recommended that programs also administer a listening test in addition to the reading portion of the ECS test, using CASAS Life and Work Listening, or a speaking/listening test using BEST Plus. This will help to ensure that students are able to understand and be understood by instructors and fellow students in their career and technical courses. It is required that these students complete a pretest during the initial contact 12 hours of instructional activity.

Programs must administer a posttest using an alternate form of the pretest in order to establish any learning gains made by students, either in scale score points or in NRS levels. Successive posttests must be administered after the student has participated in a certain number of hours of instruction, as specified by the publisher of each of the respective tests. The initial NRS level and any subsequent NRS level gains earned by these students must be reported to the FLDOE for inclusion in its annual report to the NRS.

ALLOWABLE ASSESSMENTS FOR THE NATIONAL REPORTING SYSTEM REPORTING

List of approved tests

The USDOE and the Florida State Board of Education have approved the following assessments for use in adult general educational programs by LEAs and CBOs, and for reporting to NRS.

Adult Basic Education Program Students:

- CASAS
- TABE - Form 9 and 10*

*Note: TABE (Form 7 and 8) has been discontinued and is no longer approved for use.

Adult ESOL Program Students:

- BEST Literacy
- BEST Plus
- CASAS
- TABE CLAS-E

Meeting the USDOE and NRS regulatory requirements

This technical assistance paper includes the following information on USDOE and NRS regulatory requirements.

- **Identifies the skill areas that the FLDOE requires LEAs and CBOs to assess**
The FLDOE requires that LEAs and CBOs assess students in the skill areas most relevant to their educational goals and needs. Students enrolled in the Adult ESOL Course (#9900040/1532.010300) must be tested in the two skill areas of reading and listening, with either CASAS or TABE CLAS-E tests. Students enrolled in the ABE Comprehensive Course must be tested in the following skill areas: reading, language, and mathematics. Students enrolled in the other three ABE courses (Language, Mathematics, and Reading) must be tested in the skill area relevant to the course.
- **Provides for standardized administration and scoring of assessments, specifies the score ranges tied to EFLs for placement and for reporting educational gains**
LEAs and CBOs are required to comply with the Test Administration Manual (TAM) for each respective test. The procedures for intake, pretest, posttest, and instructional hours between pretest and posttest can be found in the TAM of each publisher.
- **Provides for use of alternate and equivalent forms for pretesting and posttesting**
When posttesting adult education students enrolled in courses funded with federal funds, LEAs and CBOs are required to use an alternate and equivalent form of the pretest form used. The TAM of each publisher provides specific guidance for local programs to determine the appropriate next form of the test to administer for posttesting students. The FLDOE requires that LEAs and CBOs follow the test publisher’s guidelines in all aspects of administering and scoring adult education students enrolled in federally-funded courses.
- **Provides for pretesting and posttesting students with tests that align with the NRS levels**
LEAs and CBOs are required to pretest and posttest students who are enrolled in federally-funded courses with tests that align with the EFLs of NRS. There are four levels for ABE, two levels for ASE, and four levels for Adult ESOL. The FLDOE adult education standards for ABE and adult ESOL align with NRS EFLs. It is important that LEAs and CBOs pretest students enrolled in federally-funded courses that are aligned with NRS levels, in order to establish an initial baseline EFL. It is also important to posttest students at times specified by test publisher guidelines in order to determine the educational gains that have been achieved by the student.
- **[NRS educational functioning levels](#)**
See Table 1 for NRS Test Benchmarks for EFLs.

Table 1: NRS Test Benchmarks for Educational Functioning Levels

ABE	Test Benchmarks (in Scale Scores)	
Beginning ABE Literacy	TABE 9/10:	CASAS:

(Grade level equivalent 0–1.9)	Reading: ≤367 Total Math: ≤313 Language: ≤389	Reading: ≤200 Math: ≤200 Writing: ≤200
Beginning Basic Education (Grade level equivalent 2.0–3.9)	TABE 9/10: Reading: 368-460 Total Math: 314-441 Language: 390-490	CASAS: Reading: 201-210 Math: 201-210 Writing: 201-225
Low Intermediate Basic Education (Grade level equivalent 4.0–5.9)	TABE 9/10: Reading: 461-517 Total Math: 442-505 Language: 491-523	CASAS: Reading: 211-220 Math: 211-220 Writing: 226-242
High Intermediate Basic Education (Grade level equivalent 6.0–8.9)	TABE 9/10: Reading: 518-566 Total Math: 506-565 Language: 524–559	CASAS: Reading: 221-235 Math: 221-235 Writing: 243-260
Low Adult Secondary Education (Grade level equivalent 9.0–10.9)	TABE 9/10: Reading: 567-595 Total Math: 566-594 Language: 560-585	CASAS: Reading: 236-245 Math: 236-245 Writing: 261-270
High Adult Secondary Education (Grade level equivalent 11.0–12.0)	TABE 9/10: Reading: ≥596 Total Math: ≥595 Language: ≥586	CASAS: Reading: ≥246 Math: ≥246 Writing: ≥271

ESOL	Test Benchmarks (in Scale Scores)		
NRS: Beginning ESL Literacy Florida: Foundations	BEST Plus: ≤ 400 BEST Literacy: ≤ 20	CASAS: Reading: ≤180 Listening: ≤180	TABE CLAS-E: Reading: 250-392 Listening: 230-389
Low Beginning ESL	BEST Plus: 401-417 BEST Literacy: 21-52	CASAS: Reading: 181-190 Listening: 181-190	TABE CLAS-E: Reading: 393-436 Listening: 390-437
High Beginning ESL	BEST Plus: 418-438 BEST Literacy: 53-63	CASAS: Reading: 191-200 Listening: 191-200	TABE CLAS-E: Reading: 437-476 Listening: 438-468
Low Intermediate ESL	BEST Plus: 439-472 BEST Literacy: 64-67	CASAS: Reading: 201-210 Listening: 201-210	TABE CLAS-E: Reading: 477-508 Listening: 469-514
High Intermediate ESL	BEST Plus: 473-506 BEST Literacy: 68-75	CASAS: Reading: 211-220 Listening: 211-220	TABE CLAS-E: Reading: 509-557 Listening: 515-549
Advanced ESL	BEST Plus: 507-540 BEST Literacy: 76-78	CASAS: Reading: 221-235 Listening: 221-235	TABE CLAS-E: Reading: 558-588 Listening: 550-607

PRETEST GUIDELINES

Uniform time for pretesting

USDOE guidelines provide that **students who meet** these two criteria must be pretested with a test approved by USDOE and FLDOE:

- The student must be enrolled in an adult education course that is supported with both state and federal funds, and
- The student must have received a minimum of 12 hours of instruction over an entire program year.

FLDOE guidelines provide that students who meet these two criteria must be pretested with a test approved by USDOE and FLDOE:

- The student must be enrolled in an adult education course that is supported with both state and federal funds, and
- The student must participate in instructional activity for 12 contact hours per program within a quarterly data reporting period established by the FLDOE. The activities of registration and assessment for placement purposes is counted in the 12 contact hours., however, only two hours of assessment or placement activities can be counted toward the 12-contact hours. This does not restrict the amount of time that registration and assessment may actually take, but only two of those hours may be counted in the total 12-contact hours.

The FLDOE requires that LEAs and CBOs complete the initial assessment of students within the first 12 hours of instructional activity per course in a given reporting period.

Ensure that the time for administration of posttests is sufficient to measure educational gains according to test publisher's guidelines

The FLDOE requires that LEAs and CBOs follow publisher guidelines on the recommended times to allow between pretest and posttest. Posttests should not be administered to students until a significant instructional intervention has taken place. It is important to provide students with the time they need to learn the material being taught, in order for them to make a learning gain and/or a level gain of one EFL or more. The times recommended by each publisher are described in Table 2.

Requirements for the use of locator tests or other preplacement assessments to determine the appropriate pretest

The FLDOE requires that LEAs and CBOs follow publisher guidelines on the use of locator tests. Each of the publisher's guidelines are provided in detail in Table 2 and in the section for each test.

Establishing entry Educational Functioning Level based on assessment scores

If LEAs and CBOs provide instruction in more than one skill area, the USDOE and FLDOE require that the students must be tested in the skill area(s) most relevant to the students' needs and to the program's curriculum. For example, students enrolled in ABE must be tested with a test designed for ABE, and in one or more of the skill areas relevant to ABE students, such as mathematics, reading and language. The FLDOE requires that students enrolled in adult ESOL must be tested with a test designed for adult ESOL. If using CASAS or TABE CLAS-E, the FLDOE requires that students be tested in two skill areas, reading and listening, out of the four skill areas relevant to ESOL, speaking, listening, reading and writing. Although the FLDOE does not require that students be tested in the two skill areas of speaking and writing, programs are encouraged to assess students in these skill areas, if appropriate.

Initial Placement and Educational Functioning Level Determined by Lowest Pretest Score

The USDOE and FLDOE require that each program year, LEAs and CBOs establish a baseline initial educational functioning level (EFL) for placing students in an NRS level. Programs must establish the initial functioning

level of each student based on the lowest score obtained by the student in the respective skill area within a program of instruction. The lowest score obtained is used as the referent score for determining any learning gains and subsequent EFL(s) for the student within that program year.

If a program tests ABE students enrolled in the Comprehensive ABE Course in the three skill areas of mathematics, reading and language, the program must use the lowest of the three scores to determine the EFL of the student for NRS reporting purposes.

LEAs/CBOs must pretest all students enrolling in the Adult ESOL Course with at least one of the following state-approved tests: BEST Literacy, BEST Plus, CASAS Life and Work Series, or TABE CLAS-E. Programs that use CASAS or TABE CLAS-E must pretest each student that is able to be tested in both the reading and listening skills. The lower of the two scores shall be used to determine the student's EFL for placement purposes. The LEA/CBO must report the placement EFL to the state based on the lower of the reading and listening scores. For informational purposes, programs may choose to test students in the additional skill areas of speaking and writing.

At times, a student enrolling in the Adult ESOL Course for the first time (initial enrollment) may not be able to take a pretest in one or both of the skill areas, reading and listening. To determine if students are unable to take a pretest in listening, programs should administer the CASAS Oral Screening and follow the scoring guidelines. To determine if students are unable to take a pretest in reading, programs should use the Native Language Literacy screening tool and/or the CASAS Form 27 Practice Items and follow the scoring guidelines.

If a student enrolling in the Adult ESOL Course is not able to take a pretest in one of the two skill areas reading or listening, the skill area the student was not able to take a pretest in must be noted in the student's permanent record. Programs may follow local procedures in determining how to record the data on these students as long as the procedure is in compliance with the FDOE Bureau of Budget, Accountability and Assessment. Students who are unable to take a pretest in one of the two skill areas must be placed in the Foundations Level since the skill for which they were unable to test will be the lower score.

As with students who may not be able to take a pretest in only one of the two skill areas, some students enrolling in the Adult ESOL Course may not be able to take a pretest in either of the two skill areas (reading and listening). Programs may follow local procedures in determining how to record the data on these students as long as the procedure is in compliance with the FDOE Bureau of Budget, Accountability and Assessment. A note must be made in the student's record for audit purposes that the student was unable to test in both of the two skill areas. The student will, by default, be placed in the lowest educational functioning level of the Adult ESOL Course, Foundations. However, if the program offers the state-funded Literacy Skills for Adult ESOL Course, it is recommended that the student be enrolled in that course before taking the Adult ESOL Course.

Adult ESOL students who may be unable to take either a listening or reading pretest at the time of initial enrollment must take a pretest on the skill area they could not take as soon as they are able. They must also take a posttest and obtain a score that reaches or exceeds the top score for the Foundations Level in both skill areas in order to exit the Foundations Level.

For example, adult ESOL students who may be unable to take a listening pretest at time of initial enrollment must take a listening pretest as soon as they are able. They must also take a listening posttest and obtain a listening score equal to or higher than the top score of the Foundations Level in order to complete the Foundations Level.

Adult ESOL students who may be unable to take a reading pretest at time of initial enrollment must take a reading pretest as soon as they are able. They must also take a reading posttest and obtain a reading score equal to or higher than the top score of the Foundations Level in order to complete the Foundations Level.

POSTTEST GUIDELINES

Designate uniform time when posttesting should occur

The FLDOE requires that LEAs and CBOs follow publisher-recommended times between pretest and posttest.

The Center for Applied Linguistics (CAL), publisher of the BEST Plus and BEST Literacy tests, recommends posttesting after 80-100 hours of instruction.

CASAS, publisher of the tests by the same name, recommends assessing after approximately 70-100 hours of instruction.

CTB McGraw-Hill, Inc., publisher of the TABE 9/10 and TABE CLAS-E tests, recommends that students receive instruction for a minimum of 60 hours between pretest and posttest.

Exceptions to Test Publisher-Recommended Posttest Guidelines

Exceptions to the posttest guidelines recommended by test publishers should be limited and rare. At times, the program may become aware that a student will exit the program before he or she has participated in the number of hours recommended by the test publisher. This is not a strong enough reason in and of itself to administer a posttest to the student before the time recommended by the test publisher. Only under special exceptions may students be posttested at less than the time recommended by the test publisher. Programs must have some type of documentation, such as a portfolio of work or informal assessments, that indicate the student has made progress before the program makes the decision to administer a posttest at less instructional hours than recommended by the test publisher. Each exception to administering a posttest to a student before the publisher's recommended hours of instruction must be approved by the local director prior to the early test administration. The approval must be signed by the director or designee, and must be noted in the program's data reporting system. The approval must be retained in the student's record, and be made available for review upon request for FLDOE monitoring purposes.

Describe appropriate test forms and procedures for posttesting

The FLDOE requires that LEAs and CBOs follow the test publisher's guidelines in the respective TAM, with regard to the appropriate test form to use and procedures to use when administering posttests.

- Paper or computer-based tests: Administer posttests with a secure, parallel, equated form of the pretest .
- Computer-adaptive tests: Administer posttests with an adaptive system that uses computerized algorithms for selecting and administering test items in real time. For such an instrument, the size of the test item pool and the method of item selection must ensure negligible overlap in items across pretesting and posttesting.
- Administer posttests to students in the same skill areas as the pretest. See Table 2 for information on posttests for each assessment approved by the FLDOE for NRS reporting purposes.

Use of posttest scores from a previous program year for continuing year pretest score

The FLDOE recommends that the posttest scores from a student tested at the end of one program year be used for the pretest scores in the next program year. If the new period of instruction begins within a few weeks of an earlier period of instruction, it is recommended that students not be retested at the beginning of the next instructional period. The posttest scores obtained in a previous year by a student may be used to establish the initial EFL at the beginning of the next instructional period.

Table 2: Assessments with Pretest and Posttest Guidelines

Name of Test	Subject Areas	Locator test s and Pretests	Posttest
Basic English Skills Test (BEST) Literacy	ESOL - Reading and Writing	No locator test used Pretest required during initial twelve hours of instructional activity	80-100 hours recommended Less than 60 hours not recommended Less than 80 hours must be approved by LEA/CBO director Must not administer same form for both pretest and posttest Must not administer same test form within six-month period
Basic English Skills Test (BEST) Plus	ESOL - Listening and Speaking	Locator test function incorporated in computer adaptive test Pretest required during initial twelve hours of instructional activity	80-100 hours recommended Less than 60 hours not recommended Less than 80 hours must be approved by LEA/CBO director Computer-adaptive system creates a unique pretest and posttest for each student

Name of Test	Subject Areas	Locator tests and Pretests	Posttest
<p>Comprehensive Adult Student Assessment System (CASAS)</p> <p>Life and Work Reading Series</p> <p>Life and Work Listening Series</p> <p>Employability Competency Series (ECS)</p>	<p>ABE: Reading, Writing, Mathematics</p> <p>ESOL: Reading, Writing, Listening, Speaking</p> <p>Students in ESOL (#9900040) must be tested in both reading and listening.</p> <p>Students in ELCATE (#9900050) must be tested in reading only, with the Employability Competency Skills test.</p>	<p>Appraisal Test recommended by CASAS to establish appropriate level of pretest to administer</p> <p>Pretest required during initial twelve hours of instructional activity</p>	<p>70-100 hours recommended</p> <p>Less than 40 hours not recommended</p> <p>Less than 70 hours must be approved by LEA/CBO director</p> <p>Must not administer same form for both pretest and posttest</p> <p>Must not administer same test form within six-month period</p>
<p>Tests of Adult Basic Education (TABE)</p> <p>Complete Battery or Survey Form, Forms 9 and 10, 2003</p>	<p>ABE: Basic Literacy Skills, Reading, Mathematics Computation, Applied Mathematics</p> <p>AAAE (VPI) Pre-AAAE GED Pre-GED</p>	<p>Locator test recommended to determine the level of pretest to be administered</p> <p>Pretest required during initial twelve hours of instructional activity</p>	<p>60 hours recommended</p> <p>Less than 60 hours not recommended</p> <p>Less than 60 hours must be approved by LEA/CBO director</p> <p>Must not administer same test form for both pretest and posttest</p> <p>Must not administer same test form within six-month period</p>
<p>Tests of Adult Basic Education, Complete Language Assessment System – English (TABE CLAS-E)</p>	<p>ESOL: Reading, Writing, Listening, Speaking</p> <p>Students in the ESOL Course #9900040 must take both reading and listening tests</p>	<p>Locator test recommended to determine the level of pretest to be administered</p> <p>Pretest required during initial twelve hours of instructional activity</p>	<p>60 hours recommended</p> <p>Less than 60 hours not recommended</p> <p>Less than 60 hours must be approved by LEA/CBO director</p> <p>Must not administer same test form for both pretest and posttest</p> <p>Must not administer same test form within six-month period</p>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES OR OTHER SPECIAL NEEDS

Accommodations refer to adjustments made in either instruction or assessment, and enable adults with disabilities to participate fully in an academic setting. Accommodations are made to allow the student with a disability (or disabilities) to demonstrate his or her skills and abilities more accurately than if no accommodations were made. Accommodations must meet the needs of the examinee without changing what the test is intended to measure.

LEAs and CBOs should develop a manual on assessing students with disabilities that is written and communicated to all staff. This manual should describe the steps to be followed at the local program for assessing learners with disabilities. Staff with authority to administer assessments should follow the manual in a consistent manner. The manual should include a description of procedures to be followed to counsel learners who request accommodations, steps to follow in administering tests to learners with disabilities, documentation to be maintained, certification, reporting, and any audit processes.

Procedures to Identify Learners with Disabilities

Adult education students with disabilities are responsible for self-identification and for requesting any accommodation they may need. Adult education students are also responsible for submitting documentation of their disability.

Adult educational programs should provide ongoing counseling to all adult general education students as part of a solid networking system that provides for open communication of available services, including contacts to service agencies, to avoid any student who may require accommodations not obtaining the type of assistance they may need. Staff may not provide counseling to qualified learners with disabilities leading toward more restrictive career objectives than would be provided to other students with similar interests and abilities who have not requested accommodations for a disability. See the [Rehabilitation Act of 1973, Section 504, Part 104](#) for additional information.

Procedures to Administer Assessments to Learners with Disabilities

Accommodations must provide a framework that allows the learner with a disability to demonstrate the skills and knowledge that the test is designed to measure. Upon receiving a request for specific types of accommodations from a learner with a documented disability, the program should give due consideration to the options requested by the learner. Many test accommodations are based on accommodations used by the learner during instruction. All accommodations should be documented in the learner's Adult Individual Education Plan (AIEP), 504 Plan, or other educational plan. For additional reference, refer to [State Board Administrative Rule 6A-1.0943](#), FAC, Statewide Assessment for Students with Disabilities.

Testing accommodations may include, but are not limited to the following:

- Flexible schedule - Several brief testing sessions during a day, frequent rest breaks, testing at a different time of day, additional time.
- Flexible seating - Individually or in small groups with proctor, study carrel or separate room, special lighting, equipment, acoustics.
- Flexible response - Oral response, signed response, response on word processor, or Braille response.
- Flexible presentation - Mechanical aids, revised formats such as Braille, large print, signed or oral presentations for directions, and items other than reading items.

- Assistive device - Assistive devices typically used in classroom instruction such as visual magnification or auditory amplification devices, calculators (if authorized in test administration manual).
- Flexible Timing - Extended timing for a timed test based on documentation described below. Extended time does not mean “unlimited” time and typically refers to “time and a half,” or “double time.”

Documentation on Adult Education Students with Disabilities

Appropriate types of documentation to be kept by local adult educational programs that identify learners who require accommodations may derive from one or more of the following sources: licensed psychiatrists, licensed psychologists, the Department of Vocational Rehabilitation, the FLDOE, LEAs and CBOs, the Department of Children and Families, or referrals from appropriate agencies. See [State Board Rule 6A-6.0331](#), FAC, for reference. Documentation of the need for specific testing accommodations must be maintained in the learner’s confidential records and revealed only to authorized individuals.

Alternative Assessments for Learners with Disabilities

State Board Rule 6A-6.014, General Requirements for Adult General Education Program, states:

(c) If an adult student has a documented disability and the instruments in paragraph (4)(a) of this rule, with accommodations are not an accurate measure of the student’s ability, one of the following tests shall be used for placement in an adult general education program:

1. *Brigance Employability Skills (all active assessments as of the date of adoption of this rule);*
2. *Brigance Life Skills (all active assessments as of the date of adoption of this rule);*
3. *Comprehensive Test of Adaptive Behaviors (CTAB) (all active assessments as of the date of adoption of this rule);*
4. *Comprehensive Adult Student Assessment System (CASAS) (all active assessments as of the date of adoption of this rule);*
5. *Kaufman Functional Adult Student Assessment System Test (K-FAST) (all active assessments as of the date of adoption of this rule);*

(d) If an adult student has a documented disability and the instruments listed in this rule are not an accurate measure of the student’s ability, documentation must be kept showing an attempt was made to assess the student, and the results of this attempt should be kept in the student’s record for audit purposes.

The results to be kept for audit purposes are not intended to be used for NRS reporting purposes.

Additional Reference Information on Accommodations for Students with Disabilities or Other Special Needs

For further information on the FLDOE policies and procedures regarding accommodations for learners with disabilities or other special needs, LEAs and CBOs contact the Adult Education Section to obtain a copy of the report titled, “Creating a Statewide Delivery System for Adults with Learning Disabilities in Florida.”

SECTION III – REQUIREMENTS FOR ADMINISTERING EACH ASSESSMENT

SELECTING APPROPRIATE ASSESSMENTS

Description of students and skill areas for each assessment

The tests approved by the FLDOE for NRS reporting purposes, as compared to the types of courses for which the tests are applicable can be found in Table 3 below. While the tests may be applicable for the following courses, not all courses require their use.

Table 3: Description of approved tests, the skill areas available from test publishers, and the programs or courses applicable to each test.

Name of Test	Skill Areas Available	Programs/Courses
Basic English Skills Test – Literacy (BEST Literacy)	Reading and Writing combined in the test	Adult ESOL Citizenship Workplace Readiness for ESOL
Basic English Skills Test – Plus (BEST Plus)	Listening and Speaking combined in the test	Academic Skills for ESOL Adult ESOL Citizenship Workplace Readiness for ESOL
Comprehensive Adult Student Assessment System (CASAS)	Reading, Writing, Mathematics, Listening, Speaking	AAAE and Pre-AAAE (formerly VPI) ABE Academic Skills for ESOL Adult ESOL Adult High School Citizenship ELCATE (Reading only on ECS test) GED Preparatory and Pre-GED Preparatory Workplace Readiness for ESOL
Tests of Adult Basic Education (TABE) Forms 9 and 10	Basic Literacy Skills Language Reading Mathematics (Applied and Computation),	AAAE and Pre-AAAE (formerly VPI) ABE Adult High School GED Preparatory and Pre-GED Preparatory
Tests of Adult Basic Education, Complete Language Assessment System -English (TABE CLAS-E)	Reading Writing Listening Speaking	Academic Skills for ESOL Adult ESOL Citizenship Workplace Readiness for ESOL

GUIDELINES ON ASSESSMENTS APPROVED BY THE FLORIDA DEPARTMENT EDUCATION

Use of Test Administration Manuals

The FLDOE requires local programs to follow the test administration guidelines in each TAM furnished by the publishers of assessments approved for use by adult educational programs. It is recommended that all local programs maintain copies of TAMs on site for all assessments used at the program. TAMs provide quality-control guidelines to ensure proper test use, administration, scoring, and interpretation of results.

Guidelines for Basic English Skills Test Literacy (BEST Literacy) and Basic English Skills Test Plus (BEST Plus)

Both BEST Literacy and BEST Plus are included in the State Board Rule 6A-6.014 as approved adult ESOL assessment instruments.

BEST Plus Computer-Adaptive and Print-Based Versions

BEST Plus is aligned with the requirements of NRS and provides data on learner progress and achievement for statewide comparability purposes, program evaluation, and accountability.

BEST Plus assesses the oral proficiency of adult ESOL students. Oral proficiency is understood as the underlying competency that enables the performance of communicative language functions that integrate both listening and speaking skills. BEST Plus assesses the ability to understand and using unrehearsed, conversational, everyday language within topic areas generally covered in adult ESOL courses.

BEST Plus is designed to assess the language proficiency of adult (16 years of age or older) nonnative English Language Learners who may or may not have received an education in their native language or in English, but who need to use English to function in day-to-day life in the United States. It is designed for the population of adult ESOL students typically found in adult educational programs.

The domains represented in BEST Plus are personal identification, health, family/parenting, consumerism, housing, recreation/entertainment, getting a job, on the job, civics, community services, transportation/directions, weather/seasons, and education.

BEST Plus may be administered in two ways, the semi-adaptive print-based version, or the computer-adaptive version on CD. Both of these versions are administered face-to-face, in an oral interview setting. Test administration time can range from 5-20 plus minutes to administer, depending on the language proficiency of the examinee and the test administrator's familiarity with oral proficiency interviewing and BEST Plus scoring.

The semi-adaptive print-based version has three parallel forms for pretesting and posttesting. Each test consists of a locator and three level tests self-contained in each form. The items found in each form of the print-based version are drawn from the item pool of the computer-adaptive version. The test administrator gives the locator test to determine which of the three level tests would be most appropriate, then administers the test and marks the scores in the test booklet. The BEST Plus Score Management Software is then used to convert the raw scores into scale scores.

The computer adaptive version has a large pool of underlying items out of which a relatively small number are administered to any individual. Each examinee receives different items each time he or she takes the test. As their skills improve, they are administered increasingly challenging items to which they are able to respond at greater length in English.

BEST Literacy

BEST Literacy assesses reading and writing skills. It can be administered individually or to groups. The test is timed to be administered in one hour. Examinees write directly on the test booklets, and a test administrator scores the responses on the answer sheet. The BEST Literacy Test Manual is needed to administer and score the test. The raw scores received on all three forms are scaled using the tables provided in the Test Manual.

Pretesting

The FLDOE requires that programs use a state-approved assessment to pretest all students within the first 12 hours of instructional activity and who receive 12 or more hours of instruction in a program-reporting year. Pretest scores must be established before students begin instruction in order to obtain realistic scores for placing students and reporting the students' initial EFLs.

Posttesting

The FLDOE requires that posttests be used to measure educational gain(s) and advance students across EFLs as instruction is provided over time. The publisher recommends that posttesting on BEST Plus and BEST Literacy take place after students have participated in 80 – 100 hours of instruction between pretest and posttest. The publisher recommends that no students be tested with less than 60 hours of instruction between pretest and posttest. The publisher also recommends that programs posttest students at the end of an instructional session that includes fewer contact hours.

Exceptions

Exceptions to the posttest guidelines recommended by test publishers should be limited and rare. At times, the program may become aware that a student will exit the program before he or she has participated in the number of hours recommended by the test publisher. This is not a strong enough reason in and of itself to administer a posttest to the student before the time recommended by the test publisher. Programs must have documentation of the student's accelerated progress prior to making a decision to administer any posttest before the time recommended by the test publisher. Each exception to administering a BEST Literacy and/or BEST Plus posttest to a student before 80 hours of instruction must be approved by the local director prior to the early test administration. The approval must be signed by the director or designee, and must be noted in the program's data reporting system. The approval must be retained in the student's record, and be made available for review upon request for FLDOE monitoring purposes.

Training Requirements for Test Administrators

BEST Plus

Training for BEST Plus is required before agencies are permitted to purchase testing materials from the publisher. BEST Plus state trainings are scheduled periodically.

BEST Literacy

No training is required prior to purchasing BEST Literacy, but the BEST Literacy Test Manual is required reading before the test is administered, and the Test Manual should be referenced when scoring BEST Literacy.

Contact the Center for Applied Linguistics for additional information on training requirements and to arrange for training opportunities.

BEST Plus and BEST Literacy Contact Information:

Brian Woerner

Center for Applied Linguistics

202-355-1581

bwoerner@cal.org

www.cal.org

BEST Plus User Support

Toll free: 1-866-845-BEST (2378) Option "3"

Fax: 1-888-700-3629

Email: best-plus@cal.org

User Support Hours: M-F 9am-7pm Eastern Time

Mail: BEST Plus

c/o Center for Applied Linguistics

4646 40th Street, NW
 Washington, DC 20016-1859
 Web site: www.best-plus.net

Comprehensive Adult Student Assessment System (CASAS)

The CASAS assessment system has tests that measure basic reading, math, listening, speaking, and writing skills in functional contexts. The system provides for tests that measure levels from beginning literacy and numeracy to GED preparation.

- Standards and curriculum resources
- Standardized competency-based assessment
- Guidelines for ongoing classroom assessment
- Program and classroom evaluation instruments
- Training resources
- Accountability and data reporting tools

The CASAS tests approved for use by adult ABE and ESOL programs in Florida can be used in order to determine a baseline score for placement of students and to establish any learning gains that students have made after receiving instruction over a period of time. The skill areas addressed by CASAS tests for adult ESOL students include listening, speaking, reading, and writing. The skill areas addressed by CASAS tests for ABE students are reading, mathematics and writing functional skills tests. For programs using CASAS, Table 3 indicates which CASAS tests are available for use with courses that must be reported to the NRS and FLDOE.

The FLDOE requires that programs using CASAS assess students enrolled in the Adult ESOL Course in the two skill areas of reading and listening. The lowest of the two scores is reported to NRS.

Training Requirements for CASAS Test Administrators

Training in the administration of CASAS assessments is required to ensure accurate use of tests, appropriate interpretation of learner results, and to maintain the integrity and quality of the assessment process. CASAS requires that a minimum of one person from each program using CASAS must complete CASAS Tester Training (101) administered by a CASAS certified trainer before the program purchases CASAS assessment materials.

When a program has one staff person who has completed CASAS Implementation Training (101), that person may train other staff within his or her program only. Test administrators who have completed CASAS Tester Training (101) may not train staff from other programs.

CASAS Training (101) focuses on the procedures to follow in administering and scoring the tests, and in interpreting the results. Participants will learn how to use the entire CASAS competency-based system, as well as additional CASAS resources. The FLDOE does not permit instructors to review actual test booklets, nor view actual test items when participating in CASAS Tester Training (101). It is recommended that only CASAS test practice items be provided for review during the training. CASAS has sample test items that can be downloaded from the CASAS Web site.

Table 4: CASAS Certification Trainings

No.	Purpose	Audience	Duration
101	“Implementation Training” To train on the procedures of administering, scoring, and	All persons who will administer CASAS tests to	6 hours

No.	Purpose	Audience	Duration
	<p>interpreting the results of CASAS tests</p> <p>To provides training on how to use the CASAS Competency-Based System and additional CASAS resources</p>	<p>students, and have had little or no experience administering CASAS tests</p> <p>Testers who completed CASAS Tester Training 101/102 more than three years prior and have not administered tests regularly during the previous year</p>	
102	<p>“Beyond Implementation”</p> <p>To provide experienced testers with a review of the CASAS testing system, and take an in-depth examination of all components of the CASAS Competency-Based System (Competencies, Content Standards, TOPS Pro, Quick Search, etc.)</p> <p>To address specific problem areas that testers encounter in administering, scoring and interpreting test results</p>	<p>Testers who completed CASAS Tester Training 101 or 102 two years prior and have administered tests regularly during the previous two years</p>	3 hours

Table 5: Matrix of Adult Education Programs and Courses and CASAS Assessments for Use with Federally-Funded Courses and for NRS Reporting

Course Name	CASAS Assessments Approved for State and Federal Reports
Adult Basic Education (ABE)	<p>Functional Writing Assessment</p> <p>Life and Work Series (Reading)</p> <p>Life Skills (Math)</p> <p>(Contact CASAS for additional assessments for ABE students)</p>
Adult ESOL	<p>Functional Writing Assessment</p> <p>Life and Work Series (Reading, Listening)</p> <p>Workplace Speaking (Speaking)</p>
English Literacy for Career and Technical Education (ELCATE)	<p>Employability Competency System (ECS) Levels A-C 1988; Level D 1996 (Reading)</p> <p>Functional Writing Assessment</p> <p>Life and Work Series (Listening)</p> <p>Workplace Speaking (Speaking)</p> <p>(Note: Life and Work Series Reading scaled scores may be used for placement into ELCATE when student is in transition from ESOL to ELCATE.)</p>

Alternate Forms of CASAS Tests

CASAS assessments consist of a series of tests that monitor learning progress. The levels of difficulty range from literacy/beginning level through completion of secondary skill levels. Each test level has alternate test forms that are parallel in content and difficulty. CASAS provides “Suggested Next Test Level” charts in its

TAM that can be used to guide which posttest should be selected for administering to the student. Posttesting will either be done at the same level, with an alternate form within that level, or at a higher level, depending on the pretest score.

The skill areas of pretests and posttests must match. To compare test results and determine if the student is making progress, a student who has taken a pretest in listening must take a posttest in listening. Likewise, a student who has taken a pretest in reading must take a pretest in reading.

Locator Assessments

CASAS calls their locator tests appraisals. These may be used with students enrolled in adult education courses listed in Table 3. The purpose of CASAS appraisals, as used in Florida, is to gauge a learner's reading and listening skills. The test results guide decision making with regard to the appropriate pretest to administer and the selection of short- and long-term instructional goals.

Adult ESOL Student Intake Procedures

Pretesting

The FLDOE requires that local eligible adult educational programs use tests approved by NRS and the FLDOE to pretest all students who receive 12 or more hours of instruction in a program-reporting year. Pretest scores must be established before students begin instruction in order to obtain realistic scores for placing students and reporting the students' initial EFLs.

CASAS has approved an intake procedure for adult ESOL programs in Florida, which is portrayed in Chart 1. The procedure shown here is generic enough to be used by small, large, urban and rural adult ESOL programs. If any local adult ESOL program has unique characteristics that would make it advantageous for their students to modify this intake procedure, contact the adult ESOL program specialist at the state office for guidance. Contact information is included at the beginning of this document.

It is recommended that LEAs and CBOs prepare a written "Testing and Intake Procedure Manual" for staff to follow when enrolling adult education students. The chart below, CASAS Intake Procedures for Adult ESOL Programs, may be copied by local adult educational programs for inclusion in their "Testing and Intake Procedure Manual."

CHART 1: CASAS INTAKE PROCEDURE FOR ADULT ESOL STUDENTS

Note: These intake procedures are for adult ESOL courses, not ABE

STEP 1: Administer CASAS Oral Screening

STEP 2.1 If the CASAS Oral Screening Score Is 5 or less:

STEP 2.2 If the CASAS Oral Screening Score is 6 or more:

STEP 2.1.1

- Administer Form 27 five practice items one-on-one.
- Do not administer the Appraisal.

STEP 2.2.1

- Administer reading test 81R or 83R and listening test 81L or 83L, then use Chart A below to place in level

If the student has difficulty with Form 27 five practice items:

If the student has little or no difficulty with Form 27 five practice items:

- Administer the FLDOE Native Language Literacy Screening tool. Follow the directions for placing the student in the Literacy Skills Course #9900300.
- Do not administer reading and listening tests, as these students are “Unable to Test” in reading and listening.

- Administer Form 81 Reading
- Administer Form 81 Listening.
- Students at this level may be not be able to take a pretest in listening and/or reading. Programs may enter the actual score or score the test as a zero, depending on the program’s data recording procedures. Students who are not able to pretest in L/R skill area(s) must be tested in the missing skill area(s) before completing Foundations Level. Place in Foundations Level (Per Chart A below).

- or
- Administer reading and listening e-test, then use Chart A below to place in level.
- or
- Administer Reading and Listening appraisal, then use Chart B below to select reading and listening pretest forms to use.

CHART A (Using Pretest)

CHART B (Using Appraisal)

PRETEST SCALE SCORE	ADULT ESOL COURSE LEVEL	READING APPRAISAL FORM 20R	READING PRETEST LEVEL	LISTENING APPRAISAL FORM 20L	LISTENING PRETEST LEVEL
≤180 (and literate in native language)	FOUNDATIONS	176 – 190	A	162 – 193	A
181 – 190	LOW BEGINNING	194	B, AX OR A	196 – 198	B OR A
191 – 200	HIGH BEGINNING	198	B	201 – 209	B
201 – 210	LOW INTERMEDIATE	201 – 213	B	211 – 214	C OR B
211 – 220	HIGH INTERMEDIATE	216 – 218	C, BX OR B	216 – 236	C
221 – 235	ADVANCED	221- 233	C		

CASAS Oral Screening

(This page may be copied to use in assessing students upon intake.)

Student Name: _____ Date: _____
First *Last*

Student # _____

What's your name? (not scored)

This question may be omitted if the tester knows the examinee.

POINTS

<p>1. What country are you from? Naming a country is the correct response. Score 0 if the response is a city or state.</p>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>
<p>2. How long have you lived in the United States? Some possible responses: Four years; 1987; etc. To clarify, ask: When did you come to the United States?</p>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>
<p>3. Tell me why you want to learn English. Any appropriate reason may be acceptable. To clarify, ask: Why do you want to study English?</p>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>
<p>4. Do you read in your native language? If yes, ask: What do you like to read? Some possible responses: names of books, types of books, subjects. If no, ask: Why not? Some possible responses: <i>I have no time to read; I can't read.</i></p>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>
<p>5. What work did you do in your country? Or, What work are you doing now? Any appropriate response is acceptable. If the person has not worked, expressing that is also correct.</p>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>
<p>6. How many years did you go to school in your country? To clarify, ask: How long did you go to school in your country? Any appropriate response is acceptable.</p>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>
TOTAL	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>

Points	Guidelines
0 points	No response, incomprehensible, or does not answer the question. Note: If the examinee responds, "I don't know," it is up to the administrator to determine whether this answer represents an appropriate response or lack of comprehension.
1 point	Comprehensible but not grammatically correct. Note: Comprehensible = understandable and relevant.
2 points	Comprehensible and grammatically correct. Note: Answers that are appropriate and represent what a native speaker would say should be given two points; therefore, some one-word answers would be given two points.

Students who score less than six points on the Oral Screening should take the five-question practice sample from Form 27.

Students who struggle with answering the five-question practice sample will take the Native Language Literacy Screening.

Students who easily handle the five-question practice sample will take Form A81R Reading.

All other students will be administered Form B83R Reading and Form B83L Listening.

Note: The results obtained from the FLDOE Native Language Screening tool may be used for state reporting purposes to place students in the FLDOE Literacy Skills Course only, not for any other adult ESOL Course. The results from the CASAS Oral Screening are for information purpose only, and cannot be used as a placement score of any student.

Times for CASAS Pretesting and Posttesting

Pretesting

The FLDOE requires that LEAs and CBOs use NRS and the FLDOE approved tests to pretest all students who receive 12 or more hours of instruction in a program-reporting year. Pretest scores must be established before students begin instruction in order to obtain realistic scores for placing students and reporting the students' initial EFLs.

CASAS tests have been approved by the FLDOE for use in adult ESOL or ABE programs to place students at an initial EFL, and to measure progress across NRS levels for ESOL.

Each CASAS assessment level has alternate forms of tests for the skill areas of reading, mathematics, listening, and functional writing. The form used for pretesting a student must not be used for the next posttest administered to the student. Alternate forms must be used when pretesting and posttesting students.

Posttesting

CASAS recommends that programs administer posttests, using specified alternate forms, at the end of a semester, term, quarter, or other substantial block of instruction to document learning gains. CASAS recommends assessing with a posttest after approximately 70-100 hours of instruction.

Exceptions

Exceptions to the posttest guidelines recommended by test publishers should be limited and rare. At times, the program may become aware that a student will exit the program before he or she has participated in the number of hours recommended by the test publisher. This is not a strong enough reason in and of itself to administer a posttest to the student before the time recommended by the test publisher. Only under special exceptions may students be posttested at less than the time recommended by the test publisher. Programs must have documentation of the student's accelerated progress prior to making a decision to administer any posttest before the time recommended by the test publisher. Each exception to administering a CASAS posttest to a student before 70 hours of instruction must be approved by the local director prior to the early test administration. The approval must be signed by the director or designee, and must be noted in the program's data reporting system. The approval must be retained in the student's record, and be made available for review upon request for FLDOE monitoring purposes.

CASAS recommends that programs offering high intensity courses (for example, a class meets six or more 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 70 to 100 hours of instruction.

CASAS recommends that programs offering low intensity courses with fewer than six hours per week in a semester, quarter, term, or other substantial block of instruction, may choose to administer a posttest at the end of the instructional period.

Factors that affect learning gains include intensity and duration of instruction, motivation of learners, competence of instruction, the link between learner goals and instruction, and other instructional factors. See the [CASAS Assessment Policy Paper](#) at the CASAS Web site, www.casas.org, or contact CASAS for further information.

Use of posttest scores from a previous program year for continuing year pretest score

The FLDOE recommends that the posttest score from a previous program year be used as a pretest score for the next continuing program year. If the next period of instruction begins within a few weeks, it is recommended that students not be retested at the beginning of the next instructional period. The posttest scores obtained by the students in the previous instructional period may be used to establish the initial EFL of students at the beginning of the next instructional period.

Accommodations for students with disabilities taking CASAS tests

Accommodations in testing alter the conditions for administering a test or change the nature of an assessment instrument, allowing test takers with disabilities to demonstrate their skills and abilities more accurately. Proper accommodations meet the needs of examinees without changing what a test is intended to measure.

Local test administrators may provide or allow some accommodations in test administration procedures or environment for documented disabilities without contacting CASAS.

Local agencies are responsible for providing fully accessible services and for ensuring that these services meet reasonable criteria. Adult learners with disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after diagnosis. The need to use an accommodation should be documented in official learner records, such as the Individual Education Plan or Individualized Plan for Employment. The documentation must show that the disability interferes with the learner's ability to demonstrate performance on the test. The information can come from a doctor's report, a diagnostic assessment from a certified professional, and other clinical records.

Accommodations procedures are applicable to all CASAS tests and include:

- Accommodations in test time
- Giving supervised breaks
- Providing a sign language interpreter for test administration directions only
- Testing in an alternate room
- Using a colored overlay
- Large print test booklets and answer sheets
- Allowing extended time

Additionally, CASAS test forms that may be appropriate for learners with a disability include CASAS eTests, computer-adapted and computer-based tests, and large-print tests. CASAS large-print tests include Beginning Literacy Reading Assessment, ECS test booklets, Life and Work test booklets, and Secondary Level Assessment test booklets in math. Large-print answer sheets are also available. A Life and Work test form in Braille format measures basic literacy skills for learners who are blind or have a visual impairment. It is not an appropriate accommodation in test administration procedures to read a CASAS reading test to a learner with low literacy skills or blindness. The paper, *Guidelines for Providing Accommodations Using CASAS Assessment for Learners with Disabilities*, provides more detailed information on providing accommodations. This document is available at the CASAS Web site, www.casas.org.

Placement in NRS's Educational Functioning Levels and Advancement to Next Levels

CASAS provides charts and guidelines for converting raw scores to scaled scores. The NRS's EFL descriptors may be viewed at the NRS Web site. The FLDOE requires programs to refer to the scaled scores as a reference point for placement in an EFL for NRS reporting purposes. The CASAS scales have been subdivided into ranges that correspond to the EFLs of the NRS. These scores also align with the levels of the FLDOE Adult ESOL and ABE Curriculum Standards.

The FLDOE requires that LEAs and CBOs assess students in the skill areas most relevant to their educational goals and needs. The NRS guidelines prescribe that when testing students in more than one skill area for the same course, the lowest of all scores must be used for reporting purposes. Students enrolled in the Adult ESOL Course (#9900040/1532.010300) must be tested in the two skill areas of reading and listening. Students enrolled in the ABE Comprehensive Course must be tested in the following skill areas: reading, language, and mathematics. Students enrolled in the other three ABE courses (Language, Mathematics, and Reading) must be tested in the skill area relevant to the course.

Contact Information for CASAS

Linda Taylor
Director of Assessment Development
CASAS
5151 Murphy Canyon Rd., Suite 220
San Diego, CA 92123-4339
800-255-1036, ext. 186
ltaylor@casas.org; www.casas.org

For additional information about CASAS tests and instructional support, go to the [CASAS home page](#).

Tests of Adult Basic Education (TABE)

TABE 9/10 focuses on assessing the basic literacy and numeracy skills that will help a person function well in society. These tests provide information about the relative ranking of examinees against a norms group, as well as specific information about the instructional needs of examinees. In addition, results provide prescriptive information about individual students that allows instructors to easily identify and implement meaningful remediation strategies.

TABE 9/10 tests enable teachers and administrators to evaluate and successfully place examinees in ABE programs. In addition, correlation between TABE 9/10 and GED test scores (on TABE 9/10, Levels A and D) provide a means for predicting scores on the GED tests based on TABE 9/10 scores. Other uses of TABE 9/10 scores include pretesting and posttesting to measure educational growth, determine correct placement of new examinees in instructional programs, and the evaluation of adult educational programs.

Locator Test

The purpose of the locator test is to help assign the level of TABE 9/10 pretest to administer. The FLDOE recommends testing students with the locator test, as it provides a valid means of determining the proper level of the test to use. The locator test has four core content areas: reading, mathematics computation, applied mathematics, and language. Each of the subtests includes items from the four TABE 9/10 levels: E, M, D, and A.

A new test for ESOL programs has been published by CTB McGraw-Hill, TABE CLAS-E. This test was approved by the NRS and was added to the FLDOE State Board of Education Rule 6A-6.014 in August 2009. TABE CLAS-E assesses English proficiency levels to accurately measure students' reading, listening, writing, and speaking skills. TABE CLAS-E may be administered to students enrolled in the Adult ESOL Course #9900040, which is supported with federal funds. It is also approved for use in the following courses funded with State Workforce Education funds: Citizenship, Academic Skills, and Workplace Readiness for ESOL. TABE CLAS-E is not approved for use with students enrolled in the ELCATE Course.

Times for Pretesting and Posttesting

Pretesting

The FLDOE requires programs to pretest all students with a state-approved assessment within the first 12 hours of instructional activity and who receive 12 or more hours of instruction in a program-reporting year. Pretest scores must be established for placing students, and for reporting the students' initial EFLs.

Posttesting

The publisher recommends that local programs administer a posttest to students after 60 hours of instruction. Students should not be pretested and posttested using the same form for six months; for example, TABE form 9, level M to form 9, level M. The publisher discourages random and frequent posttesting as it will not present valid gain scores.

End-of-semester scores obtained by students may be carried forward as the pretest for the following semester. If a student does not attend class for more than six months, he/she should be retested prior to placement.

Exceptions

Exceptions to the posttest guidelines recommended by test publishers should be limited and rare. At times, the program may become aware that a student will exit the program before he or she has participated in the number of hours recommended by the test publisher. This is not a strong enough reason in and of itself to administer a posttest to the student before the time recommended by the test publisher. Only under special exceptions may students be posttested at less than the time recommended by the test publisher. Programs must have documentation of the student's accelerated progress prior to making a decision to administer any posttest before the time recommended by the test publisher. Each exception to administering a TABE 9/10 or TABE CLAS-E posttest to a student before 60 hours of instruction must be approved by the local director prior to the early test administration. The approval must be signed by the director or designee, and must be noted in the program's data reporting system. The approval must be retained in the student's record, and be made available for review upon request for FLDOE monitoring purposes.

Scoring and alignment with NRS

Grade Equivalents are intended to indicate achievement levels as related to typical educational structures, meaning elementary and secondary schools. These scores do not have comparable meaning in nongraded programs, particularly programs that focus on the education and training of adults. The following tables show the scale scores for placement and progression of ABE students using TABE 9 and 10. Scale scores are used for NRS reporting and represent a more meaningful measure than Grade Equivalents to assess educational gain over time. Students should be placed in an initial EFL and considered for promotion to the next EFL based on scale scores rather than on Grade Equivalents.

Table 7: Description of Course Levels, LCPs and TABE Levels to Reading, Mathematics, and Language Scores

Level	LCP(s)	TABE Level	Reading	Total Math	Language
ABE Beginning Literacy (0-1.9)	A, E, J	L/E	367 and below	313 and below	389 and below
ABE Beginning Basic (2.0-3.9)	B, F, K	E/M	368-460	314-441	390-490
ABE Intermediate Low (4.0-5.9)	C, G, M	M/D	461-517	442-505	491-523
ABE Intermediate High (6.0-8.9)	D, H, N	D/A	518-566	506-565	524-559

Standard Error of Measure (SEM)

Content Range is the range in which the majority of questions are designed for the particular level. A bell curve is used for the content range, which means level M questions have a few questions at the 3.6 level and a few questions at the 6.9 level, with the majority of the questions in the 4.0 and 5.0 ranges. The ability of the test to accurately predict a student's EFL is determined by the Standard Error of Measure (SEM) of each Content Range.

Grade Level Equivalency is a score on a scale developed to indicate the school grade (usually measured in months) that corresponds to an average chronological age, mental age, test score, or other characteristic of a student. A grade equivalent of 6.4 is interpreted as a score that is average for a group in the fourth month of Grade 6. Grade equivalents do not compose a scale of equal intervals and cannot be added, subtracted, or averaged across test levels the way scale scores can.

The SEM based on the Item Response Theory (IRT) is also provided as reliability evidence of TABE. The IRT SEM provides the most complete and definitive description of reliability in scale score units. The number-correct-score-to-scale-score-to-SEM tables are presented in the TABE Norms Book. The IRT-based SEM indicates the expected standard deviation of observed scores if an examinee were tested again under unchanged conditions.

The SEM should always be taken into account when test scores are being interpreted. The magnitude of the SEM varies from test to test; it also varies according to where an individual's score falls within the range of a specific test. If a score is near the floor or ceiling of the range of performance measured by a given test, the corresponding SEM will be much larger. The smaller the SEM, the more accurate the test scores become.

The chart that follows can assist in making decisions as to whether the student was tested on an incorrect version of TABE, or if the content range of material was appropriate for the student. Typically, it is appropriate as an educational rule of thumb to consider retesting a student at the level being approached if the student's grade equivalent scores exceed the content range of a given level by more than two years.

Chart 2: TABE 9/10 Content Ranges

TABE 9/10 Levels	Two Years Below the content range	Content Range	Two Years Above the content range
Level E	0.0	2.0 - 3.9	5.9
Level M	2.0	4.0 - 5.9	7.9
Level D	4.0	6.0 - 8.9	10.9
Level A	7.0	9.0 - 12.0	

Training Requirements for Test Administrators

FLDOE requires that persons administering the test be trained by a CTB McGraw-Hill-certified trainer.

Table 8: Description of TABE Trainings

No.	Purpose	Audience	Duration
101	“Administering the TABE 9/10” To train test administrators on the publisher’s recommended practices of administration, locating the correct form, test security, accommodations, scoring, and interpreting test results. Training participants must pass a posttest with 80% accuracy. This training meets the test publisher’s requirements for certification.	Anyone who has not been certified to administer TABE 9/10.	6 hours
601	“TABE Administrator’s Training” To train administrators on the FLDOE guidelines for assessment and the test publisher’s recommended practices of administration, locating the correct form, test security, accommodations, scoring, and interpreting test results.	Adult education administrators ABE program coordinators	4 hours

Tests of Adult Basic Education (TABE)

Contact Information

Stephanie Seemann
Evaluation Consultant - Florida
CTB/McGraw-Hill
5900 Collins Avenue, Suite 1103
Miami Beach, FL 33140
Cell: 954.295.4212
Fax: 888.360.8454
www.ctb.com

Mike Johnson
Product Manager, Adult Assessment Products
Office: 630-789-4586
Cell: 630-995-6712
Fax: 630-789-4182
www.ctb.com

TRAINING REQUIREMENTS FOR ADMINISTERING APPROVED ASSESSMENTS

The FLDOE is the state agency responsible for ensuring that all persons that administer state-approved assessments receive training in administering the tests. The FLDOE funds training opportunities through five regional training councils (RTCs) in the state. The RTCs conduct a needs assessment of LEAs and CBOs in their

particular region, and organize training events for practitioners to obtain the training needed to administer state-approved tests. The publishers of each assessment are responsible for the content and the training materials provided at the trainings supported through the RTCs. The publishers of each assessment certify all persons that have completed training on their particular assessment.

Table 9 outlines training guidelines for each assessment approved for use in adult educational programs.

Table 9: Description of Training Requirements

Name of Test	Certification or Verification Procedures	Method of Training	Staff to be Trained	Initial and Refresher Training Information
BEST LITERACY	<p>Publisher requires that persons who will administer the test read the TAM and complete 3-4 practice interviews before administering the test to students.</p> <p>State recommends that local programs maintain records of trained staff and date training was completed.</p>	<p>Publisher sends TAM to local program for self-study by persons who will administer the test.</p> <p>Program administrators verify that persons who will administer the test have read TAM and send a report to the publisher.</p> <p>Training costs paid by local program with state funds, or federal grant funds, or through the support of RTCs.</p>	<p>All persons who administer, score, and/or interpret the test.</p>	<p>State requires that local programs follow the publisher’s guidelines.</p> <p>Publisher requires that persons who will administer the test read TAM and complete 3-4 practice interviews before administering the test to students.</p> <p>Refresher training, consisting of reviewing the TAM, is recommended as needed for all persons administering test.</p>
BEST PLUS	<p>Publisher requires that persons who will administer the test take a one-day initial training workshop, and complete 20 practice administrations before administering the test to students.</p> <p>State recommends that local programs</p>	<p>Publisher certifies trainers who conduct initial and refresher trainings.</p>	<p>All persons who administer, score, and/or interpret the test.</p>	<p>State requires that local programs follow the publisher’s guidelines.</p> <p>Publisher requires initial training of one person at the local program before the program can purchase materials.</p> <p>Only publisher-certified trainers may provide initial and refresher trainings to other persons.</p>

Name of Test	Certification or Verification Procedures	Method of Training	Staff to be Trained	Initial and Refresher Training Information
	maintain records of trained staff, date trained, and training provider.			Refresher training recommended yearly for all persons administering test.
CASAS (All tests)	<p>Publisher requires that one person from each agency complete CASAS 101 Training before administering the test to students.</p> <p>Publisher requires that all persons who will administer test to students complete CASAS Training 101 or be trained by a staff person from their local program who has completed CASAS Training 101.</p> <p>State recommends that local programs maintain records of trained staff, date trained, and training provider.</p>	<p>Publisher certifies trainers who conduct CASAS 101 and 102 trainings.</p> <p>Publisher verifies that each person who has completed CASAS 101 AND 102 is qualified to administer the test.</p> <p>Training costs paid by local program with state funds or federal grant funds or through the support of RTCs.</p>	All persons who administer, score, and/or interpret the test.	<p>State requires that local programs follow the publisher's guidelines.</p> <p>Publisher requires completion of CASAS Training 101 for one person at the local program before the program can purchase materials.</p> <p>Publisher allows persons who have completed CASAS Training 101 to train other persons at their local program to administer tests to students. Publisher does not allow persons who have completed CASAS Training 101 to train persons outside their local program.</p> <p>Publisher recommends that trained persons take refresher training every two years at a minimum, preferred every year.</p>
TABE 9/10	<p>State requires that persons take initial training workshop before administering the test to students.</p> <p>State recommends that local programs</p>	<p>Publisher certifies trainers who conduct initial and refresher trainings.</p> <p>Training costs paid by local program with state or federal grant funds or</p>	All persons who administer, score, and/or interpret the test.	<p>State requires that local programs follow the publisher's guidelines.</p> <p>Publisher requires completion of initial training of at least one person at LEAs and CBOs at the local program before the program</p>

Name of Test	Certification or Verification Procedures	Method of Training	Staff to be Trained	Initial and Refresher Training Information
	maintain records of trained staff, date trained, and training provider.	through the support of RTCs.		can purchase materials. Publisher recommends that trained persons take refresher training every two years at a minimum, preferred every year.
TABE CLAS-E	State requires that persons take initial training workshop before administering the test to students. State recommends that local programs maintain records of trained staff, date trained, and training provider.	Publisher certifies trainers that conduct initial and refresher trainings. Training costs paid by local program with state or federal grant funds or through the support of RTCs.	All persons who administer, score, and/or interpret the test.	State requires that local programs follow the publisher’s guidelines. Publisher requires completion of initial training of at least one person at the local program before the program can purchase materials. Publisher recommends that trained persons take refresher training every two years at a minimum, preferred every year.

Training of local staff involved in NRS reporting activities

In addition to training required of all persons who will administer state approved assessments to students at LEAs and CBOs, the FLDOE provides training opportunities to teachers and other local staff involved in gathering, analyzing, compiling, and reporting data for NRS purposes. These trainings include the following topics, at a minimum:

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

Requirements to record all persons trained for each assessment

The FLDOE requires that all persons who have completed a training provided by the test publisher through an RTC, LEA, or CBO, must have their completion of training verified and recorded by the test publisher. At a minimum, the following information should be recorded as verification and/or certification that the person completed the training:

- The name of the certified test trainer
- The name and contact information of the person completing the training
- The date of the training
- The type of training provided (Initial training/Refresher training)

Timelines and procedures for training of local program test administration staff

The FLDOE requires that LEAs and CBOs follow test publisher’s guidelines regarding the length of time that local educational staff should take refresher trainings, and the procedures by which local staff can complete initial and refresher trainings. Table 9 above describes the recommendations of each test publisher for each state-approved assessment. In addition to the information in Table 9 above, the FLDOE recommends that test administrators and persons who report NRS data at LEAs and CBOs receive supplemental training, as appropriate when new instruments or forms are added to the acceptable assessments list. However, when a new test is added to the list of the FLDOE approved assessments, all test administrator staff must be trained with an initial training by a certified test trainer on how to administer the new test.

Qualifications for local staff to train counterparts at Local Educational Agencies

CASAS is the only test publisher that allows trained test administrators of local programs to train other staff at their local program. CASAS does not allow trained test administrators to train staff from other LEAs and CBOs.

Number of local staff to be trained as testers

The FLDOE recommends that LEAs and CBOs plan appropriately to ensure that an adequate number of test administrators are available to administer pretests and posttests to the students who need them. Certain times of the program year may require that more students be pretested or posttested than at other times. It is recommended that local program administrators plan for training opportunities for local test administrator staff.

DESCRIPTION OF QUALITY-CONTROL MEASURES

Times to Record Testing Data in Program Database

Testing data should be entered into the program database as soon as possible after completion of the test. It is strongly recommended that the data be entered no later than the time the student completes the initial 12 hours of instructional activity for state enrollment purposes. In addition, learning gains resulting from the administration of post-assessments should be entered into the program database as soon as possible after completion of the posttest. The posttest data should not be entered later than the end of the term, or academic school year if appropriate, in which the learning gain was earned.

Process and procedures to allow verification that correct procedures have been followed

[\[The NRS Implementation Guidelines, pages B-7 and B-8\]](#) [34 CFR 462.40(c)(8)]

The FLDOE recommends that local programs put in place the following procedures to ensure the quality of the assessment process.

- Data integrity checks.
- System logic to prevent inappropriate assessments being entered.
- Incorrect score gains.
- Data verification procedures.
- Approved assessments are administered to students by persons who have been trained.
- Local program administrators maintain records of trained staff, to include the date trained, and the name of the training provider.
- Advisors, counselors, instructors, and staff who will be using assessment results, either to place a student in an adult education program or to document learning gains to be reported to the FLDOE for NRS purposes, should be trained on how to interpret assessment results and use them as intended by the publisher.
- Prior to being tested, students should receive a formal orientation that includes information about the nature and time of the tests to be given, as well as be afforded an opportunity to practice

“bubbling in” an answer sheet. It is recommended that students be advised that the TABE test is not a “pass/fail” test, and will only be used to identify specific content areas they need help with in order to place them at the appropriate level of instruction.

Program assessment procedures manual

In order to ensure the quality of assessment data, local programs should have in place procedures that adhere to the FLDOE assessment policies. An assessment procedures manual should be developed for local program staff to ensure that all staff understand the FLDOE assessment guidelines, and to guide program staff in following any procedures put in place by the program. No procedure developed by the local program may contradict or weaken the FLDOE assessment guidelines. An effective assessment procedures manual should include, at a minimum, the following items:

- A statement indicating the FLDOE and NRS guidelines that all students enrolling in an adult education courses, for more than 12 hours in a program year, must be tested for placement purposes using a state-approved assessment.
- A statement indicating the FLDOE requirement that the initial pretest be given to the student during the first 12 hours of instructional activity.
- Information regarding the steps to follow when administering pretests. This should include a statement on the use of pretest scores to establish the initial functioning level of students for placement in the program, and for reporting to NRS.
- A statement should be included regarding use of posttest scores to measure progress from one level to a higher level, and to report learning gains made by students. Information about the amount of time recommended between pretest and posttest times must be provided in the local procedures manual.
- A statement regarding the FLDOE policy that persons who administer state-approved assessments must adhere to the test publisher’s guidelines, and include a procedure for reporting violations to the publisher and the FLDOE.
- A copy of the EFL Table from the NRS with the scale scores of each test for reference when placing students and reporting any gains.
- A procedure that describes the steps the local adult education program director will take to review and verify the accuracy of reports that are generated by the local Management Information System (MIS), prior to being submitted to the state.
- A procedure that will ensure that only those individuals who have completed a publisher-sponsored training may purchase state-approved assessment materials.
- A procedure for the disposal of obsolete, damaged and outdated assessment materials that will ensure the security of the assessment materials.
- A procedure for documenting test security compromise incidents.
- A procedure for recording testing data by local assessment/MIS reporting staff in a timely manner.

Maintenance of Test Security.

Florida Department of Education State Board Rule [6A-10.042](#) FAC defines procedures that must be followed to maintain test security. All local adult educational programs shall adhere strictly to the requirements outlined in this State Board Rule. The complete text of this rule is provided in Appendix B of this technical assistance paper.

As indicated in [F.S. §1008.24](#), violations of test security guidelines are a first-degree misdemeanor punishable by a fine of up to \$1,000 and six months in jail. Any suspected violations of test security should be

immediately reported to the local assessment director's office and the FLDOE, Adult Education Office. The FLDOE will advise the test publisher of the incident.

All test security compromise incidents should be documented by the agency responsible for the administration of the test, and include a summary of the events associated with the incident along with any appropriate statements from the parties involved. Agencies may also be required to stipulate what actions, if any, will be implemented, to prevent a similar occurrence in the future.

IMPLEMENTATION OF NATIONAL REPORTING SYSTEM FOR ADULT EDUCATION REPORTING PROCEDURES FOR DISTANCE EDUCATION

Definition of distance education

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

Definition of distance learners

Distance learners are students who receive over 51% of their instruction online and as defined above. For learners who receive both distance education and traditional classroom instruction during a program year (such as a blended distance/classroom approach or concurrent enrollment in both types of instruction), the student should be counted either as a distance education student or a traditional student, not both, based on which instructional modality was used the majority of the time. Students who complete more than 51% of their instruction online will be reported in Table 4C. Students enrolled in courses using traditional instructional methods 50% or more are reported in Table 4.

Criteria for enrollment and federal reporting purposes – 12 hour rule

Students in distance education courses, like those in courses using traditional instructional methods, must have 12 hours of contact within those courses before they can be counted for federal reporting purposes. Contact hours for distance learners can be a combination of actual contact and contact through telephone, video, teleconference or online communication, where student and program staff can interact and through which learner-identity is verifiable.

Only curricula that track actual contact hours are currently approved for use for distance learning. However, the State will review and approve curricula as is appropriate for use that is proposed by local providers. Proposed curricula for review and potential approval must be submitted with local applications. These applications must include (at a minimum) a detailed model for proxy hours. An updated "Approved Curriculum" chart will be disseminated each year.

Note: The FLDOE does not require that instructional contact hours for distance learners be reported to the FLDOE for state Full-Time Equivalency (FTE) tracking purposes. Florida does not collect and report proxy hours.

Assessment NRS Implementation Guidelines

Programs must administer all pretests and posttests used to measure the educational gain of distance education students for NRS reporting in person, at a proctored program site, in accordance with the FLDOE policies outlined in this technical assistance paper. Assessments not conducted through face-to-face

interaction with a trained test administrator in a secure setting are not allowed for NRS reporting. Students in distance education should be posttested after the same amount of instructional time as other students.

Reporting for NRS purposes

Data on distance education students should be included in overall totals for all NRS tables as appropriate. However, data on distance educational programs must be disaggregated and reported separately in Table 4c and Table 5A through NRS’s web-based reporting system at the Community College and Technical Center MIS (CCTCMIS) website. Only distance education students are to be reported in these tables and all contact hours associated with distance education students are to be reported in NRS Table 4c.

Online Curricula for distance learning

FLDOE provides the curricula for all adult education courses on the state’s Adult Education Web page, which serves as the base for web-based instruction. All programs that provide adult educational services with federal funding are required to use the State curriculum standards for instruction.

A consortium of public schools, school districts and colleges, the Florida Adult and Technical Distance Education Consortium (FATDEC), delivers curricula in a web-based environment for adult education and career and technical programs in Florida. There are 27 member institutions serving adult learners in 31 Florida counties. Consortium members provide distance-learning options to a large number of adult learners in the state.

FATDEC provides the following adult education courses in a web-based environment:

- Adult English for Speakers of Other Languages (ESOL)
- Adult Basic Education (ABE)
- General Educational Development (GED) Preparatory
- Adult High School

According to FATDEC, “The courses are teacher-directed and delivered via the Internet through a Learning Management System product called “Educator” by UCompass.com. The courses are hosted in a secure environment, and users are provided technical support by the company. Each school or district remains autonomous in its admissions and registration process. An appointed administrator in each school or district enrolls students in the online courses with a secure user identification and password.” (www.fatdec.com/courses.php)

FATDEC provides the following online instructional programs free to distance education students who enroll in distance learning at LEAs and CBOs that are consortium members. The Learning Management System, Educator, that houses GED and adult high school courses, has the ability to track student time in a course. Skills Tutor, that is used for ABE, tracks time and logs out students after a preset period of inactivity.

FATDEC offerings	Course	Model
Adult ESOL	English Discoveries Online	Actual time on task
ABE	Skills Tutor	Actual time on task
GED Preparatory	A complete facilitated online course with twenty-nine (29) modules covering the five academic areas of the GED test: writing, literature, social studies,	Actual time on task

	science, and mathematics	
Adult High School	Seventeen (17) courses, including business technology, health, language arts, mathematics, science, and social studies that are based on frameworks/standards approved by the FDOE	Actual time on task

REFERENCES

BEST Literacy; Test Manual; Center for Applied Linguistics; 1984

BEST Plus Technical Report; Development of a Computer-Assisted Assessment of Oral Proficiency for Adult English Language Learners: Center for Applied Linguistics; 2005

CASAS Assessment Policy Guidelines; 2005

CASAS Technical Manual; 3rd Edition; 2004

Kansas Adult Education Assessment Policies and Procedures; 2007

National Reporting System for Adult Education Implementation Guidelines; USDOE.

Standards for Educational and Psychological Testing; American Education Research Association, American Psychological Association and National Council on Measurement in Education; 1999

Tests of Adult Basic Education; (TABE 9 and 10) Technical Report; CTB McGraw-Hill

Code of Federal Posttests for the USDOE, Office of Adult and Vocational Education (OVAE) ([PART 462—MEASURING EDUCATIONAL GAIN IN THE NATIONAL REPORTING SYSTEM FOR ADULT EDUCATION](#)).

APPENDICES
APPENDIX A

STATE BOARD OF EDUCATION ADMINISTRATIVE RULE 6A-6.014, FAC GENERAL REQUIREMENTS FOR ADULT GENERAL EDUCATION

6A-6.014 General Requirements for Adult General Education Program

Amended; Effective date August 18, 2009

6A-6.014 General Requirements for Adult General Education Program.

In the operation of adult general education programs, the following general requirements shall apply:

(1) Facilities. Instructional facilities should be consistent with the number and nature of adults served, as well as instructional methods and objectives. They should provide program accessibility for persons with disabilities as required by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

(2) Enrollment. Enrollment shall be limited to individuals who have legally left the elementary or the secondary school as specified in Section 1003.21(1)(c), Florida Statutes; provided, however, that the school may temporarily assign individual students of compulsory school age to one (1) or more classes offered in the adult general education program where such students exhibit an educational need which can more effectively be served by the adult general education program when such courses are required for high school graduation.

(3) Teacher qualifications. Adult general education classes for which state funds are earned shall be taught by qualified teachers as defined in Rule 6A-1.0503, F.A.C., or as approved by a community college board of trustees as defined in Rule 6A-14.024, F.A.C.

(4) Academic skills tests for adults.

(a) The following tests, English language versions only, are approved to be used for placement and documentation of learning gains of a student enrolled in the adult general education program. The tests shall be used according to standards established for test administration and interpretation set forth in Standards for Educational and Psychological Testing (APA, AERA, NCME, 1999) and with appropriate accommodations for students with disabilities as specified in Section 1004.02(7), F.S.

1. Tests of Adult Basic Education (TABE), Complete Battery or Survey Form, Forms 9 and 10 (all active assessments as of the date of adoption of this rule);

2. Comprehensive Adult Student Assessment System (CASAS) (all active assessments as of the date of adoption of this rule).

(b) The following tests, English language versions only, are approved to be used for placement of a student enrolled in the Adult English for Speakers of Other Languages program and shall be used according to standards established for test administration and interpretation set forth in Standards for Educational and Psychological Testing (APA, AERA, NCME, 1999) and with appropriate accommodations for students with disabilities, as specified in Section 1004.02(7), F.S.

1. Comprehensive Adult Student Assessment System (CASAS) (all active assessments as of the date of adoption of this rule);

2. Basic English Skills Test (BEST) Plus (all active assessments as of the date of adoption of this rule); or

3. Basic English Skills Test (BEST) Literacy (all active assessments as of the date of adoption of this rule);

4. Comprehensive Adult Student Assessment System (CASAS) Employability Competency System Reading Skills for English Literacy for Career and Technical Education (ELCATE) students; and

5. Tests for Adult Basic Education Complete Language Assessment System – English (TABE CLAS-E) (all active assessments as of the date of this rule).

(c) If an adult student has a documented disability and the instruments in paragraph (4)(a) of this rule, with accommodations are not an accurate measure of the student's ability, one of the following tests shall be used for placement in an adult general education program:

1. *Brigance Employability Skills (all active assessments as of the date of adoption of this rule);*
2. *Brigance Life Skills (all active assessments as of the date of adoption of this rule);*
3. *Comprehensive Test of Adaptive Behaviors (CTAB) (all active assessments as of the date of adoption of this rule);*
4. *Comprehensive Adult Student Assessment (CASAS) (all active assessments as of the date of adoption of this rule);*
5. *Kaufman Functional Adult Student Assessment System (K-FAST) (all active assessments as of the date of adoption of this rule);*

(d) If an adult student has a documented disability and the instruments listed in this rule are not an accurate measure of the student's ability, documentation must be kept showing an attempt was made to assess the student, and the results of this attempt should be kept in the student's record for audit purposes.

(5) Student progress will be measured by progression through Literacy Completion Points (LCPs) using one or more of the following:

- (a) Grade level/scale score improvements measured by an approved test;*
- (b) Successful completion of curriculum frameworks and/or course performance standards (for applicable programs reporting outcomes for state reporting and funding purposes only); or*
- (c) Attainment of GED or Adult High School Diploma.*

Rulemaking Authority 1001.02(1) FS. Law Implemented 1008.405, 1011.80 FS. History—Amended 2-20-64, 4-11-70, 11-17-73, 2-18-74, 6-17-74, Repromulgated 12-5-74, Amended 12-6-84, Formerly 6A-6.14, Amended 12-28-86, 10-17-89, 12-29-98, 4-26-06, 9-19-07, 8-18-09.

APPENDIX B

BOARD OF EDUCATION ADMINISTRATIVE RULE 6A-10.042, FAC MAINTENANCE OF TEST SECURITY

(1) Tests implemented in accordance with the requirements of Sections 229.053(2)(d), 229.57, 231.087, 231.0861(3), 231.17, 233.011, 239.301(10), 240.107(8), and 240.117, Florida Regulations, shall be maintained and administered in a secure manner such that the integrity of the tests shall be preserved.

(a) Test questions shall be preserved in a secure manner by individuals who are developing and validating the tests. Such individuals shall not reveal in any manner, verbally or in writing, the test questions under development.

(b) Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test.

(c) Examinees shall not be assisted in answering test questions by any means by persons administering or proctoring the administration of any test.

(d) Examinees' answers to questions shall not be interfered with in any way by persons administering, proctoring, or scoring the examinations.

(e) Examinees shall not be given answer keys by any person.

(f) Persons who are involved in administering or proctoring the tests or persons who teach or otherwise prepare examinees for the tests shall not participate in, direct, aid, counsel, assist in, or encourage any activity that could result in the inaccurate measurement or reporting of the examinees' achievement.

(g) Each person who has access to tests or test questions during the development, printing, administration, or scoring of the tests shall be informed of specifications for maintaining test security, the provisions in regulation and rule governing test security, and a description of the penalties for breaches of test security.

(h) During each test administration, school district and institutional test administration coordinators and contractors employing test administrators and proctors shall ensure that required testing procedures are being followed at all test administration sites. Officials from the Department are authorized to conduct unannounced observations of test administration procedures at any test administration site to ensure that testing procedures are being correctly followed.

(2) Test materials, including all test booklets and other materials containing secure test questions, answer keys or student responses, shall be kept secure and precisely accounted for in accordance with the procedures specified in the examination program administration manuals and other communications provided by the Department. Such procedures shall include but are not limited to the following:

(a) All test materials shall be kept in secure, locked storage prior to and after administration of any test.

(b) All test materials shall be precisely accounted for and written documentation kept by test administrators and proctors for each point at which test materials are distributed and returned.

(c) Any discrepancies noted in the number or serial numbers of testing materials received from contractors shall be reported to the Department by designated institutional or school district personnel prior to the administration of the test.

(d) In the event that test materials are determined to be missing while in the possession of an institution or school district, designated institutional or school district personnel shall investigate the cause of the discrepancy and provide the Department with a report of the investigation within thirty (30) calendar days of the initiation of the investigation. At a minimum, the report shall include the nature of the situation, the time and place of occurrence, and the names of the persons involved in or witness to the occurrence. Officials from the Department are authorized to conduct additional investigations.

(e) In those cases where the responsibility for secure destruction of certain test materials is assigned by the Department to designated institutional or school district personnel, the responsible institutional or school district representative shall certify in writing that such destruction was accomplished in a secure manner.

(f) In those cases where test materials are permitted by the Department to be maintained in an institution or school district, the test materials shall be maintained in a secure manner as specified in the instructions provided by the Department. Access to the materials shall be limited to the individuals and purposes specified by the Department.

(3) In those situations where an employee of the educational institution, school district, or contractor, or an employee of the Department suspects a student of cheating on a test or suspects other violations of the provisions of this rule, a report shall be made to the Department or test support contractor, as specified in the test administration procedures, within ten (10) calendar days. The report shall include a description of the incident, the names of the persons involved in or witness to the incident, and other information as appropriate. Officials from the Department are authorized to conduct additional investigations.

(4) Violations of test security provisions shall be subject to penalties provided in regulation and State Board Rules.

Specific Authority 120.53(1)(b), 228.301, 229.053(1) FS. Law Implemented 120.53(1)(b), 228.301, 229.053(2)(d), 229.57, 231.087, 231.0861, 231.17, 233.011, 239.301, 240.107, 240.117 FS. History - New 7-5-87, Amended 10-26-94.

APPENDIX C

STATE FUNDED COURSES:

Adult General Education for Adults with Disabilities Course: Students who self-identify as having a disability, and require accommodations or modifications to assessment and/or instruction, enroll in this course to obtain literacy, work-related skills, employability skills, and/or life skills. Students in this course prepare themselves to learn skills that prepare them to participate in work and community activities. They learn selected competencies from one or more of the adult general education and exceptional student education program areas.

Academic Skills for Adult ESOL Learners Course: Students enroll in this course to prepare for further English instruction aligned with college-level reading, writing, speaking, and listening skills. State funds only (no federal funds) are used by local programs that provide this course.

Local programs must administer a state-approved pretest for placement into this course. It is recommended that these students complete a pretest during the initial 12 hours of instructional activity. If the last posttest taken by the student was less than six weeks before enrolling in the Academic Skills course, the posttest score results may be used as the pretest scores for placement in the Academic Skills course. The CASAS and BEST Plus tests are approved for use in testing these students. It is recommended that students score above Advanced ESOL (CASAS Reading ≥ 236 and Listening ≥ 236 and BEST Plus ≥ 541) for placement.

Progression in, and completion of this course must be documented by the course instructor and the program administrator signing off on the student's Progress Report. These documents are included as part of the standards for the course. Evidence of completion of the Progress Report for this course is reported to the FLDOE as one LCP.

Citizenship Course: Students enroll in this course to prepare for the U.S. Bureau of Citizenship and Immigration Services (CIS) Naturalization Interview and Exam. State funds only (no federal funds) are used by local programs that provide this course. Local programs must administer a state-approved pretest to place students in this course. If a student's primary language is other than English, the student must take a state-approved assessment for adult ESOL programs (BEST Plus, BEST Literacy, or CASAS). If the student's primary language is English, the student must take a state-approved pretest for ABE programs (TABE or CASAS). It is required that these students complete a pretest during the initial 12 hours of instructional activity.

In order to ensure that students will successfully complete the Citizenship Course, it is recommended that local programs place students into the course only if they achieve a score of Low Intermediate level for ESOL, or Basic Beginning level for ABE. Programs are strongly advised against enrolling a student who scores lower than these levels, in order to avoid failure on the part of the student and frustration on the part of other students in the class. The amount of language ability required for successful completion of the naturalization interview and exam is such that students with less ability will likely not be able to pass the interview and exam. See the table below for CASAS/BEST/TABE scores that are recommended for placement.

Progression and completion of this course must be documented by satisfactory completion of the Citizenship Course Progress Report, as documented by the course instructor and the program administrator signing off on the student's Progress Report. Learning gains earned by students who satisfactorily complete the

Progress Report are reported to the FLDOE as one LCP. Refer to the Citizenship Course Standards for additional guidance regarding the implementation of this course.

Recommended Levels and Test Scores for Placement in Citizenship Course

Student’s Primary Language	Tests to Use	Recommended NRS Level	Recommended Score
Other than English	BEST Literacy	Low Intermediate ESL	47-53
	BEST Plus	Low Intermediate ESL	439-472
	CASAS Life and Work	Low Intermediate ESL	R 201-210 L 201-210
	CASAS Employability Competency Series	Low Intermediate ESL	R 201-210
English	CASAS Life and Work	Basic Beginning ABE	R 201-210
	CASAS Employability Competency Series	Low Intermediate ESL	R 201-210
	TABE 9 and 10	Basic Beginning ABE	R 368-460 L 390-490

Literacy Skills for Adult ESOL Learners Course: Students who have low levels of literacy in language overall, even in their home language, enroll in this course to learn basic literacy skills in English. These students generally have had little or no opportunity to attend school and learn to read and write in their home country.

State funds only (no federal funds) are used by local programs that provide this course. Local programs must use the CASAS Oral Screening test to place students in this course. In addition to the state-approved CASAS Oral Screening test, it is recommended that local programs use the Native Language Literacy Screening (NLLS) to accurately place the students in one of the three levels of this course. It is required that these students complete a pretest during the initial 12 hours of instructional activity.

Progression in this course will be documented by the instructor and the program administrator signing off on the student’s Progress Reports for each level. The Progress Report is included in the standards for the course. There are three Progress Reports for this course, one for each of the three levels. Upon completion of each Progress Report, the student earns one LCP, which the local program reports to the FLDOE. A total of three LCPs may be earned for this course, one for each Progress Report completed.

Workplace Readiness Skills for Limited English Proficient Adults Course: Adult ESOL students who are employed and enrolled in this course will participate in English language instruction provided at a place designated by their employer, usually the work site. State funds (no federal funds) are used by local programs that provide this course.

This course is customized through a contract named “ESOL Training Plan,” prepared in collaboration with the employer and the school. A form for the ESOL Training Plan is included in the standards for the course

at the FLDOE Adult Education Web site. Local programs may administer a state-approved standardized pretest if the employer and the school choose to include it in the ESOL Training Plan.

Progression in this course must be demonstrated by successful completion of the ESOL Training Plan included in the course standards. If the employer and the school elect to administer a standardized, state-approved assessment such as CASAS, BEST Literacy, or BEST Plus, these tests may be used. Learning gains earned by students who satisfactorily complete the ESOL Training Plan and any other assessment procedure approved by the employer, the school, and the student, are reported to the FLDOE as one LCP.

Adult Education Courses and CASAS Assessments Available for Use with State Funded Courses

Academic Skills for Adult ESOL Learners	Life and Work Series (Reading, Listening)
Citizenship	Life and Work Series (Reading, Listening) (Note: For students whose primary language is English, use ABE scale scores. For students whose primary language is not English, use CASAS scale scores.)
Workplace Readiness (WPR) for Adult ESOL Learners	Life and Work Series (Reading Listening) Employability Competency System (Reading, Math) (Contact CASAS for additional assessments for WPR students.)

APPENDIX D

ACRONYMS	
AAAE	Applied Academics for Adult Education (new name for VPI as of July 1, 2010)
ABE	Adult Basic Education
AERA	American Educational Research Association
AGE	Adult General Education
AHS	Adult High School
AIEP	Adult Individual Education Plan
APA	American Psychological Association
ASE	Adult Secondary Education
BEST	Basic English Skills Test
CAL	Center for Applied Linguistics
CASAS	Comprehensive Adult Student Assessment System
CBO	Community-Based Organization
CFR	Code of Federal Regulations
EFL	Educational Functioning Level
ELCATE	English Literacy for Career and Technical Education
EL/Civics	English Literacy and Civics Education
ESOL/ESL	English for Speakers of Other Languages/English as a Second Language
F.A.C.	Florida Administrative Code
FLDOE	Florida Department of Education
FTE	Full Time Equivalency
GED	General Educational Development
LCP	Literacy Completion Point
LEA	Local Educational Agency
NCME	National Council on Measurement in Education
NRS	National Reporting System
OVAE	Office of Vocational and Adult Education (USDOE)
RTC	Regional Training Council
TABE	Tests of Adult Basic Education
TABE CLAS-E	Tests of Adult Basic Education, Complete Language Assessment System - English
TOPS Pro	Tracking of Programs and Students
USDOE	United States Department of Education
VPI	Vocational Preparatory Instruction (see AA AE above)
WPR	Workplace Readiness