

# ADULT EDUCATION ASSESSMENT TECHNICAL ASSISTANCE PAPER 2011-2012

Florida Department of Education

This document was prepared by staff in the Division of Career and Adult Education.  
Thanks to all members of the adult education standing committees that took the time  
to review and provide input on assessment procedures and overall document improvement.

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## SECTION I: INTRODUCTION AND SETTING THE STATE CONTEXT

### Introduction

The technical assistance paper provides guidance to administrators and persons with test administration responsibilities. These policies apply to the approved assessments that programs may use to report educational gains in compliance with the National Reporting System (NRS) requirements. The NRS is the accountability system for the federally-funded adult education program, mandated by the Workforce Investment Act (WIA). NRS identifies twelve Educational Functioning Levels (EFLs) in its accountability measures. Four EFLs are in Adult Basic Education (ABE), two in Adult Secondary Education (ASE), and six in English for Speakers of Other Languages (ESOL). The descriptors of each EFL are entry-level descriptors and are illustrative of what a typical student functioning at that level should be able to do.

The Florida assessment policy guidelines include the selection and use of appropriate student assessment and procedures for the following:

- Accurate student placement into appropriate program and instructional level
- Diagnostic information to guide instruction
- Pre- and posttesting to monitor progress toward goals
- Verification of level and program completion

These policy guidelines also include staff training and test security requirements for all staff that administer the standardized assessments and use the results from these assessments.

### Overview of State Policy

An overview of state and federal policies is as follows:

- All new enrolled students must be pretested within the first 12 hours of instruction.
- Programs reporting into the NRS require assessments that are approved by the United States Department of Education (USDOE) and Florida Department of Education (FLDOE).
- Programs must comply with test publishers' recommended time frames for posttesting (see Table 1 for full policy language and FLDOE/USDOE requirements).
- In certain limited cases, instructors and test administrators, based on their professional judgment, may request an exception to the test publishers' recommended time frames for posttesting an adult learner, but the administrator or designee must approve and provide documentation.
- Completion of the ASE High functioning level is demonstrated by completing the required course work to earn the adult high school diploma or passing the General Educational Development (GED) Test. These students are not required to posttest.
- Students who are tested in multiple skill areas must be placed and tracked in the area that places students in the lowest EFL, as determined by scale scores on the standardized assessment.

- Level completion is determined when the student's scale score is at the highest end of an EFL.

## Need for the Assessment Policy

Standardized assessment of student progress is essential to ensure that all adult learners become proficient in literacy and language skills. To ensure accuracy and consistency, programs must use standardized assessments with proven validity and reliability and approved for use for the NRS. The USDOE approves the assessments initially, and the FLDOE has the assessment approved by the State Board of Education. Once approved, the new assessment is added to Rule 6A-6.014. Programs may not use assessments until both approvals have taken place.

## Reliability and Validity

Assessments administered must be reliable and valid for learners, staff, local programs, and the FLDOE.

- **Reliability** - An assessment is reliable if it consistently measures the knowledge, skills and abilities for all intended audiences (ages, ethnicities, gender, location, etc.). Reliability is defined as "test accuracy." If the test is administered to a large number of students, over time it will give the same results consistently. If an assessment produces consistent results in a rural area but not an urban area, the assessment may not be reliable for use in all areas.
- **Validity** - An assessment is valid if it accurately measures the skills and abilities for which it was developed. For example, to measure a person's understanding of calculating area, the assessment must provide questions that specifically require the test taker to calculate area. To establish the content validity with respect to the requirements of the NRS, there must be evidence that the items/tasks of the instrument measure the skills associated with the EFL.

## Purposes and Uses for Assessment Policy

The purpose of education assessments is to determine the educational needs of a learner, either when first enrolling in the program or after participating in the program for a specified period of instruction. This determination also establishes the learner's lowest functioning level at the time of the initial assessment, while posttests measure educational gain from scale scores and possibly completion of the program.

## Assessment Policy for Instruction

Programs reporting into the NRS are required to use assessments that have been approved by the USDOE and FLDOE. Administering assessments according to policy is necessary for several reasons:

- Measures the initial EFLs of students to place them in alignment with NRS levels
- Measures the educational achievement of students as they progress through NRS levels
- Improves student retention by documenting improvement
- Accurately measures the initial functioning level and progress of students by using reliable and valid assessment measurements

- Diagnose the educational strengths and weaknesses of students more accurately
- Assists students in setting goals

### Assessment Policy for Accountability

Assessments provide an opportunity to measure statistically the performance of people and programs. The FLDOE uses the results obtained from assessments to:

- Negotiate statewide performance levels with the USDOE.
- Evaluate programs, measure performance, and set future performance standards for programs and the state.
- Provide comparability across programs.
- Make decisions on professional development, technical assistance, and monitoring.
- Implement program improvement strategies.

### Data findings

The state collects and analyzes data on adult general education programs and publishes the results on the webpage at <http://www.fl DOE.org/workforce/research.asp>

### Non-NRS Assessments

In addition to the required standardized pre- and post-assessment instruments, programs should continue to use a variety of informal instruments and procedures to collect valid, ongoing information regarding students' instructional needs and progress. Some examples include:

- Computerized assessments
- End-of-unit tests from textbooks
- Checklists
- Individual projects or products
- Small group projects
- Educator-made assessments
- Project/products with clearly defined criteria or performance standards
- Dated anecdotal records of teaching observations
- Performance samples, including writing samples, journals, audiotapes of student readings or interviews, and worksheets
- Role-playing
- Student interviews and self-evaluations

## SECTION II: GENERAL ASSESSMENT REQUIREMENTS

### Assessing Students for NRS Reporting

All students enrolled in the adult education ABE and ESOL programs will be pre- and posttested with state designated assessments. All students that will be included in the NRS data submission must be pretested. Exceptions may be made for students who are unable to understand or respond to the test due to low literacy, lack of English proficiency, or due to disability. Programs must provide some alternative assessment for such students, as explained in Appendices B and C.

The FLDOE requires that programs 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, so that they can make a learning gain and/or a level gain of one EFL or more.

### Pretest Guidelines

Assessments must meet the following standards:

- A pretest must be administered within the first twelve (12) hours of instruction to all students enrolled in Adult Basic Education (ABE), Adult High School (AHS), General Educational Development (GED), and English for Speakers of Other Languages (ESOL) programs.
- Initial EFL must be determined by pre-testing on an approved standardized test.
- If the student is functioning at different EFLs in different skills areas, the lowest EFL is used as the basis for initial placement into an EFL.

Note: Students enrolling in a Career and Technical education program must be tested within six weeks and, if remediation is needed, they would enroll in the adult education course, Applied Academics for Adult Education (AAAE), formerly Vocational Preparatory Instruction (VPI).

### Establishing Entry Educational Functioning Level Based on Assessment Scores

If programs provide instruction in more than one skill area, the USDOE and FLDOE require that the students 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 and in two skill areas, reading and listening. It is the decision of the local program to test in speaking and writing. The FLDOE does not require these two tests.

## Initial Placement and Educational Functioning Level Determined by Lowest Pretest Score

The USDOE and FLDOE require that for each program year, programs establish a baseline, initial EFL for placing students in an NRS level. If multiple skill areas are assessed and the student has different abilities in different areas, the program should place the student according to the lowest functioning level. For example, if a student is at the beginning level in reading and the low intermediate level in math, then the student would be placed in the beginning level. The lowest functioning level also should be used to determine educational gain in subsequent assessments. 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.

Students enrolled in the Adult ESOL Course (#9900040/1532.010300) must be tested in the skill areas of listening and reading. The program must use the lower of the two scores, be it listening or reading, to determine the EFL of the student for NRS reporting purposes. Students enrolling in the ELCATE Course (#9900050/1532.010301) must be tested in the skill area of reading only, using the CASAS Employability Competency Series test or the Life and Work Series Test.

## Posttest Guidelines

Educational gain is determined by comparing the student's initial pretest with the posttest when reassessed. Guidelines for time frames for administering posttests are described in Table 1. It is important to note that if a student is not posttested, a level of completion cannot be determined. Programs should not be pretesting and posttesting with two different assessments. For example, you cannot pretest with the TABE and posttest with the CASAS.

## TABLE 1: State-Approved Assessments and Posttest Policies

This table lists the tests that have been approved for NRS reporting, students to be assessed according to course(s) in which they are enrolled, use of locator tests, EFL levels and the state policy on the number of hours of instruction to be provided between pretest and posttest.

NAME OF TEST	SUBJECT AREAS	EFL	POSTTEST
<b>Basic English Skills Test (BEST) Literacy</b>	ESOL - Reading and Writing	1-5 Levels	<p>After 80-100 hours of instruction; minimum of 60 hours of instruction</p> <p>Less than 80 hours of instruction must be approved by site administrator or designee.</p> <p>Must not administer same form for both pretest and posttest.</p> <p>Posttest must be in the same skill area as the pretest.</p> <p>Posttest may be used as the new pretest for the next phase of instruction.</p> <p>BEST LITERACY does not use a locator.</p>
<b>BEST Plus</b>	ESOL - Listening and Speaking	1-6 Levels	<p>After 80-100 hours of instruction; minimum of 60 hours of instruction</p> <p>Less than 80 hours of instruction must be approved by site administrator or designee.</p> <p>Computer-adaptive system creates a unique pretest and posttest for each student.</p> <p>Posttest must be in the same skill area as the pretest.</p> <p>Posttest may be used as the new pretest for the next phase of instruction.</p> <p>BEST PLUS does not use a locator.</p>

NAME OF TEST	SUBJECT AREAS	EFL	POSTTEST
<p><b>Comprehensive Adult Student Assessment System (CASAS)</b></p> <p><b>Life and Work Reading Series</b></p> <p><b>Life and Work Listening Series</b></p> <p><b>Employability Competency Series (ECS)</b></p>	<p>ABE: Reading, Writing, Mathematics</p> <p>ESOL: Reading, Writing, Listening, Speaking</p> <p>Students in ESOL (#9900040) must be pretested in both reading and listening skill areas; the lower of two scores is used for placement and reporting.</p> <p>Students in ELCATE (#9900050) must be tested in reading only, with the Employability Competency Skills test or Life and Work Series test.</p>	<p>1-6 Levels</p>	<p>After 70-100 hours of instruction; minimum of 40 hours of instruction</p> <p>Less than 70 hours of instruction must be approved by site administrator or designee.</p> <p>Must not administer same form for both pretest and posttest.</p> <p>Posttest must be in the same skill area as the pretest.</p> <p>Posttest may be used as the new pretest for the next phase of instruction.</p> <p>Students in ESOL (#9900040) must be posttested in both reading and listening skill areas; the lower of two scores is used for placement and reporting.</p> <p>CASAS encourages the use of the appraisal test as a locator, the purpose of which is to help assign the level of pretest to administer.</p>

NAME OF TEST	SUBJECT AREAS	EFL	POSTTEST
<p><b>Tests of Adult Basic Education (TABE)</b></p> <p><b>Complete Battery or Survey Form, Forms 9 and 10</b></p> <p>*Note: TABE (Form 7 and 8) has been discontinued and is no longer approved for use.</p>	<p>Adult Basic Education</p> <p>Low Adult Secondary Education</p> <p>Pre-GED</p> <p>AAAE/Pre-AAAE</p> <p>*Students are pretested to determine placement, however, when the student earns the high school diploma or GED, they do not need to be posttested.</p>	<p>1-6 Levels</p>	<p>After 50-60 hours of instruction; minimum of 40 hours of instruction (It is not required to post test on Level 6 – ASE High.)</p> <p>Less than 50 hours of instruction must be approved by site administrator or designee.</p> <p>Must not administer same test form at less than 120 hours of instruction.</p> <p>Must not administer same test form for both pretest and posttest.</p> <p>Posttest must be in the same skill area as the pretest.</p> <p>Posttest may be used as the new pretest for the next phase of instruction.</p> <p>TABE 9/10 recommends using locator to determine which pretest to administer.</p>
<p><b>Tests of Adult Basic Education, Complete Language Assessment System – English (TABE CLAS-E)</b></p>	<p>ESOL: Reading, Writing, Listening, Speaking</p> <p>Students in the ESOL Course #9900040 must be pretested in both reading and listening skill areas; the lower of two scores is used for placement and reporting.</p>	<p>1-6 Levels</p>	<p>After 60-95 hours of instruction; minimum of 50 hours of instruction</p> <p>Less than 60 hours of instruction must be approved by site administrator or designee.</p> <p>Must not administer same test form for both pretest and posttest.</p> <p>Posttest must be in the same skill area as the pretest.</p> <p>Must not administer same test form at less than 120 hours of instruction.</p> <p>Posttest may be used as the new pretest for the next phase of instruction.</p> <p>Students in ESOL (#9900040) must be posttested in both reading and listening skill areas; lower of two scores must be used for placement and reporting.</p> <p>TABE CLAS-E recommends using locator to determine which pretest to administer.</p>

NAME OF TEST	SUBJECT AREAS	EFL	POSTTEST
<b>General Assessment of Instructional Needs (GAIN)</b>	ABE Math and English	1-6 Levels	<p>After 60 hours of instruction</p> <p>Less than 60 hours of instruction must be approved by site administrator or designee.</p> <p>Must not administer the same test form for both pretest and posttest.</p> <p>Posttest must be in the same skill area as the pretest.</p> <p>Posttest may be used as the new pretest for the next phase of instruction.</p> <p>Optional progress test should be on the same form as the pretest.</p> <p>GAIN does not require a locator test as all EFL levels are tested on the same form.</p>

### Exceptions to Test Publisher-Recommended Posttest Guidelines

Exceptions to the posttest guidelines recommended by test publishers should be limited and rare. Only under special exceptions may students be posttested at less than the time recommended by the test publisher. Factors to consider are those that impact learning gains, such as intensity/duration of instruction, learner motivation, quality of instruction, the link between learner goals and instruction, and whether a student must leave the course of instruction for reasons beyond his or her control. If a student indicates he or she is leaving the program before the scheduled posttest time, the teacher, counselor and/or test administrator should consult with the student to determine if it would be appropriate to posttest the student before he or she exits the program. However, this in itself is not enough reason to posttest prior to publisher recommendations.

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 administrator 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.

## Tests for Adult Basic Education (TABE) 9 & 10

### Grade Equivalents

Grade equivalents (GE) are intended to indicate achievement levels in the educational structure of elementary and secondary schools. GE is a score 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 an elementary or secondary student. A GE of 6.4 represents a score that is average for a student in the fourth month of grade six. GEs do not compose a scale of equal intervals and cannot be added, subtracted, or averaged across test levels the way scale scores can. GEs do not have comparable meaning in programs that focus on the education and training of adults.

### Scoring and Alignment with NRS

The following tables show the scale scores for placement and progression of ABE students using TABE 9 & 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 2: TABE 9/10 SCORES**

This table shows the NRS and GE levels as related to TABE reading, mathematics, and language scores.

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

**TABLE 3: TABE 9/10 GE AND CONTENT RANGES**

The TABE 9/10 has a Standard Deviation of plus or minus two years when using grade-level equivalents. The chart below will assist you in making decisions as to whether the student was tested on an inappropriate level of the TABE, or if the content range of material is appropriate for the student using either grade equivalents or scale scores. When testing students/clients, it is good educational practice to retest a student who scores two grade levels above or below the content range of the test administered.

This table shows the relationship between the TABE levels and the GE and Content Ranges. If a student scores +or – two (2) grade levels outside the content range, the student should be retested on another level of the TABE.

<b>TABE 9/10 Levels</b>	<b>Two GEs Below the content range</b>	<b>Content Range</b>	<b>Two GEs Above the content range</b>
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	

The courses listed below are reported to the FLDOE for NRS reporting 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\*

\*These courses are not reported to the NRS.

## SECTION III: NRS TEST BENCHMARKS FOR ADULT EDUCATIONAL FUNCTIONING LEVELS

Programs must use scale scores when reporting results of assessments. Scale scores linked to basic skill competencies provide more meaningful information than grade equivalents, which can carry a negative connotation for the adult education participants. Scale scores may aid interpretation by indicating how a given score compares to those of other test takers, by enhancing the comparability of scores obtained using different forms or a test or in other ways. Scale scores enhance comparability across different test forms of the same test. Scaling may be used to place scores from different levels of an achievement test on a continuous scale and thereby facilitate inferences about growth or development (*Standards for Educational and Psychological Testing*, American Educational Research Association (AERA), American Psychological Association, (APA) and National Council on Measurement in Education (NCME), 1999).

Level completion is determined when the student's scale score is at the highest end of an EFL.

- The top score of each level indicates that the student has completed that EFL level for NRS reporting purposes.
- When the lowest score falls on the top score of a level, the NRS placement level for that student is in the next higher NRS level.
- If this occurs when pretesting, the program uses the lowest score to report the student's initial EFL at the next higher NRS level.
- If this occurs when posttesting, the program uses the lowest score to report to the NRS that the student has moved up one NRS level, and to report that the student has earned a Florida Workforce Education Fund LCP.

### **Examples for ABE Students Using TABE 9/10 Scale Scores (these examples can be used for Pretests and Posttests):**

Student A obtains 367 in Reading. Place in Beginning ABE Reading Course.

Student B obtains 460 in Reading. Place in Low Intermediate ABE Reading Course.

Student C obtains 505 in Total Math. Place in High Intermediate ABE Math.

Student D obtains 490 in Language. Place in Low Intermediate ABE Language.

### **Examples for ESOL Students Using CASAS Scale Scores (these examples can be used for Pretests and Posttests):**

Student A obtains 180 in Listening and 180 in Reading. Place in Low Beginning NRS level.

Student B obtains 190 in Listening and 197 in Reading. Place in High Beginning NRS level.

Student C obtains 210 in Listening and 211 in Reading. Place in High Intermediate NRS level.

Student D obtains 223 in Listening and 220 in Reading. Place in Advanced NRS level.

**Table 4: NRS Test Benchmarks for ABE and ASE Educational Functioning Levels**

The following table shows the test benchmarks in scale scores for each of the NRS levels for students in ABE and Adult Secondary Education (AHS and GED Preparatory programs).

Beginning ABE Literacy (GE 0–1.9)	TABE 9/10: Reading: ≤367 Total Math: ≤313 Language: ≤389	CASAS: Reading: ≤200 Math: ≤200 Writing: ≤200	GAIN: English: 200-406 Math: 200-314
Beginning Basic Education (GE 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	GAIN: English: 407-525 Math: 315-522
Low Intermediate Basic Education (GE 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	GAIN: English: 526-661 Math: 523-669
High Intermediate Basic Education (GE 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	GAIN: English: 662-746 Math: 670-775
Low Adult Secondary Education (GE 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	GAIN: English: 747-870 Math: 776-854
High Adult Secondary Education (GE 11.0–12.9)	TABE 9/10: Reading: 596 and above Total Math: 595 and above Language: 586 and above	CASAS: Reading: 246 and above Math: 246 and above Writing: 271 and above	GAIN: English: 871-1000 Math: 855-1000

**TABLE 5: NRS Test Benchmarks for ESOL Educational Functioning Levels**

This table shows the test benchmarks in scale scores for each of the NRS levels for students in ESOL programs.

NRS EDUCATIONAL FUNCTIONING LEVELS FOR ESOL PROGRAMS	Test Benchmarks (in Scale Scores)		
Beginning ESOL Literacy (NRS) Foundations (FLDOE)	BEST Plus: ≤ 400 BEST Literacy: ≤ 20	CASAS: Reading: ≤180 Listening: ≤180	TABE CLAS-E: Reading: 250-392 Listening: 230-389
Low Beginning ESOL	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 ESOL	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 ESOL	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 ESOL	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 ESOL	BEST Plus: 507-540 BEST Literacy: 76-78 Note: BEST Literacy does not have high enough scores to exit students out of Advanced ESOL.	CASAS: Reading: 221-235 Listening: 221-235	TABE CLAS-E: Reading: 558-588 Listening: 550-607

**Publisher Guidelines on Use of Test Scores from Previous Instructional Periods**

Posttest scores may be used for reenrollment purposes. The FLDOE recommends that programs follow publisher guidelines for length of time a post-test score is valid for reenrollment or placement. Gaps in program attendance are likely to affect the student’s EFL.

**Wonderlic/GAIN**

A student’s English and math skill levels can be expected to be relatively stable, unless those skills are in the process of being further developed. Under normal circumstances, Wonderlic feels it is reasonable to reuse GAIN results for up to 1 year. If, however, the individual is pursuing skill-development activities within that period, then a follow-up administration would be advisable to better inform training placement decisions.

**CAL/BEST Plus and BEST Literacy**

Posttest scores are valid for a limited time within the program year. If there is a significant gap in attendance (e.g., for longer than one month) due to student absence, or a break in the instructional

program, the student should be retested. However, CAL acknowledges that it is not feasible to test students every time they are absent from the program for a period of time.

### **CASAS**

Posttest scores obtained at the end of a semester or other reporting period may serve as a pretest for the next semester or reporting period, provided that the interim does not exceed more than four months. Similarly, the most recent assessment results for “stop outs” returning to adult education classes may be used, provided that the last test administered does not exceed the same four-month window. This policy was designed to reduce or eliminate unnecessary testing.

Program personnel may wish to retest “stop outs” or students returning the following semester or reporting period, if they have reason to believe that, during the learner’s absence or summer recess, a significant learning intervention occurred that may invalidate the learner’s previous assessment results. In such circumstances, retesting is always an option. The CASAS policy can be downloaded at the CASAS website:

<https://www.casas.org/home/index.cfm?useaction=home.showContent&MapID=1641>

### **CTB/McGraw Hill/TABE and TABE CLAS-E**

CTB does not publish an expiration or valid date for scores. CTB’s position is that the score you received on a certain date is your score/level and after that date your score can be affected by outside influences.

## SECTION IV: 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.

### 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 education programs should provide ongoing counseling to all adult general education students with disabilities, as part of a system that promotes open communication of available services, including contacts to service agencies. It is also important to encourage students who may require accommodations to obtain the type of assistance that will assist them to achieve academic success. Once students self-identify their disability, documentation of the disability is essential to obtain in order for the staff to provide optimal advising. Documentation may include a variety of records, including a diagnostic assessment by a licensed medical professional (e.g., psychologist, psychiatrist, neurologist), other relevant records that confirm the diagnosis (i.e., an Individual Education Plan [IEP]), a diagnostic evaluation purchased by the Division of Vocational Rehabilitation or records from the Division of Blind Services. It is recommended that staff work closely with students with disabilities to develop current education plans (e.g., career plan or 504 Plan), and monitor their progress, interests and abilities. See the [Rehabilitation Act of 1973, Section 504, Part 104](#).

### Procedures to administer assessments to learners with disabilities

Accommodations during the assessment process 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 accommodations requested by the learner. Many test accommodations are based on those used by the learner during instruction. All accommodations should be documented in the learner's career plan, 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 should be kept by local adult educational programs that identify learners with disabilities who require accommodations. 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 be 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.*

For further information on FLDOE policies and procedures regarding accommodations for adult students with disabilities or other special needs, programs may contact the adult education office.

## Accommodations Allowed for Each Assessment for Students With Disabilities

In addition to the state policies noted above, listed below is a brief description of the assessments and information on accommodations for students with disabilities from each test publisher.

### BEST Literacy

The Center for Applied Linguistics (CAL) provides a range of research-based information, tools, and resources related to language and culture. Assessments available through CAL include BEST Literacy and BEST Plus.

BEST Literacy assesses reading and writing skills. It is administered individually or to groups. The test is timed for 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.

### BEST Literacy Accommodations for Students with Disabilities

Users of BEST Literacy are responsible for providing accessible services and for ensuring that requests for accommodations are considered and handled in a manner consistent with applicable laws and regulations. Program and test administrators may provide and allow accommodations in test administration procedures or in the testing environment for individuals with disabilities, provided the accommodation does not compromise the purpose or results of the test. The test is not designed to assess the functional literacy skills of visually impaired students, unless reasonable accommodations can be made that will not interfere with the measurement of functional literacy skills and therefore invalidate the test results. For example, the test administrator cannot read the question to the examinee as *BEST Literacy* is a test of reading and writing, not listening. Permissible accommodations related to test administration procedures include the use of eyeglasses or magnifying glasses, earplugs, color overlays, or rulers. Testing environment accommodations might include frequent breaks or individual administration.

### BEST Plus

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 use 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.

## **BEST Plus Accommodations for Students with Disabilities**

Users of BEST Plus are responsible for providing accessible services and for ensuring that requests for accommodations are considered and handled in a manner consistent with applicable laws and regulations. Program and test administrators may provide and allow accommodations in test administration procedures or in the testing environment for individuals with disabilities, provided the accommodation does not compromise the purpose or results of the test. For example, the test administrator cannot explain the content of the picture cue prompts to a person with a visual impairment because *BEST Plus* is not designed to assess the communicative language skills of students with hearing or speech disabilities. A permissible accommodation for *BEST Plus* would be the use of hearing aids.

*BEST Plus* can be used with students who can see the photographic stimulus (picture cue prompts) with appropriate accommodations (e.g., the use of a magnifying glass to enlarge the image). *BEST Plus* is not appropriate for use with individuals whose visual impairment prevents them from seeing the picture cue prompts even when enlarged or otherwise enhanced.

## **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.

### **CASAS Accommodations for Students with Disabilities**

The CASAS Assessment Policy Guidelines state: “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”.

#### **Accommodations for CASAS 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 [www.casas.org](http://www.casas.org).

## Wonderlic GAIN Tests

The GAIN is designed to evaluate English and math skills as described in the six Educational Functioning Levels (EFLs) defined by the NRS. GAIN assesses skills ranging from basic literacy and numeracy to the more advanced skills that are typically taught as part of secondary education.

### GAIN Accommodations for Students with Disabilities

The GAIN Administrator Guide states as follows: “A reasonable accommodation should allow the test score to reflect the test taker’s skills rather than reflect the test taker’s impairment, and should allow the test taker with a disability (or disabilities) to demonstrate his or her skills and abilities more accurately than if no accommodations were allowed. Additionally, a major focus of the ADA is that reasonable accommodation is not effectively addressed by a general policy; rather accommodations are best addressed only on a case-by-case basis.”

The GAIN Administrator Guide provides the following examples of reasonable accommodations:

- Providing extra time to complete the GAIN
- Providing rest breaks for test takers
- Assuring that the test site is accessible to a person with a mobility issue

## 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.

### TABE Accommodations for Students with Disabilities

TABE outlines a framework with assessment accommodations in three categories.

Category 1 accommodations are not expected to influence examinee performance in a way that alters the interpretation of either criterion or norm-referenced test scores. Scores from examinees in this category should be interpreted and reported in the same way as scores of examinees who take the test under standard conditions. No notation is necessary. Category 2 accommodations may have an effect on examinee performance that should be considered when interpreting and reporting scores. Category 3 accommodations may also have an effect on examinee performance that should be considered when interpreting and reporting scores. For additional information on these categories, refer to the CTB/ McGraw-Hill document “TABE 9/10 Survey Test Directions” booklet or <http://www.ctb.com>.

Examples of the types of accommodations in each category include:

- Category 1: Take the test alone or in a study carrel.
- Category 2: Use extra testing time for a timed test.
- Category 3: Use a calculator for a mathematical computation test.

TABE 9/10 is available in large print and audio.

### **TABE CLAS-E**

TABE CLAS-E assesses English proficiency levels to measure accurately 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.

### **TABE CLAS-E Accommodations for Students with Disabilities**

TABE CLAS-E provides large-print editions to accommodate examinees with special needs:

- Large-Print Edition Locator Test
- Large-Print Edition Language Proficiency Tests, Forms A and B
- Expository Writing Folios are incorporated in Large-Print Edition Test Books.

## SECTION V: TRAINING REQUIREMENTS

### Timelines and Procedures for Training of Local Program Test Administration Staff

State policy requires that all persons who administer state-approved assessments must first receive training on how to administer them. The test publishers are responsible for the content and the training materials. However, in some cases as noted below, the FLDOE will provide either local training or virtual training options.

The FLDOE requires that programs follow test publisher’s guidelines regarding the initial training, as well as the length of time that test administrators or staff should take refresher trainings. Table 6 describes the recommendations of each test publisher for each state-approved assessment. In addition to the information in Table 6, the FLDOE recommends that test administrators and persons who report NRS data receive supplemental training, as appropriate, when new instruments or forms are added to the acceptable assessments list.

### Qualifications for local staff to train counterparts at Local Educational Agencies

CASAS 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 agencies.

### Number of local staff 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. Local program administrators should contact the adult education office to plan for training opportunities for local test administrators and staff.

**TABLE 6: Training Requirements for Administering Each Assessment**

Assessment	Trainees	Requirements/Recommendations	Refresher Training	Contact for more information Or purchasing
BEST LITERACY	All persons who administer, score, and/or interpret the test	Center of Applied Linguistics (CAL) requires one person at a program to complete training before the program can purchase materials.  Trainee studies test administration manual provided by CAL, and does 3-4 practice administrations.  CAL certifies trainer.	CAL recommends trained persons review test administration manual as needed.	Brian Woerner 202-362-0700 <a href="mailto:bwoerner@cal.org">bwoerner@cal.org</a> <a href="http://www.cal.org">www.cal.org</a>

Assessment	Trainees	Requirements/Recommendations	Refresher Training	Contact for more information Or purchasing
<b>BEST PLUS</b>	All persons who administer, score, and/or interpret the test	CAL requires one person at a program to complete training before the program can purchase materials. <a href="http://www.cal.org/aea/bestplus/options.html">http://www.cal.org/aea/bestplus/options.html</a>  Trainee participates in a one-day training and completes 20 practice administrations.  CAL certifies trainer.	CAL recommends trained persons take refresher training each year.	Brian Woerner 202-362-0700 <a href="mailto:bwoerner@cal.org">bwoerner@cal.org</a> <a href="http://www.cal.org">www.cal.org</a>
<b>CASAS</b>	All persons who administer, score, and/or interpret the test	CASAS requires one person at a program to complete CASAS 101 before the program can purchase materials.  Trained staff may train others at their program only.  CASAS certifies trainer.	CASAS recommends trained persons take CASAS 102 refresher training every two years.	Linda Taylor, Director of Assessment Development 800-255-1036, ext. 186 <a href="mailto:ltaylor@casas.org">ltaylor@casas.org</a> ; <a href="http://www.casas.org">www.casas.org</a>
<b>TABE 9/10</b>  <b>TABE CLAS-E</b>	All persons who administer, score, and/or interpret the test	CTB does not require, but does recommend that test administrators be trained before purchasing materials or administering the test.  The FLDOE requires all test administrators to be trained in TABE 101 initial training.  CTB/McGraw Hill certifies test administrators that complete TABE and state training courses (TABE 101). FLDOE maintains records of those certified.	CTB recommends trained persons take refresher training every two years.          FLDOE recommends trained persons take refresher training every two years.	Stephanie Seemann, Assessment Sales Representative 954-295-4212 <a href="mailto:Stephanie_Seemann@ctb.com">Stephanie_Seemann@ctb.com</a> <a href="http://www.ctb.com">www.ctb.com</a>  AND Mike Johnson, Product Manager Adult Assessment Products 630-789-4586 <a href="mailto:michaeld_johnson@ctb.com">michaeld_johnson@ctb.com</a> <a href="http://www.ctb.com">www.ctb.com</a>
<b>GAIN</b>	All persons who administer, score, and/or interpret the test	Wonderlic requires completion of training and certification before releasing permission to the program's test administrators. Trainee completes and returns GAIN Test Administrator Certification Kit to Wonderlic. Wonderlic certifies trainer.	Wonderlic GAIN trainings are available as needed through regularly scheduled trainings and 24/7 via Wonderlic Online.	Bradley Olufs, Director Adult Education and Workforce 847-549-5526 <a href="mailto:Bradley.Olufs@Wonderlic.com">Bradley.Olufs@Wonderlic.com</a> <a href="http://www.wonderlic.com">www.wonderlic.com</a>

## Record of trained test administrators

FLDOE follows the test publisher's training requirements unless otherwise noted in the Table 6. The FLDOE may impose stricter training requirements as noted with the TABE. For training that is required by the publisher, please note in Table 6 if the publisher certifies the trainer. Please refer to the publisher's website for more information about training requirements. Publishers maintain certification records of all persons trained. FLDOE maintains records of persons trained in TABE 101 (initial training). The following information should be recorded as verification and/or certification that the person completed the training:

- Name of the test
- Type of training provided (Initial /Refresher)
- Name of the certified test administrator
- Name and contact information of the trainee
- Date of the training

## Quality Control Procedures

### Maintenance of Test Security

Florida Department of Education State Board Rule 6A-10.042 FAC includes maintenance of test security. For more information refer to Appendix F. Additionally, all test administrators must follow security protocol that is outlined by test publishers.

Florida Statute §1008.24 states that 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 must be 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 program and include a summary of the events associated with the incident, along with any appropriate statements from the parties involved. Programs may also be required to stipulate what actions, if any, will be implemented to prevent a similar occurrence in the future.

### Recording Test Data

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.

### Data quality checks

FLDOE recommends local programs put in place procedures to address the following:

- Data integrity checks

- System logic to prevent inappropriate assessments being entered
- Incorrect score gains
- Data verification procedures
- Records of trained test administrators
- Orientation to tests for students

### **Training of program staff involved in NRS reporting activities**

FLDOE will provide training via webinars or other virtual means for teachers and other program staff involved in gathering, analyzing, compiling, and reporting data for NRS purposes. The training schedule will be listed at <http://www.floridatechnet.org>. These trainings may include the following topics:

- Using Data Reports for Program Improvement
- The National Reporting System (NRS)
- Validating Adult Education Data Submissions

### **Use of Test Administration Manuals**

The FLDOE requires local programs to follow the test administration guidelines in each Test Administration Manual (TAM) furnished by the assessment publishers. All local programs should maintain copies of TAMs on site for all assessments used with the program. TAMs provide quality-control guidelines to ensure proper test use, administration, scoring, and interpretation of results.

### **Program Assessment Procedures Manual**

All programs must establish an assessment procedures manual to ensure that all program staff are aware of FLDOE policies and adhere to the program's assessment procedures. Any procedures developed by the local program must be in alignment with FLDOE assessment policies.

The assessment procedures manual must include at a minimum:

- A statement that all students enrolled must be pretested with a state-approved assessment during the first 12 hours of instruction.
- A procedure that will ensure that only those individuals who have successfully completed a test administrator training will administer tests to students.
- A statement on how pretest scores will be used to establish the student's initial functioning level.
- A statement on how posttest scores will be used to measure the student's progress from one level to another, and to report learning gains made by students.
- 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 statement on the number of hours of instruction that students must participate in between pretest and posttest.
- A statement that persons who administer state-approved assessments must adhere to the test publisher's guidelines.
- A procedure for recording testing data in a timely manner.

- Process and procedures to verify that correct procedures have been followed (see previous section that lists areas to be addressed).
- A procedure on the steps the local adult education program director will take to review and verify the accuracy of data reports generated by the program prior to being submitted to the state.
- A procedure for documenting and reporting test security compromise incidents and loss of testing materials to FLDOE.
- A procedure for destroying damaged or obsolete test materials.
- Procedures that address the Data Quality Checks.

## SECTION VI: DISTANCE EDUCATION

### **NRS Reporting Procedures for 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.

### **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.

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.

### **NRS implementation guidelines for assessment of distance education students**

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 assessment data of distance education students for NRS purposes**

Data on distance education students should be included in overall totals for all NRS tables as appropriate. Students who complete more than 51% of their instruction online will be reported in

NRS Table 4C. Students enrolled in courses using traditional instructional methods 50% or more are reported in NRS Table 4. However, data on distance educational programs must be disaggregated and reported separately in NRS Table 4C and NRS Table 5A to the FLDOE. 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 twenty-seven member institutions (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.

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. The Learning Management System, Educator, which houses GED and adult high school courses, has the ability to track student time in a course.

**TABLE 7: FATDEC Instructional Programs Available to Consortium Members**

FATDEC INSTRUCTIONAL PROGRAMS		
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 tests: writing, literature, social studies, science, and mathematics	Actual time on task
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 FLDOE	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 9/10) 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](#))

Florida Adult and Technical Distance Education Consortium (FATDEC) <http://www.fatdec.com>

## APPENDICES

### APPENDIX A: ACRONYMS

ACRONYMS	
AAAE	Applied Academics for Adult Education (formerly VPI)
ABE	Adult Basic Education
AGE	Adult General Education
AHS	Adult High School
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
GAIN	General Assessment of Instructional Needs
GED	General Educational Development
LCP	Literacy Completion Point
LEA	Local Educational Agency
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
WPR	Workplace Readiness

## APPENDIX B: CASAS INTAKE PROCEDURE

CASAS has approved this intake for Florida. Contact the State Office of Adult Education for any modifications.				
<b>1: ADMINISTER THE ORAL SREENING</b>				
<b>2. A. If the score is 5 or less, administer the 5 practice items from Form 27.</b>			<b>2. B. Six or more:</b>	
<p><b>2. A. a. If the student has difficulty</b>, administer the Native Language Literacy Screening Tool (NLLST) in the language of the student to determine if the student can read and write in his or her native language.</p> <ul style="list-style-type: none"> <li>If the NLLST score indicates the student has little or no ability to read and write in his or her native language, place the student in the appropriate level of the Literacy Skills Course.</li> <li><b>The NLLST cannot be used to place students in the Foundations level of the Adult ESOL Course.</b></li> <li>If the program does not offer the Literacy Skills Course, have the student attempt to take 81R or 82R <b>and</b> 81L or 82L.</li> </ul>		<p><b>2. A. b. If the student has little or no difficulty</b>, administer 81R or 82R <b>and</b> 81L or 82L.</p> <ul style="list-style-type: none"> <li>Use the score obtained to place student in the level indicated in the chart below.</li> <li>Students who obtain a valid score in R and L must be placed according to the lower of the two scores.</li> </ul>	<ul style="list-style-type: none"> <li>Administer 81R or 82R or 83R or 84R <b>and</b> 81L or 82L or 83L or 84L. Place in the level indicated in the chart below.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Administer Reading and Listening e-test. Place in the level indicated in the chart below.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Administer Reading and Listening Appraisal, then use the CASAS Testing Manual to select reading and listening pre-test forms to use.</li> </ul>	
<p><b>For 2. A. a. and 2. A. b.:</b>            If the student <b>does not</b> obtain at least the lowest valid score of 170 or more on one or both of the 81R/82R and 81L/82L tests, place the student in the Foundations level. Within one month, have the student attempt to take the test(s) he or she did not get a valid score on. Continue to have the student attempt to take the test(s) monthly until he or she obtains a valid pre-test score in both R and L. <b>For each attempt, alternate the test forms between 81R/82R and 82L/82L.</b> From the date the student obtains a valid pretest score, begin counting the number of hours of instruction for establishing the student’s posttest date. <b>CASAS recommends 70-100 hours of instruction between pre-test and post-test dates.</b></p>				
PRE-TEST SCORE	INITIAL NRS EFL	SCORE IN LOWEST SKILL AREA*	NEXT NRS LEVEL	LCP COMPLETION CODE
≤180	1-FOUNDATIONS	180	2-LOW BEGINNING	A
181 – 190	2-LOW BEGINNING	190	3-HIGH BEGINNING	B
191 – 200	3-HIGH BEGINNING	200	4-LOW INTERMEDIATE	C
201 – 210	4-LOW INTERMEDIATE	210	5-HIGH INTERMEDIATE	D
211 – 220	5-HIGH INTERMEDIATE	220	6-ADVANCED	E
221 – 235	6-ADVANCED	235		F
<p><b>*SCORE IN LOWEST AREA AND NRS PLACEMENT:</b> The top score of each level indicates the student has completed that NRS level. When the lowest score, either R or L, falls on the top score of a level, place the student in the next higher NRS level. If this occurs in pretesting, place the student in the next higher level for the Initial NRS ERFL. If this occurs in posttesting, the program uses the lowest score to record that the student has moved up one NRS EFL, and to record that the student has earned a Florida Workforce Education Fund LCP.</p> <p><b>EXAMPLES:</b> Student A obtains 180 in listening and 180 in reading. Place in Low Beginning NRS level (not Foundations). Student B obtains 190 in listening and 197 in reading. Place in High Beginning NRS level. Student C obtains 210 in listening and 211 in reading. Place in High Intermediate NRS level. Student D obtains 223 in listening and 220 in reading. Place in Advanced NRS level.</p>				

## APPENDIX C: CASAS ORAL SCREENING

Oral Screening results are for information purpose only, and cannot be used for placement

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Identifier Number: \_\_\_\_\_

What is your name? (not scored)

POINTS

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

1. What country are you from?  
Naming a country is the correct response. Score 0 if the response is a city or state.
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?
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?
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 have no time to read; I can't read.
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.
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.

TOTAL


Points	Guidelines
<b>0 points</b>	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.
<b>1 point</b>	Comprehensible but not grammatically correct Note: Comprehensible = understandable and relevant
<b>2 points</b>	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.
<p>Students scoring <math>\leq 5</math> points on the Oral Screening should be given the 5 practice questions from Form 27.                      Students who score 6 -11 points on the Oral Screening may take 81R and 81L.                      Students who score 12 points on the Oral Screening may take 83R and 83L.</p>	

## APPENDIX D: FLORIDA STATEWIDE COMPLETION AND POSTTEST GOALS

Listed in the table below are the performance measures, by Educational Functioning Level (EFL), negotiated with USDOE for Fiscal Year (FY) 2011-12, and Florida's State Completion/Posttest Goals Year One 2011-2012 and Year Five 2014-2015. These measures have been adopted as Florida standards for the state and local Adult Education Accountability. These goals may be adjusted to align with annual target negotiations with OVAE.

### Florida Statewide Completion and Posttest Goals

PERFORMANCE MEASURES	One Year 2011 - 2012 State Goals	Five Years 2015 - 2016 State Goals	2009-2010 Posttest Rates	Five Year 2015 - 2016 State Posttest Goals
ABE Beginning Literacy	30%	38%	45%	58%
ABE Beginning	38%	46%	42%	66%
ABE Low Intermediate	44%	52%	52%	72%
ABE High Intermediate	46%	50%	57%	70%
ASE Low	57%	62%	N/A	N/A
ASE High	N/A	N/A	N/A	N/A
ESOL Beginning Literacy	39%	47%	47%	67%
ESOL Low Beginning	36%	48%	54%	74%
ESOL High Beginning	35%	51%	55%	75%
ESOL Low Intermediate			57%	77%
ESOL High Intermediate			51%	71%
ESOL Advanced	29%	33%	34%	46%
Entered Employment	39%	48%	32%	44%
Retained Employment	56%	59%	N/A	N/A
Obtained Diploma/GED	25%	52%	N/A	N/A
Entered Postsecondary Ed/Training	51%	59%	N/A	N/A
<b>Average</b>	<b>42%</b>	<b>48%</b>	<b>51%</b>	<b>70%</b>

## APPENDIX E: RULE 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), F.S.; 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 & 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).

3. General Assessment of Instructional Needs (GAIN) – test of English skills, Forms A & B.

4. General Assessment of Instructional Needs (GAIN) – test of Math skills, Forms A & B.

(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), 1004.93(8), 1011.80(11) FS. Law Implemented 1004.93, 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, 2-1-11.*

## **APPENDIX F: Rule 6A-10.042 Maintenance of Test Security**

(1) Tests implemented in accordance with the requirements of Sections 1004.93, 1008.22, 1008.29, 1008.30, 1012.55, and 1012.56, Florida Statutes, 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 which 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 statute 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, and 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 statute and State Board Rules.

*Specific Authority 1001.02(1), 1008(24)(1) FS. Law Implemented 1001.02, 1008.24 FS. History—New 7-5-87, Amended 10-26-94.*