

State of Florida
Department of Education
Division of Workforce Education
Bureau of Adult Education and GED

Technical Assistance Paper on Assessments

Turlington Building
325 West Gaines Street
Tallahassee, FL 32399

Last revised February 12, 2009

Contents

OVERVIEW	4
SECTION I – INTRODUCTION AND STATE CONTEXT	5
A. Requirements for Assessment Policy	5
B. Purposes and Uses of Assessments	7
C. Summary and Overview of Assessment Policy	8
D. State Office Technical Assistance Resource Personnel	8
SECTION II – GENERAL REQUIREMENTS	9
A. Students to be Assessed.....	9
B. Assessments Approved for Florida Adult Education Programs Linked to NRS Reports	12
C. Training Requirements of Approved Assessments	15
D. Accommodations for Students with Disabilities or Other Special Needs.....	17
E. Implementation of National Reporting System for Adult Education Reporting Procedures for Distance Education	19
SECTION III - GUIDELINES ON PERMITTED ASSESSMENTS	20
A. Use of Test Administration Manuals.....	20
B. BEST, BEST Literacy, and BEST Plus	20
C. CASAS INTAKE PROCEDURE for adult ESOL students	27
D. Tests of Adult Basic Education (TABE)	31
E. Quality Control Procedures	35
REFERENCES	37
APPENDICES	38
APPENDIX A – State Board of Education Administrative Rule 6A-6.014, FAC General Requirements for Adult General Education	38
APPENDIX B -State of Florida Board of Education Administrative Rule 6A-10.042, FAC Maintenance of Test Security.....	40
APPENDIX C- Implementation of National Reporting System for Adult Education Reporting Procedures for Distance Education Students	42
APPENDIX D- Procedures for the Reporting of Instructional/Contact Hours in Adult General Education Courses.....	44

Changes in 02/12/09 Revision:

DOE Contacts: Contact information of Adult Education state staff has been updated.

BEST ASSESSMENTS: The section on Basic English Skills Test assessments has been modified to update information regarding scoring and the names of BEST assessments.

CASAS Intake: The CASAS Intake process has been modified for clarity.

Citizenship Course Intake: A statement has been added to address how to test students whose first language is English to determine placement in the Citizenship course. The statement on procedures for placement of students whose first language is other than English in the Citizenship course has been modified for clarity.

OVERVIEW

Section I of this Technical Assistance Paper introduces the State's context for assessment of Adult General Education students, with an overview of the need for and purposes of the state assessment policy.

Section II defines the types of students to be assessed, describes the assessments approved by the State Board of Education, addresses training requirements for each assessment, and establishes test security requirements.

Section III explains the procedures for administering and reporting results of each assessment approved by the State for use in Adult General Education Programs.

SECTION I – INTRODUCTION AND STATE CONTEXT

The purpose of this technical assistance paper is to provide guidance to adult education programs in the implementation of state and federal assessment policies regarding the assessment of adult learners.

A. Requirements for Assessment Policy

State of Florida Requirements

The State of Florida Board of Education Administrative Rules and the U. S. Department of Education [National Reporting System](#) (NRS) require all adult education programs that receive federal and state funds to put in place the following practices at their agencies.

- Develop a written internal assessment policy describing consistent use of state approved assessments in their adult education program, and submit a copy to be placed on file with the Florida Department of Education Adult Education Section.
- Use NRS-approved assessments that are standardized, valid, reliable, and have parallel forms for pre- and post-testing to determine both initial placement and subsequent educational gains of students.
- Implement test procedures and practices that comply with standardized assessment and data reporting policies established by the state, in order to ensure that the NRS data collected and reported to the state is accurate.
- Analyze data collected for reporting to the state and to the NRS in order to promote continuous program improvement and to evaluate program performance.

[National Reporting System](#) (NRS) Requirements

The NRS is the accountability system for the federally funded, state-administered adult education program. It addresses the accountability requirements of the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act (WIA—P.L.105–220). The information collected through the NRS assists in assessing program effectiveness to help improve adult education programs, and meets the accountability requirements of the federally funded adult education program defined by Title II of the Workforce Investment Act. The US Department of Education uses information from the NRS to meet accountability requirements and to justify federal investment in adult education programs. Additional information about the NRS can be found via the Internet at: <http://www.nrsweb.org>.

State Board of Education Administrative Rule Requirements

Florida State Board of Education Administrative Rule [6A-6.014 General Requirements for Adult General Education Program](#) provides the specific authority for this technical assistance paper. The entire text of the rule may be found in appendix A of this paper, or via the Internet, at <https://www.flrules.org/gateway/readFile.asp?sid=0&tid=4611397&type=1&file=6A-6.014.doc>

The rule states:

6A-6.014 General Requirements for Adult General Education Program

(4) Academic skills tests for adults.

(a) The following tests, English language versions only, are approved to be used for placement of a student enrolled in the adult general education 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, 1992) and with appropriate accommodations for students with disabilities as specified in Section 1004.02(7), Florida Statutes.

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).

(b) When testing students enrolling in Adult ESOL or English Literacy for Career and Technical Education (ELCATE) whose first language is not English, one of the following tests must be used:

1. Comprehensive Adult Student Assessment System (CASAS), Reading and Listening (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) (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.

(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.

* The phrase "all active assessments as of the date of adoption of this rule" means that adult education agencies may use any of the state approved assessments that the publisher supports on the date the state board rule goes into effect. Subsequent publisher changes will require a change in the state board rule.

B. Purposes and Uses of Assessments

Use of Standardized Assessments

Local programs are encouraged to use both standardized assessments and informal assessments as part of a comprehensive adult general education program. The standardized assessments that have been approved by the State Board of Education are required to be used in all programs that report data to the NRS for the following purposes: placement and promotion of students, and to measure program effectiveness. These tests must be administered according to test publishers' guidelines in order to achieve the standardization that provides for accurate state and federal NRS reporting. The data collected from programs is used by the state and federal agencies to determine the effectiveness of individual programs and of the state as a whole. The standardized assessments approved by the State Board of Education address several goals: to place students accurately, to diagnose learner strengths and weaknesses, to guide instruction, and to show evidence of learning gains.

Standardized Assessments: Validity and Reliability

The standardized assessments approved by the State Board of Education have been determined to be both valid and reliable instruments for the placement of adult education students as well as for measuring the achievement of literacy and language skills of students for NRS purposes.

Validity, a fundamental aspect of developing and evaluating tests so that they measure what they are intended to measure, refers to the likelihood that interpretations of test scores align with the proposed uses of the test. The process of validating a test involves accumulating evidence that provides a sound scientific basis for interpreting the scores for its proposed purpose. (AERA, APA & NCME).

Reliability, or test accuracy, refers to the consistency and stability of measurements when the testing procedure is repeated on a population of individuals or groups. 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 deviations of errors in measurements.

All of the standardized assessments approved by the state are required to be implemented uniformly by all programs in the state. As each local program uniformly administers standardized assessments, the data collected can be used to evaluate program performance and to compare programs within the state and across the country.

Use of Informal Assessments

Informal assessments are promoted by FL DOE as a means for teachers to monitor student progress on an ongoing basis, and for driving the instructional process. Tests created by teachers and performance-based assessments should be used regularly in ways that build student confidence and to help them see step-by-step progress. Unit tests included in published textbooks are also encouraged. Teachers are encouraged to develop student portfolios for students to see their improvement from one stage to another. Such informal assessments are not allowed by the state for the purposes of state and federal reporting, but they are promoted as an important component of an overall adult education program.

C. Summary and Overview of Assessment Policy

The rules approved by the State Board of Education are designed to provide a framework for program effectiveness on several levels. At the level of reporting to the NRS and to the Florida Department of Education, the policies are established to ensure that accurate assessment data are collected on each adult education student in all programs statewide. At the program level, the policies are designed to inform the teacher and administrator about the educational functioning level of the students enrolled in the program, and to guide program planning and instruction. At the student level, the policies are designed to ensure that each student is provided with valid, reliable information about his or her academic strengths and weaknesses in order to make an informed decision about short and long term goals.

D. State Office Technical Assistance Resource Personnel

Bureau Chief Adult Education & GED

Alex Penn-Williams

(850) 245-9008

Alex.Penn-Williams@fldoe.org

Standards & Curriculum

Adult Basic Education (ABE)

Marcia Maxwell

(850) 245-9908

Marcia.Maxwell@fldoe.org

Postsecondary & Workforce Linkages

Adults With Learning Disabilities (ALD)

Pamela Shrestha

(850) 245-9905

Pamela.Shrestha@fldoe.org

Resource Service Coordination

Literacy Education for Households (LEH)

Linda Palmer

850-245-9907

Linda.Palmer@fldoe.org

Assessment & Accountability

Adult ESOL/CASAS

Philip Anderson

(850) 245-9450

Philip.Anderson@fldoe.org

Professional Development & Credentialing

TABE/CASAS

Ila Waite-Burns

(850) 245-9066

Ila.Waite-burns@fldoe.org

GED Testing Office

Aaron McKinney

(850) 245-0991

Aaron.Mckinney@fldoe.org

National Reporting System

Craig Winger

(850) 245-0720

Craig.Winger@fldoe.org

SECTION II – GENERAL REQUIREMENTS

This section describes policies that apply to all assessments. It defines which students must be assessed with state-approved assessments and which students may be assessed with alternative assessments. Reporting procedures, general training for test administration, and accommodation requirements for assessing students with disabilities will be described.

A. Students to be Assessed

State Board rules require that all students enrolled in courses whose educational functioning levels (EFL) and learning gains are to be reported to the NRS and whose literacy completion points (LCPs) are to be reported to the state must be tested using state-approved assessments. These students must be pre-tested to determine placement at an initial EFL and post-tested to move to a higher EFL. A learning gain and an LCP are attained when the student passes from one EFL into a higher EFL.

The assessment instrument(s) to be used with each type of student are described below.

Definitions of Students by Program

Adult Basic Education (ABE): students who are enrolled in a state and/or federally-funded course designed to increase their literacy and numeracy skills in mathematics, reading and language at Beginning ABE Literacy (Grade level equivalency of 0-8.9). These students must be administered a pre-test during the enrollment period and successive post-tests using one of the state-approved assessment instruments, the Tests of Adult Basic Education (TABE) or the Comprehensive Adult Student Assessment System (CASAS).

Adult English for Speakers of Other Languages (ESOL): students enrolled in a state and federally-funded course to improve their speaking, listening, reading and writing skills in English. These students must be administered an appraisal or a pre-test for placement during the enrollment period and successive post-tests using state-approved assessment instruments. See Table 1 on page 13 for a complete list of assessments approved for use with ESOL learners. Learning gains earned by these students are reported to the state and to the NRS.

Adult High School (AHS): students enrolled in a state and federally-funded course designed to lead to a high school diploma by obtaining the necessary credits. AHS students must complete all requirements for graduation stipulated by the local district or community college and by the state, including passing the Florida Comprehensive Assessment Test (FCAT). These students must be administered a pre-test during the enrollment period, the TABE. Students scoring below level Low Adult Secondary (9.0 grade level equivalent) on reading, language, mathematics and/or writing should be enrolled in an ABE program for that subject area. Students will meet the performance standards of each individual course required by state statutes for completion of secondary programs. Literacy completion points (LCP) for AHS programs are earned based on the high

school credits earned through successful completion of coursework. See the AHS Technical Assistance Paper for more information on AHS programs.

Adult Secondary Education (ASE): students enrolled in a state and federally-funded set of courses to prepare them to receive high school credit leading to a high school diploma or to take and pass the General Educational Development (GED) tests and earn a State of Florida High School Diploma. This includes GED Preparatory Low and High Adult Secondary Education (grade level equivalent 9.0 through 12.9). These students must be administered a pre-test during the enrollment period (use either the TABE A level for the pre-test or the appropriate level CASAS test). Students pre-testing below the 9.0 grade level in a particular subject area (reading, language, mathematics and/or writing) should be referred to ABE courses for that subject area. For GED preparation programs, use of the GED Official Practice Test (OPT) as an indicator of potential success on the actual GED test is strongly encouraged. Learning gains earned by these students are reported to the state and to the NRS only after the student passes a specific high school course or one or more portions of the GED examination (one LCP for each official subtest passed and six LCPs for the complete battery), for mid-year and final grant reporting to the Section of Grants Administration for federal grants only.

Co-enrolled Adult High School: secondary high school students enrolled in a state-funded adult high school course in order to make up missed credits or earn credit toward high school graduation. These students must comply with the same criteria for completing coursework as indicated above for regular AHS students, but need not be assessed using the TABE or CASAS. LCPs may be reported to the state for these students in the same manner as indicated above for regular AHS programs.

Citizenship: students enrolled in a state-funded course designed to prepare persons to take the U. S. Bureau of Citizenship and Immigration Services (CIS) naturalization examination. Students wishing to enroll in the Citizenship course must be administered a state-approved assessment before they are placed into the course. If the student's primary language is other than English, the student must take a state-approved assessment for adult ESOL programs (BEST-Plus, BEST Literacy, CASAS Life and Work, or CASAS Employability Competency System) as a pre-test during the enrollment period for placement into this course. If the student's primary language is English, the student must take a state-approved assessment for ABE programs (TABE, CASAS Life and Work, or CASAS Employability Competency System) as a pre-test during the enrollment period for placement into this course.

In order to make it more likely that a student will successfully complete the Citizenship course, it is recommended that a score in the NRS Low Intermediate level for ESL or NRS Basic Beginning level for ABE be used for placement. The local program should establish its own procedure in writing that will provide guidance on the placement of students. Programs are strongly advised against enrolling students that score at lower than NRS level with scores lower than the recommended NRS levels into the Citizenship course. The language skills required for successful completion of the naturalization interview and exam are such that students with language skills lower than these levels will most likely not be able to pass the interview and exam. See the table below for the 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 that satisfactorily complete the Progress Report are reported to the state 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

<u>Student's Primary Language:</u>	<u>Test to Use</u>	<u>NRS Level</u>	<u>Recommended Score</u>
Other than English	<u>BEST Literacy</u>	Low Intermediate ESL	47-53
	<u>BEST Plus</u>	Low Intermediate ESL	439-472
	<u>CASAS ECS</u>	Low Intermediate ESL	201-210
	<u>CASAS Life & Work</u>	Low Intermediate ESL	201-210
English	<u>CASAS ECS</u>	Basic Beginning ABE	201-210
	<u>CASAS Life & Work</u>	Basic Beginning ABE	201-210
	<u>TABE 9 & 10</u>	Basic Beginning ABE	R 368-460 L 390-490

Academic Skills for Adult ESOL Learners: students enrolled in a state-funded course designed to prepare adult students for further education by providing concentrated instruction in ESOL Academic Skills competencies. These students must be administered a pre-test during the enrollment period for placement into this course. It is recommended that students score above the Advanced ESL level (CASAS Reading ≥ 235 and Listening ≥ 221 ; BEST Plus ≥ 541 , and BEST Literacy ≥ 66) 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. Learning gains earned by students that satisfactorily complete the Progress Report for this course are reported to the state as one LCP.

English Literacy and Civics Education: students enrolled in a federally-funded program designed to meet federal EL/Civics funding guidelines, which state, "To provide an integrated program of services that incorporates English literacy and civics education, teaches literacy and skills so that students can effectively participate in the education, work, and civic opportunities of this country, to not only master English, but be able to understand and navigate governmental, educational, and workplace systems and key institutions, such as banking and health care."¹ The EL/Civics benchmarks are linked to the state adult ESOL curriculum frameworks. These students must be administered a pre-test during the enrollment period and successive post-tests using state-approved assessments. Learning gains earned by these students are reported to the state and to the NRS.

English Literacy for Career and Technical Education (ELCATE): students enrolled in a state and federally-funded course designed to provide them with skills to be successful as students in career/technical programs and/or successful employees in the workplace. These students have career education, employment, or advanced employment as their goal. These students must be administered a pre-test using the reading portion of the [Employability Competency System](#) test. It is recommended that students be administered a listening test using the [CASAS Life and Work](#) Listening, or a speaking/listening test using the [BEST Plus](#) in addition to the CASAS reading ECS test, in order to ensure that students will be able to understand and be understood in their future career and technical courses and the workplace. Learning gains earned by these students are reported to the state and to the NRS.

¹ Consolidated Appropriations Act PL 106-554; Title II Adult Education and Family Literacy Act, Section 243 of the Workforce Investment Act of 1998, and November 17, 1999, Federal Register.

GED Preparatory: students enrolled in a state and federally-funded set of courses to prepare them to take and pass the General Educational Development tests and earn a State of Florida High School Diploma. A pre-test (using the TABE A level or an appropriate level CASAS test) must be administered during the enrollment period and students must achieve a level of Low Adult Secondary (9.0 grade-level equivalent) to be placed into the course. Use of the GED Official Practice Test (OPT) as an indicator of potential success on the actual GED test is strongly encouraged. Successive post-tests may be administered using state-approved instruments to show learning gains in reading, language, and mathematics. However, learning gains earned by these students are reported to the state and to the NRS only after the student passes one or more portions of the GED examination. See the GED Technical Assistance Paper for more information on GED programs and testing.

Literacy Skills for Adult ESOL Learners: students enrolled in a state-funded course designed to teach literacy skills in English to adult ESOL learners who are pre-literate, non-literate, or demonstrate very low literacy skills in their primary language. These students must be assessed for placement with the CASAS Oral Screening and the [Native Language Literacy Screening \(NLLS\)](#). Progression in this course must be documented by the instructor and the program administrator signing off on the student's Progress Reports for each level. Learning gains earned by students that satisfactorily complete the three (3) Progress Reports for this course are reported to the state as one LCP per Progress Report completed.

Pre-GED: students enrolled in a state and federally-funded course designed to prepare them to enter the GED Preparatory set of courses. A pre-test using the appropriate level of TABE or CASAS must be administered during the enrollment period, and students must achieve between a 6.0-8.9 grade-level equivalent score to be placed into the course. Successive post-tests must be administered using state-approved assessments to show learning gains.

Adult Learners with Disabilities: students enrolled in a state-funded course and who have self-identified as having a disability that requires accommodations or modifications to assessment or to the instructional process. These students may require testing procedure accommodations. Additional guidance on assessing these students is provided on page 15 of this technical assistance paper.

Workplace Readiness Skills for Adult ESOL Learners: students that are employed and who enroll in a state-funded course for English language instruction and workplace cultural awareness. This course is customized through an ESOL Training Plan prepared in collaboration with the employer, the school, and the student. These students may be administered a standardized pre-test during the enrollment period if the student, employer, and the school jointly decide 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 curriculum frameworks. If the employer and the school elect to administer a standardized, state-approved assessment such as the CASAS, BEST Literacy, or BEST Plus, this may be done. Learning gains earned by students that satisfactorily complete the ESOL Training Plan and any other assessment procedure approved by the employer, the school, and the student are reported to the state as one LCP.

B. Assessments Approved for Florida Adult Education Programs Linked to NRS Reports

Assessments selected by the NRS and the FL DOE State Board of Education have been determined to meet certain criteria:

1. Measure literacy, numeracy, and language development of adult students
2. Have standardized administration and scoring procedures
3. Have evidence linking them to NRS Educational Functioning Levels (EFL)

The following assessments have been approved for use in adult general education programs by the State Board of Education:

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).

(b) When testing students enrolling in Adult ESOL or English Literacy for Career and Technical Education (ELCATE) whose first language is not English, one of the following tests must be used:

1. Comprehensive Adult Student Assessment System (CASAS), Reading and Listening (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) (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.

* The words “all active assessments as of the date of adoption of this rule” signify that adult education agencies may use any of the state approved assessments that the publisher supported on the date the state board rule went into effect. Subsequent publisher changes that affect state board rule implementation require changes in state board rule.

State policy recommends that each student be assessed with a pre-test within the first 12 hours of instructional activity after registration to place the student at the appropriate initial educational functioning level and to obtain baseline data of the student’s initial test score. The publishers of each of the above tests stipulate the length of time that should elapse between the pre-test and each successive post-test.

Scoring procedures must follow test publisher guidelines in order to deliver valid and reliable test results for students, teachers, program administrators, and the state. The score obtained by the student will indicate the initial educational functioning level of NRS in which the student is to be placed. As students continue through the educational program, successive post-tests will show that the student is achieving learning gains, and the student will be apprised of those gains for goal-setting purposes. As the student progresses from one level to the next on the NRS, the gains will be reported to the state and to the NRS to document the performance of individual programs throughout the state, and to achieve a performance aggregate for the state as a whole.

Table 2 below outlines the following information for each standardized assessment approved by the State of Florida Board of Education and the NRS: 1) subject area(s); 2) types of learners; and 3) recommended times to administer pre-tests and post-tests

Table 2: Description of Assessments

Name of Test	Subject Area	Types of Learners	Pre-Test Time	Post-Test Time
<p>Basic English Skills Test (BEST) Literacy</p> <p>BEST Plus</p> <p>All Active Assessments as of the date of adoption of State Board Rule <u>6A-6.014</u></p>	<p>BEST Literacy: Adult ESOL Reading and Writing</p> <p>BEST Plus: Adult ESOL Listening and Speaking</p>	<p>Adult ESOL</p> <p>Academic Skills for Adult ESOL Learners</p> <p>Citizenship (For students whose primary language is not English)</p> <p>Workplace Readiness for Limited English Proficient Adults</p>	<p>Recommended during intake and enrollment period of initial twelve hours of instructional activity</p>	<p>Upon completion of a minimum of 60 hours of instruction, with 80-100 hours recommended</p> <p>Must not administer same form for both pre-test and post-test</p>
<p>Comprehensive Adult Student Assessment System (CASAS)</p> <p>All Active Assessments as of the date of adoption of State Board Rule <u>6A-6.014</u></p>	<p>Adult Basic Education and Adult ESOL</p> <p>Reading, Math, Listening, Writing, and Speaking Skills within a functional context.</p>	<p>Adult Basic Education</p> <p>GED Preparatory</p> <p>Academic Skills for Adult ESOL Learners</p> <p>Adult ESOL</p> <p>Citizenship (For students whose primary language is or is not English)</p> <p>Literacy Skills for Adult ESOL Learners</p> <p>Workplace Readiness for Limited English Proficient Adults</p>	<p>Recommended during intake and enrollment period of initial twelve hours of instructional activity</p> <p>Adult ESOL only: Lower of two scores to be used for placement in instructional level</p>	<p>Between 70-100 hours of instruction</p> <p>Minimum of at least 40 hours of instruction before post-test, except in special cases as defined in Section III.</p> <p>Must not administer same form for both pre-test and post-test</p>

<p>CASAS Employability Competency System (ECS), Reading and Math Skills</p> <p>All Active Assessments as of the date of adoption of State Board Rule <u>6A-6.014</u></p>	<p>Adult Basic Reading, Math, Listening, Writing, and Speaking Skills within a functional context.</p>	<p>ELCATE</p> <p>Workplace Readiness Skills for Adult ESOL Learners</p> <p>Citizenship (For students whose primary language is or is not English)</p>	<p>Recommended during intake and enrollment period of initial twelve hours of instructional activity</p>	<p>Between 70-100 hours of instruction</p> <p>Minimum of at least 40 hours of instruction before post-test, except in special cases as defined in Section III.</p> <p>Must not administer same form for both pre-test and post-test</p>
<p>Test of Adult Basic Education (TABE)</p> <p>All Active Assessments as of the date of adoption of State Board Rule <u>6A-6.014</u></p> <p>Complete Battery or Survey Form, Forms 9 & 10, 2003</p>	<p>Basic Literacy Skills, Reading, Mathematics Computation, Applied Mathematics, Language</p>	<p>ABE AHS GED Pre-GED</p> <p>Citizenship (For students whose primary language is English)</p>	<p>Recommended during intake and enrollment period of initial twelve hours of instructional activity*</p> <p>* Locator should be used as a determinant of appropriate content level testing.</p>	<p>(a) After completing 60 hours of instruction (same level, different form), or 120 hours of instruction (same level, same form), or</p> <p>(b) Prior to withdrawal, if (a) above does not apply</p> <p>Must not administer same form for both pre-test and post-test</p> <p>Must not administer same form within 6-month period</p>

C. Training Requirements of Approved Assessments

Table 3 below outlines training requirements of each standardized assessment approved for use in adult education programs. In addition to the training information provided in this technical assistance paper, Florida requires that adult education programs follow the guidelines in each of the test publisher's Test Administration Manuals (TAMs). Adult education programs must maintain the most current version of the TAM for each test used at the program.

Table 3: Description of Training Requirements

Name of Test	Certification Procedures	Entity Responsible for Training	Staff to be Trained	Times to Conduct Trainings
BEST/ BEST PLUS	<p>BEST: Required for test administrators to study the TAM, and recommended to complete 3-4 practice interviews</p> <p>BEST PLUS: Required for test administrators to take one-day training workshop, and complete 20 practice administrations</p> <p>Local program must maintain records of trained staff, date trained, and training provider</p>	<p>BEST/BEST PLUS: State and/or local program pays training costs</p> <p>BEST PLUS: Publisher provides certified trainers to perform training</p>	BEST/BEST PLUS: All staff/teachers that administer test	<p>BEST: Training recommended before administering the test</p> <p>BEST PLUS: Certification training required before programs can purchase testing materials</p> <p>Certified staff of one program not permitted to train staff from other programs</p> <p>Refresher training recommended yearly for all staff administering test</p>
CASAS (All tests)	<p>Required for test administrators</p> <p>Local program must maintain records of trained staff, date trained, and training provider</p>	<p>State and/or local program pays training costs</p> <p>Publisher provides certified trainers to perform training</p>	All staff/teachers that administer test	<p>Certification of Implementation Training (IT) required before programs can purchase testing materials</p> <p>Local staff with certification must train additional staff that will administer test at local program</p> <p>Certified staff of one program not permitted to train staff from other programs</p> <p>Refresher training recommended yearly for all staff administering test</p>
TABE (9 & 10)	<p>REQUIRED FOR TEST ADMINISTRATORS</p> <p>Local program must maintain records of trained staff, date trained, and training provider</p>	<p>State and/or local program pays training costs</p> <p>Publisher provides certified trainers to perform training</p>	All staff/teachers that administer test	<p>CERTIFICATION TRAINING REQUIRED BEFORE ADMINISTERING TEST</p> <p>Refresher training required every two years for all staff administering test</p>

D. Accommodations for Students with Disabilities or Other Special Needs

Accommodations refer to adjustments that are made in either instruction or assessment, and enable adults with disabilities to fully participate in an academic setting. Accommodations are made to allow the test taker 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.

Local adult education programs should develop a local policy that is written and communicated to all program staff. This policy should describe the steps to be followed at the local program for assessing learners with disabilities. Program staff with authority to administer assessments should follow the local written policy in a consistent manner. The policy should include a description of procedures to be followed to counsel learners that request accommodations, steps to follow in administering administer tests to learners with disabilities, documentation to be maintained, certification, reporting, and any audit processes.

Procedures to Identify Learners with Disabilities

Adult learners with disabilities are responsible for self-identification and for requesting any accommodation they may need. Adult learners are also responsible for submitting documentation of their disability. If possible, it is recommended that these steps be taken during the intake process. Adult education programs should provide on-going 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 that may require accommodations not obtaining the type of assistance they may need. Program staff may not provide counseling to qualified learners with disabilities leading toward more restrictive career objectives than said staff would provide to other students with similar interests and abilities who have not requested accommodations for a disability. See the Rehabilitation Act, Section 504, Subsection 104.47 (b) for reference.

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 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 must 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, which provides the basis for accommodations to Florida's statewide assessment system for students with disabilities and provides examples of allowable testing accommodations, at https://www.flrules.org/Gateway/View_notice.asp?id=1050333

Testing accommodations may include, but are not limited to:

- 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, or 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 Learners with Disabilities

Appropriate types of documentation to be kept by local adult education programs that identify learners that require accommodations may derive from one or more of the following sources: licensed psychiatrists, licensed psychologists, the Department of Vocational Rehabilitation, the Department of Education (local educational agencies), or the Department of Children and Families, or referrals from appropriate agencies. See [State Board Rule 6A-6.0331](https://www.flrules.org/Gateway/View_notice.asp?id=3414126), FAC, for reference at, https://www.flrules.org/Gateway/View_notice.asp?id=3414126

Documentation of the need for specific testing accommodations must be maintained in the learner’s confidential records and revealed only on a “need to know” basis 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 (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.

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

For further information on Florida Department of Education policies and procedures regarding accommodations for learners with disabilities or other special needs, please 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.”

E. Implementation of National Reporting System for Adult Education Reporting Procedures for Distance Education

Per the NRS [June 6, 2007 memorandum](#) from the Division of Adult Education and Literacy in USDOE/OVAE, states are now required to define, count, and assess distance education learners for federal reporting under the National Reporting System (NRS) as of the program year beginning July 1, 2007.

Definitions

The following definitions will apply to the implementation of this new policy in Florida.

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 (more than 50%). Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software.

Distance Learners

Distance learners are students who receive distance education services, 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 Measuring Contact Hours

Students in distance education courses, like those in courses using traditional instructional methods, must have at least 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.

Agencies will need to establish local procedures for measuring, collecting and reporting contact hours for distance learners in adult general education programs. These procedures should be consistent with NRS reporting requirements and this Technical Assistance Paper. Currently, instructional contact hours for distance learners need not be reported for state FTE tracking purposes.

Assessment

Programs must administer all pre- and post-assessments used to measure educational gain of distance education students for NRS reporting in person, at a proctored program site, in accordance with the state policies outlined in this Assessment 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.

Reporting

Data on distance education students should be included in overall totals for all NRS tables as appropriate. But, data on distance education programs must be disaggregated and reported

separately in a new Table 4c and Table 5A (see attached) through the NRS web-based reporting system at the following web site, <http://www.fldoe.org/arm/cctcmis/pubs/nrs/nrs.asp> 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 Table 4c.

Distance education data, as defined above, needs to be collected starting with the 2007-2008 program year on July 1, 2007 (Summer term 1E for colleges and Survey F for School Districts) and reported to NRS in December 2008 along with all other NRS data

See Appendix C for a copy of the FL DOE Technical Assistance Paper on NRS reporting procedures for adult education distance learning courses.

SECTION III - GUIDELINES ON PERMITTED ASSESSMENTS

A. Use of Test Administration Manuals

The state requires local programs to follow the test administration guidelines in each Test Administration Manual (TAM) furnished by the publishers of assessments approved for use by adult education programs. All local programs must 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.

B. BEST, BEST Literacy, and BEST Plus

Currently, both BEST Literacy and BEST Plus are included in the Florida State Board Rule as approved adult ESOL assessment instruments. The Basic English Skills Test (BEST) Oral Interview and Literacy Skills sections are no longer listed on the National Reporting System (NRS) as approved tests for federal or state reporting purposes.

History of the Basic English Skills Test (BEST): The Basic English Skills Test, often referred to by its acronym, BEST, consisted of two sections: 1) Oral Interview and 2) Literacy Skills. The BEST Oral Interview and Literacy Skills Assessments, predecessors to BEST Plus and BEST Literacy, were developed in the 1980s as part of a cooperative venture among ESL teachers, administrators, test developers, and staff at the Center for Applied Linguistics (CAL). BEST Forms B (blue) and C (green) were made available to the field of adult ESL refugee and immigrant service providers for over 20 years. In 2006, BEST Literacy Forms B and C were updated, and a third form, D (yellow), was added to replace the original BEST Literacy Skills Section.

With funding from the U.S. Department of Education, Office of Vocational and Adult Education, CAL launched BEST Plus in 2003. BEST Plus is a computer-adaptive oral interview that combines the assessment of listening and speaking skills in one test. BEST Plus is also available in a semi-adaptive, print-based version with three parallel forms (A, B, and C). As of September 30, 2006, BEST Plus fully replaced the BEST Oral Interview.

BEST Literacy

In 2006, CAL created BEST Literacy, a competency-based assessment that measures the reading and writing skills of adult English language learners in the United States, as an update to the BEST Literacy Skills Section. The test features contemporary information, graphics, and photographs, making the assessment more relevant to today's English language learners. BEST Literacy is a print-based assessment that tests reading and writing skills in authentic situations specifically

geared for adult language learners in the United States. BEST Literacy is available in three parallel forms (B, C, and D). Similarly, the BEST Literacy Test Manual has been updated; the most current version is dated June 2008.

BEST Plus: Computer-Adaptive and Print-Based Versions

BEST Plus was developed to meet the need in adult education programs for a reliable assessment of the oral proficiency of adult English Language Learners (ELLs). Oral proficiency is understood as the underlying competencies that enable 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 English language courses.

BEST Plus is designed to assess the language proficiency of adult (16 years of age or older) non-native ELLs 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 students typically found in adult education programs.

BEST Plus integrates current knowledge in the assessment of speaking and listening skills with the latest knowledge and practice in educational measurement to present a precise, updated, and flexible oral assessment. BEST Plus is administered as a face-to-face oral interview and provides the flexibility of administering the test in two ways: through the computer-adaptive version on CD or the semi-adaptive print-based version. 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 is an untimed test. Test administration time can range from 5 – 20+ 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.

BEST Plus is aligned with the requirements of the NRS and with the needs of local programs to provide data on learner progress and achievement for comparison across programs and within and across states. These data can also be used for program evaluation and accountability.

BEST Plus is also available in a semi-adaptive print-based format. There are three parallel forms of the print-based version (A, B, and C), providing different forms for pre-testing and post-testing. Each test consists of a locator and three level tests self-contained within each form. The items found in each form are drawn from the item pool of the computer-adaptive version. The test administrator gives the locator 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 for reporting purposes. Each print-based test booklet includes a complimentary computer administration to be used for scoring purposes.

BEST Literacy and BEST Plus Pre-test and Post-test Administration

Pre-testing: BEST Plus was developed as a performance assessment that could be individually administered in a short amount of time, and that could be given frequently for pre-testing and post-testing. The computer-adaptive version of BEST Plus shows that administration time for lower ability students, who comprise much of the testing population, is typically 10 minutes or less. Because it is an adaptive test and not timed, administration time varies according to the ability level of the student; no examinee, however, will be asked more than 25 questions.

As an adaptive test, BEST Plus has a large pool of underlying items out of which a relatively small number are administered to any individual. The adaptive process also means that examinees will receive different items each time they take the test, particularly as their skills improve and they are administered increasingly challenging items to which they are able to respond at greater length in English.

BEST Literacy can be administered individually or to groups. Administration time is 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 BEST Literacy. The raw scores received on all three forms need to be scaled using the tables provided in the Test Manual.

Post-testing: It is recommended by the publisher that post-testing on BEST Plus and BEST Literacy should take place after the student has participated in a minimum of 60 hours of instruction, with 80 – 100 hours of instruction between pre- and post-testing recommended, or the end of an instructional session that includes fewer contact hours, or when a learner exits the program.

Training Requirements for Test Administrators – BEST Plus and BEST Literacy

Training for BEST Plus is required before agencies are permitted to purchase testing materials from the publisher. BEST Plus state trainings are scheduled periodically and a local trainer is available in Florida. 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:

Michelle M. Ueland

Team Leader, Adult ESL Assessment
Center for Applied Linguistics
202-355-1581
mueland@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

C. Comprehensive Adult Student Assessment System (CASAS)

CASAS stands for “Comprehensive Adult Student Assessment System.” The system integrates the three main components of adult education:

Curriculum

Instruction

Assessment

The CASAS system provides the following components in its overall system:

1. Standards and curriculum resources
2. Standardized competency-based assessment
3. Guidelines for ongoing classroom assessment
4. Program and classroom evaluation instruments
5. Training resources
6. Accountability and data reporting tools

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.

The CASAS tests approved for use by adult ABE and ESOL programs in Florida are required to be used in order to determine a baseline score for placement of students, and to determine any learning gains that students have made after receiving instruction over a period of time. Both the listening and reading skills assessments are required to be used adult ESOL students for both placement and progression. The reading, mathematics and writing functional skills tests are designed for use with ABE students. For programs using CASAS, Table 4 below indicates which CASAS tests are available for use with courses that must submit reports to the US DOE (NRS) and to FL DOE.

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 as administered by a CASAS certified trainer before the program is permitted to purchase CASAS assessment materials. When a program has one staff person that has completed CASAS Tester Training 101, and has been certified as a test administrator, that trained test administrator may train only other staff within his or her program. Persons that have completed CASAS Tester Training 101 are not permitted to train tester staff from other programs.

The focus of CASAS Tester Training 101 trainings is on the procedures to follow in administering CASAS tests, scoring, and interpreting results. The IT trainings also focus on how to use the entire CASAS competency-based system, as well as how to utilize additional CASAS resources to facilitate instruction.

State policy does not permit instructors to review actual test booklets, nor view actual test items when participating in CASAS Tester Training 101. When training classroom instructors that may at some point be required to fill the role of testers and/or proctors, only CASAS test practice items may be provided for review during the training. CASAS has sample test items for anyone to use for review purposes. These can be downloaded from the CASAS website, www.CASAS.org.

It is recommended that instructional staff be provided opportunities to be trained with “Teaching Methods for CASAS in the Classroom” type trainings. Teachers need to be informed about the processes and skills competencies that will bring success to learners as they are assessed with the CASAS test. These “CASAS in the Classroom” trainings are offered by the state’s CASAS certified

trainers on a regular basis throughout the state. Program administrators are encouraged to request these trainings through their local [Regional Training Council](#).

Table 4: CASAS Certification Trainings

No.	Purpose	Audience	Duration
101	“Implementation Training” To train testers on the procedures of administering, scoring, and interpreting the results of CASAS tests. Provides training on how to use the CASAS Competency-Based System and additional CASAS resources.	All persons that will administer CASAS test to students, and have had little or no experience administering CASAS tests Testers that have a CASAS Tester Training 101/102 Certificate that is more than 3 years old and have not administered tests regularly during the previous year.	6 hours
102	“Beyond Implementation” 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.). To address specific problem areas that testers encounter in administering, scoring and interpreting test results.	Testers that have a CASAS Tester Training 101 or 102 Certificate that is two years old and have administered tests regularly during the previous two years.	3 hours

Table 5: Matrix of Adult Education Courses and CASAS Assessments Available for Use with federally funded courses and for NRS Reporting

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

Additional CASAS certifications for instructors and program administrators are in development. The instructor training will be designed to provide instructors on teaching activities and language skills competencies that will bring success to learners as they are assessed with CASAS tests. The administrator training will be designed to provide adult education program administrators an overview of the CASAS Competency-Based System and additional resources. To provide an understanding of how CASAS tests relate to instruction, data collection, analysis and reporting, and program planning.

Table 6: Matrix of 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 (ECS) (Reading, Math) (Contact CASAS for additional assessments for WPR students.)

Alternate Forms of CASAS Tests

CASAS assessments consist of 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 parallel in content and difficulty. CASAS provides “Suggested Next Test Level” charts in the test administration manual (TAM) that can be used to guide which pre-test or post-test should be selected for administering to the student. Post-testing will either be done at the same level, with an alternate form within that level, or at a higher level, depending on the pre-test score. Also note that the post-test must be in the same skill area as the pre-test, for example, a student that took a pre-test for listening cannot be given a post-test for reading to determine learning gains.

Appraisal Assessments

CASAS appraisals 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 pre-test to administer and selection of short and long term instructional goals.

Adult ESOL Student Intake Procedures

CASAS has approved an intake procedure for adult ESOL programs in Florida, which is portrayed in Chart 1 below. The procedure in Chart 1 has been developed and piloted by adult ESOL programs around the state.

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 (see page 7 for adult education staff directory).

It is recommended that local adult education agencies prepare a written “Testing and Intake Procedure Manual” for staff to follow when enrolling adult education students. This chart of CASAS Intake Procedures for adult ESOL programs may be copied by local adult education programs for inclusion in their “Testing and Intake Procedure Manual.”

C. CASAS INTAKE PROCEDURE for adult ESOL students

STEP 1: Student Arrives at local school to register

STEP 2: Tester administers the CASAS Oral Screening (See page 28)

CHART 1: CASAS INTAKE PROCEDURE FOR ADULT ESOL STUDENTS

This chart demonstrates INTAKE PROCEDURES for Adult Education ESOL Programs (not ABE)
 For additional information and technical assistance, contact DOE Adult Education Staff

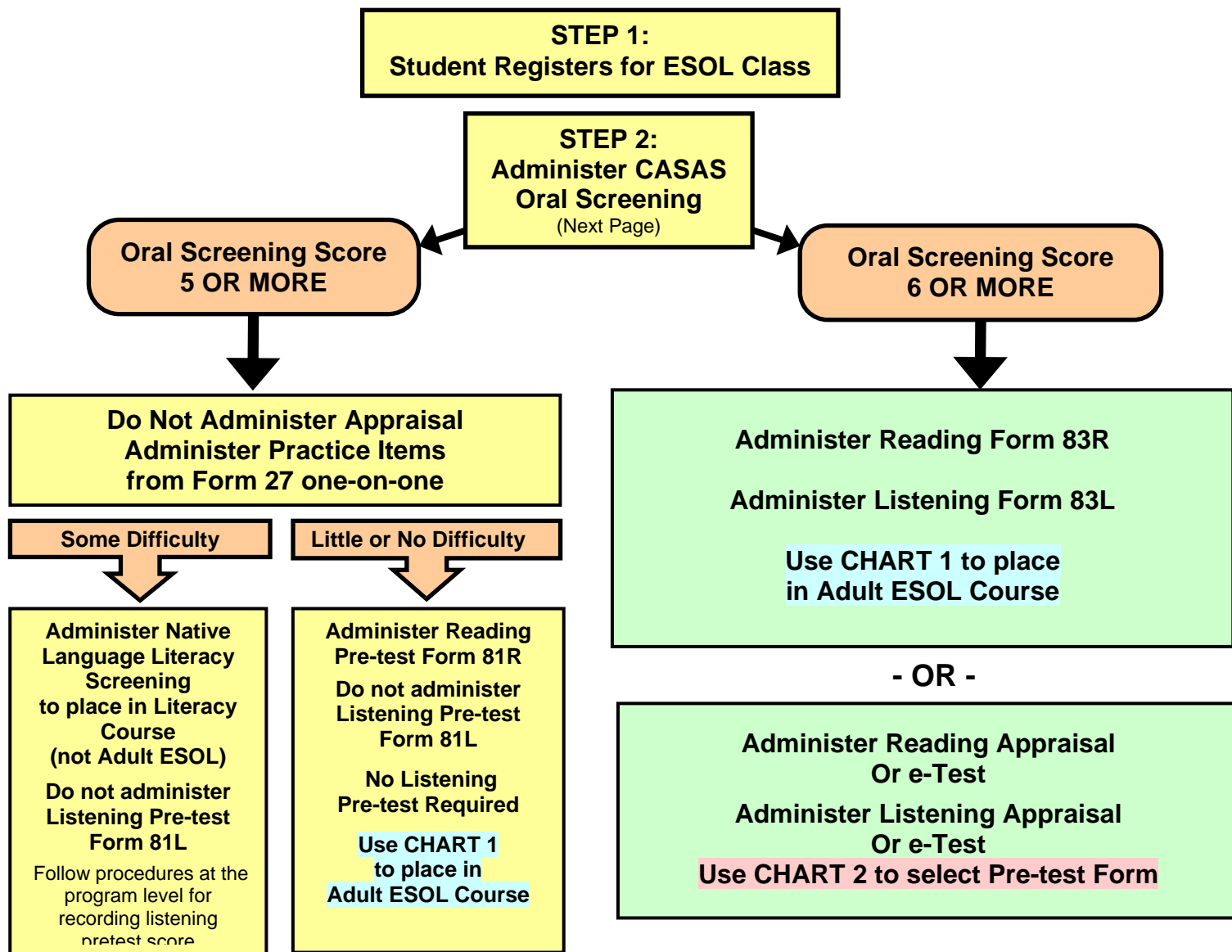


CHART 1	
PRE-TEST SCALE SCORE	ADULT ESOL COURSE LEVEL
< 180 AND LITERATE IN NATIVE LANGUAGE	FOUNDATIONS
181 – 190	LOW BEGINNING
191 – 200	HIGH BEGINNING
201 – 210	LOW INTERMEDIATE
211 – 220	HIGH INTERMEDIATE
221 – 235	ADVANCED

CHART 2			
READING APPRAISAL FORM 20R	READING PRE-TEST LEVEL	LISTENING APPRAISAL FORM 20L	LISTENING PRE-TEST LEVEL
176 – 190	A	162 – 193	A
194	B, AX OR A	196 – 198	B OR A
198	B	201 – 209	B
201 – 213	B	211 – 214	C OR B
216 – 218	C, BX OR B	216 – 236	C
221- 233	C		

Times for CASAS Pre-testing and Post-testing

State of Florida assessment policy requires that students registering for an adult ESOL course or ABE course be given an appropriate pre-test assessment for placement purposes during the first 12 hours of instructional activity of the enrollment period. CASAS tests have been approved by the state for this purpose.

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

CASAS recommends assessing with a post-test after approximately 70 to 100 hours of instruction. Certain exceptional and special circumstances may provide a valid rationale for administering a post-test before 70 hours or after 100 hours of instruction have occurred. Programs are strongly advised by the state and by CASAS not to administer a post-test to any ABE or ESOL student that has participated in less than 40 hours of instruction. If a program is presented with different circumstances from those outlined below, it is recommended that the program administrators or assessment staff consult FL DOE Adult Education program managers for guidance.

- Programs offering high intensity courses (meeting more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hours of instruction.
- Programs offering low intensity courses with fewer than 70 hours in a semester, quarter, term, or other substantial block of instruction may choose to administer a post-test at the end of the instructional period.
- If a student indicates he or she is leaving the program before the scheduled post-test time, the teacher, counselor and/or test administrator should consult with the student to determine if it would be appropriate to post-test the student before he or she exits the program. Factors to consider are those that impact learning gains, such as intensity/duration of instruction, learner motivation, quality of instruction, and the link between learner goals and instruction.
- **Placing adult ESOL students with scores of tests obtained at the end of an instructional period,² or from students absent from class between three to six months:** Test scores of adult ESOL students obtained at the end of an instructional period may be used as placement scores for the next instructional period. Programs may also use the most recent test score to place students who have not attended ESOL classes approximately three to six months. This procedure is designed to reduce or eliminate unnecessary testing.
- **Placing adult ESOL students absent for more than six months:** CASAS recommends that adult ESOL students who have been absent from classes for more than six months be retested. The option to retest adult ESOL students may be considered if the student shows he or she has made a significant increase in learning, even if the student was out less than six months. A substantial increase in learning made by the student while absent from the

² Instructional period: length of time established by the school for the duration of classes, such as a semester, trimester, quarter, term, etc.

program may advance him or her to a higher educational functioning level. By retesting, the program will be able to place the student in the appropriate educational functioning level.

- See the [CASAS Assessment Policy Paper](#) or contact CASAS for further reference.

Placement in NRS Educational Functioning Levels and Advancement to Next Levels

CASAS provides charts and guidelines for converting raw scores to scaled scores. The NRS [educational functioning level descriptors](#) may be viewed at the NRS Internet website, <http://www.nrsweb.org>. The state requires programs to refer to the scaled scores as a reference point for placement in the NRS educational functioning levels. The CASAS scales have been subdivided into ranges that correspond to the NRS levels. These scores also align with the levels of the FL DOE Adult ESOL and ABE Curriculum Frameworks.

NRS guidelines prescribe that the lowest of all scores be used for placement purposes when students take pre-tests from different skill areas for the same adult education course. For example, adult ESOL students who take pre-tests from different categories such as reading and listening will receive two scores, one from reading and one from listening. When selecting the appropriate NRS instructional level for placing the student, the lower of the two scores must be used. When administering a pre-test to ABE students for the separate courses of reading or mathematics, the score for each test is used for placement, since each test corresponds to one course only.

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, open these Internet hyperlinks or go the [CASAS home page](#) for additional information about CASAS tests and instructional supports:

[CASAS Assessment Policy Guidelines](#)

[CASAS competencies](#)

[CASAS Skill Level Descriptors](#)

D. [Tests of Adult Basic Education \(TABE\)](#)

TABE focuses on assessing the basic literacy and numeracy skills that will help a person function well in society. The tests combine the most important characteristics of norm-referenced and criterion-referenced tests. 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, TABE results provide prescriptive information about individual students allowing instructors to easily identify and implement meaningful remediation strategies.

Norming Information

Norming data were collected from adult basic education programs, including alternative high schools, adult/juvenile correctional facilities and vocational/technical institutions. The tests enable teachers and administrators to evaluate and successfully place examinees in adult education programs. In addition, correlation between TABE 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 scores. Other uses of TABE include pre-and post-testing to measure educational growth, correct placement of new examinees in instructional programs, and evaluation of adult education programs. The TABE 9 & 10 national norming sample was drawn from more than 400 institutions and includes more than 34,000 adult examinees from 46 states. These adult examinees were from diverse backgrounds and attend adult basic education institutions, including adult education centers, alternative high schools, vocational/technical colleges, community colleges, and correctional institutions. The TABE 9 & 10 norming study also included examinees that used accommodations in testing.

TABE Survey versus Complete Battery

Both the TABE Survey and Complete Battery are approved in Rule 6A-6.014; the state Adult Education Office recommends, however, that the Complete Battery be given for the initial (pre) test so that a better diagnosis may be made of student's learning deficiencies. The Survey is recommended for post-testing. The survey version of TABE contains a subset of items from the Complete Battery. It is designed to provide norm-referenced and criterion-referenced information in a minimum amount of testing time.

Test scores are valid for two (2) years. The test scores remain valid as long as the student is enrolled. Most students should be post-tested after about 60 hours of instruction (same level, different form), or 120 hours of instruction (same level, same form). Post-testing at the end of the semester is recommended, but students should not be retested using the same level, same form for at least six months after the original test. The end-of semester score may be carried forward as the pre-test for the following semester. If the student has a break of service of more than one (1) year, the student should be retested prior to placement in an educational functioning level. If the level is higher than where the student was functioning originally, the program may not consider this to be a learning gain for reporting purposes, as the program did not provide instruction to the student during their absence.

Locator Test

When testing ABE/GED/AHS students with either version of the TABE, the use of the locator test provides a valid means of determining the proper content level of the test to use.

The TABE locator test has four core test content areas: Reading, Mathematics Computation, Applied Mathematics, and Language. Each of the subtests consists of items from TABE Levels E, M, D, and A. The purpose of the locator test is to help test administrators in assigning the level of the TABE test to administer based on the locator subtest cut scores. It is important to give the locator prior to pre-testing so that the student can be assessed using the proper level of the TABE.

Times for Pre-testing and Post-testing

Pre-testing is done within the first 12 hours of instruction. Post-testing should be performed only after the student has had about 60 hours of instruction (same level, different form), or about 120 hours of instruction (same level, same form). Post-testing must be done with an alternate version of the TABE. The same version/same level should not be used within a 6 month period. Ideally, the

student should be tested upon intake and retested at the end of the term. Institutions where the term is less than 6 months in length will need to use a different version of the test if the student is being tested at the same level.

Scoring and alignment with NRS

Grade Equivalents (GEs) 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 non-graded 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 & 10. Scale scores are used for NRS reporting and represent a more meaningful measure than GEs to assess educational gain over time. Students should be placed in an initial educational functioning level (EFL) and considered for promotion to the next EFL based on scale scores rather than on GEs.

Table 6: 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 educational functioning level 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 standard error of measurement 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 charts that follow can assist in making decisions as to whether the student was tested on an incorrect version of the TABE, or if the content range of material is 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 a student's GE scores exceed the content range of a given level by more than two years.

Chart 2: TABE 9 & 10 Content Ranges

TABE Levels	2 Years Below the content range	Content Range	2 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

The State Adult Education Office requires that test administrators complete certification training offered by CTB McGraw Hill and the FLDOE. These trainings are conducted throughout the state and requests for training can be made to the Department of Education, Adult Education Office, the Regional Training Council in the area, or to CTB McGraw Hill.

Contact Information

Ann Mahoney

CTB McGraw-Hill

(352) 391-1717

Ann_Mahoney@ctb.com; www.ctb.com

E. Quality Control Procedures

The state Adult Education office requires adult education programs to put in place the following quality control procedures to ensure that appropriate assessment policies have been followed:

- Data integrity checks
- System logic to prevent inappropriate assessments being entered
- Incorrect score gains
- Data verification procedures
- All state approved assessments must be administered only by personnel who have completed a publisher/FL DOE sponsored certification training program and have received a completion certificate.
- All certifications must be renewed at least every two calendar years to ensure individuals keep up with changes/updates in testing materials and administration procedures.
- 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 state for NRS purposes, will need to complete an FL DOE sponsored training on how to interpret assessment results and use them as intended by the publisher. Clerical staff who do not frequently interact with students for advising purposes will not need this training.
- Students should receive a formal orientation prior to being tested 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 this is not a “pass/fail” test and will only be used to identify specific content areas they need help with and to place them at the appropriate level of instruction.

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 but not later than the time the student completes 12 hours of instructional activity. In addition, learning gains resulting from the administration of post-assessments should be entered into the program database not later than the end of the term, or academic school year if appropriate, in which the learning gain was earned.

Program Assessment Procedures Manual

In order to ensure the quality of assessment data, local programs should have in place procedures that adhere to the state assessment policies. An assessment procedures manual should be developed for local program staff to ensure that all staff understand the state assessment policies and practices, 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 state assessment policies and procedures. An effective Assessment Procedures Manual will include the following items:

- 1) A procedure for reporting violations of state or publisher assessment guidelines to the appropriate state point of contact.
- 2) A procedure which 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.
- 3) A procedure that will ensure that only those individuals who have attended state- and publisher-sponsored certification training and received their certificates may purchase state-approved assessment materials or associated score sheets.
- 4) A procedure for the disposal of obsolete, damaged and outdated assessment materials that will ensure the security of the assessment materials. All personnel with assessment responsibilities should be trained on the procedure for disposal of assessment materials to ensure uniformity in following the procedure.
- 5) A procedure for the time when testing data should be entered into the program database. This time should be set for a short period of hours or days after the test scores are generated.

Maintenance of Test Security

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

As indicated in [F.S. §1008.24](#), violations of test security guidelines are a first-degree misdemeanor punishable by up to \$1000 fine and six months in jail. Any suspected violations of test security should be immediately reported to the FLDOE, Adult Education Office, through the local assessment director's office. FLDOE will advise CTB-McGraw-Hill of the incident.

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

REFERENCES

Basic English Skills Test (BEST); 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

Florida Department of Education Technical Assistance Paper; Division of Public Schools and Community Education, Bureau of Curriculum, Instruction and Assessment, Assessment and Evaluation Section; October 1999.

Kansas Adult Education Assessment Policies and Procedures; 2005

National Reporting System for Adult Education; 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

Texas Adult Education Assessment Policies and Procedures; 2005

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 September 19, 2007

Web address:

<https://www.flrules.org/gateway/readFile.asp?sid=0&tid=4611397&type=1&file=6A-6.014.doc>

This document can be downloaded from the Florida Department of State website:

<https://www.flrules.org/default.asp>.

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 of a student enrolled in the adult general education 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, 1992) and with appropriate accommodations for students with disabilities as specified in Section 1004.02(7), Florida Statutes.

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).

(b) When testing students enrolling in Adult ESOL or English Literacy for Career and Technical Education (ELCATE) whose first language is not English, one of the following tests must be used:

1. Comprehensive Adult Student Assessment System (CASAS), Reading and Listening (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) (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.

(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.

Specific 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.

APPENDIX B -State of Florida 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 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 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- Implementation of National Reporting System for Adult Education Reporting Procedures for Distance Education Students

TECHNICAL ASSISTANCE PAPER

September 2007

PURPOSE

The purpose of this Technical Assistance Paper is to provide guidance on compliance with USDOE/OVAE policy on reporting educational gains for adult learners enrolled in distance education courses to the National Reporting System. Any agency that offers adult general education courses in a distance education format and receives federal funds to support these courses must comply with these guidelines.

MAJOR CHANGES TO CURRENT PROCEDURES

Current Procedures

The current procedures allow adult general education instructional hours provided in a distance education format to be reported in the same manner as the instructional hours for a traditional student, or in the case of FTE reporting to exempt distance education programs from the requirement. No state requirement currently exists to track instructional hours or educational outcomes for distance education adult general education course(s) separately and distinct from on-site programs.

New Procedures for 2007-08

Per a June 6, 2007 memorandum from the Division of Adult Education and Literacy in USDOE/OVAE, states are now required to define, count, and assess distance education learners for federal reporting under the National Reporting System (NRS) as of the program year beginning July 1, 2007.

Definitions: The following definitions will apply to the implementation of this new policy in Florida.

Distance Education

Distance education is formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period (more than 50%). Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software.

Distance Learners

Distance learners are students who receive distance education services, 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 Measuring Contact Hours

Students in distance education courses, like those in courses using traditional instructional methods, must have at least 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.

Agencies will need to establish local procedures for measuring, collecting and reporting contact hours for distance learners in adult general education programs. These procedures should be consistent with NRS reporting requirements and this Technical Assistance Paper. Currently, instructional contact hours for distance learners need not be reported for state FTE tracking purposes.

Assessment

Programs must administer all pre- and post-assessments used to measure educational gain of distance education students for NRS reporting in person, at a proctored program site, in accordance with the state policies outlined in the Assessment Technical Assistance Paper at, http://www.firn.edu/doe/workforce/pdf/tap_assessment.pdf. Assessments not conducted through face-to-face interaction with a trained test administrator in a secure setting are not allowed for NRS reporting.

Reporting

Data on distance education students should be included in overall totals for all NRS tables as appropriate. But, data on distance education programs must be disaggregated and reported separately in a new Table 4c and Table 5A (see attached) through the [NRS web-based reporting system](#) at the following web site, <http://www.fldoe.org/arm/cctcmis/pubs/nrs/nrs.asp>. 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 Table 4c.

Distance education data, as defined above, needs to be collected starting with the 2007-2008 program year on July 1, 2007 (Summer term 1E for colleges and Survey F for School Districts) and reported to NRS in December 2008 along with all other NRS data.

APPENDIX D- Procedures for the Reporting of Instructional/Contact Hours in Adult General Education Courses

Procedures for the Reporting of Instructional/Contact Hours in Adult General Education Courses	
Rules for the Reporting of Instructional/Contact Hours	<p>1. A student shall be counted as an enrollment (headcount and instructional hours) under the following conditions:</p> <p>a) The student has participated in instructional activity for 12 contact hours <u>per program in a given reporting period</u> (i.e., ABE, GED, adult high school, etc.), including hours for assessment or placement.</p> <p>b) Only two hours of assessment or placement contact hours shall count toward the 12-hour threshold. This does not limit the actual hours of assessment that can be provided; it does limit the number of contact hours for this activity that count toward the 12-hour threshold for reporting the enrollment.</p> <p>c) For students enrolled in online classes only, the 12-hour rule shall not be applied. However, the withdrawal policy in the sub-section below still applies to enrollment in these classes.</p> <p>2. Fundable instructional/contact hours are those scheduled hours that occur between the date of enrollment in a class and the withdrawal date or end-of-class date, whichever is sooner.</p> <p>3. Report a student for funding only for the number of hours that a person reasonably could be expected to be in actual attendance.</p> <p>a) A student may be reported only for the instructional/contact hours that are scheduled for attendance.</p> <p>b) Instructional/contact hours in a lab (an online class or an on-campus lab) must be within the constraints of reasonable attendance hours (see “Lab Scheduling”).</p>
Withdrawal and Transfer Policies	<p>1. A student must be procedurally withdrawn for non-attendance from the class by the institution. Instructional/contact hours shall be reported from the date of enrollment until the date of withdrawal.</p> <p>a) Institutions must develop a procedure for withdrawing students for non-attendance.</p> <p>b) The standard for setting the withdrawal date shall be six consecutive absences from a class schedule, with the withdrawal date reported on the day after the last date of attendance.</p> <p>2. If a student withdraws and re-enrolls in the same class, report the student instructional/contact hours from the first date of enrollment to the final withdrawal date or the end of the class, whichever is sooner.</p> <p>3. If a student completes a program competency (LCP) prior to the scheduled end of the class, report the student instructional/contact hours to the date the LCP was earned.</p> <p>4. If a student transfers from one class to another (i.e., course section), separately report the instructional/contact hours in the first class from the date of enrollment to the date of transfer and the instructional/contact hours in the second class from the date of transfer (or date of enrollment in the new section) to the final withdrawal date or the end of the class, whichever is sooner.</p>
Lab Scheduling	<p>1. Instructional/contact hours in a lab (an online class or an on-campus lab) must be within the constraints of reasonable attendance hours. Students should be scheduled in labs or online only for the hours that they are reasonably expected to attend.</p> <p>2. Institutions are expected to document the participation of students in online and open lab environments (i.e., assignments, tests, or attendance records).</p>

Compliance	In order to ensure compliance with the above rules, an end-of-year cap will be applied to all accumulated instructional/contact hours. A maximum of 1300 hours may be fundable per reporting year for an adult education student.
-------------------	---

APPENDIX D cont.

<p>TECHNICAL ASSISTANCE PAPER Implementation of Adult General Education Instructional Hours/FTE Reporting Procedures in 2006-07 April 2006</p>

PURPOSE	The purpose of this Technical Assistance Paper is to provide guidance on compliance to school districts and community colleges that have adult general education programs regarding major changes to the instructional hours reporting procedures for those programs in 2006-07.
MAJOR CHANGES TO CURRENT PROCEDURES (2005-2006)	<p>The current procedures allow adult general education instructional hours to be reported from the first date of enrollment in a course to the last scheduled day of the course. No state requirement exists to track a withdrawal date for students who stop attending an adult general education course. Therefore, student instructional/contact hours are reported even after a student drops out or withdraws from a course. For example, a student could enroll in a 150 hour adult basic education course, attend two days of class, and the full 150 hours would be reported for FTE purposes.</p> <p>Concerns about workload associated with adult general education courses have led to the development of these instructional hours/FTE procedures. While there has been considerable improvement in the reporting of instructional hours in adult general education, the perception of inefficiency and over-reporting of instructional or contact hours has hampered the ability to justify current and recommended expenditures on adult general education programs such as the GED, adult high school, and basic literacy programs offered through Florida’s school districts and community colleges.</p>
<u>New Procedures for 2006-07</u>	<p>The primary features of the new procedures are the following:</p> <ul style="list-style-type: none"> ◆ <u>Establishment of an enrollment threshold</u> - A student must have at least 12 hours of instructional activity (including placement or intake) in a program before they can be counted as an enrollment. If a student registers and then drops out before the 12 hour threshold, his/her instructional hours will not be counted. However, all hours should be reported on community college and district databases, whether less than 12 hours or not, for other federal reporting purposes. Local educational agencies must establish procedures to implement this enrollment threshold prior to the reporting of instructional hours for 2006-07. ◆ <u>Establishment of a procedure for the withdrawal of students for non-attendance</u> Prior procedures allowed institutions to count instructional hours from date of enrollment to the last day of the class, regardless of student attendance. The new procedures require that each institution establish a withdrawal policy within the guidelines set in the procedures. ◆ <u>Establishment of a maximum number of fundable instructional hours per year</u> – A maximum of 1300 hours may be fundable per reporting year for an adult education student. Hours reported above this cap will not be fundable instructional hours/FTE.

FREQUENTLY ASKED QUESTIONS (FAQs)

FAQ 1	<p><u>How does the “Enrollment Threshold” portion of the policy work?</u> The policy states that student must participate in at least 12 contact hours of instructional activity</p>
--------------	--

	<p>(including a maximum of 2 hours of testing for placement) per program within a reporting period. "Reporting period" refers to a reporting survey/term. The "per program" in the procedures refers to the main adult general education programs like Adult Basic Education (ABE), GED, Adult High School, etc. At this time, "online only" courses are exempt from the 12 hour threshold. This exemption will be reviewed and may be revised at a later date.</p> <p>For example, if a student is enrolled in a GED math class and only attends the first two scheduled class meeting times (4 hours total) and never attends the class again during the semester/reporting survey, the hours enrolled in the GED math class will not count for purposes of FTE calculation for state funding. The "time limit" on earning the 12 hours is the reporting survey/term.</p> <p>For reporting on community college and WDIS databases, if the student does not meet the 12-hour threshold of instructional activity, the actual numbers of hours of attendance should be reported for purposes of establishing enrollment for NRS (<i>Note: While these records may be counted for NRS, they will not result in fundable hours</i>). Students who are reported for federal NRS purposes must have received 12 hours or more service, of which only two may be counted for assessment. For example, a student who had 6 instructional or contact hours in an ABE math course and 6 hours in an ESOL writing course would be counted for NRS. The student records for the above example should be reported to the DOE, otherwise this student will not be counted for NRS.</p>
<p>FAQ 2</p>	<p><u>What does "per program" mean with regard to the "Enrollment Threshold"?</u></p> <p>The 12- hour threshold must be met <i>by program</i>, not by course. The following are the adult general education program areas referred to in the procedures:</p> <p><u>Program ICS (for CCs) CRC (for Districts) VPC/CIP</u></p> <p>Adult Basic Education 1.32.01 401 9900000/1532010200</p> <p>Adult Secondary (AHS) 1.32.02 402 9900010/1532010202</p> <p>GED 1.32.03 403 9900020/1532010201</p> <p><i>*Includes Pre-GED 9900120/1532010206</i></p> <p>ESOL (All programs) 1.32.04 404 9900040/1532010300</p> <p>1.31.04 9900050/1532010301</p> <p>9900300/1532010303</p> <p>9900051/1532010302</p> <p><i>*Includes Literacy for Adult English Literacy, Adult Vocational English Literacy, Adult ESOL Learners, English Literacy Academic Skills</i></p> <p>All other AGE N/A 409 9900030/1532010203</p> <p>9900060/1532010500</p> <p>9900070/1532010501</p> <p>9900080/1532010502</p> <p>9900090/1533010200</p> <p><i>*Includes Education for Senior Adult Learners, Workplace Readiness Skills (ABE), Workplace Readiness Skills (VPI), Workplace Readiness Skills (LEP Adults), Citizenship</i></p> <p><i>Note: The 12 hour threshold does not apply to Vocational Preparatory Instruction (VPI) programs.</i></p>
<p>FAQ 3</p>	<p><u>How will the placement hours be taken into account in the implementation of the 12-hour threshold?</u></p> <p>For each program area above, Community College and Technical Center MIS will use a 10-hour minimum requirement when processing records. By setting the instructional hour threshold at 10 hours, this process assumes two hours of placement per program.</p>
<p>FAQ 4</p>	<p><u>What are the requirements for the withdrawal of students for non-attendance?</u></p> <p>Each district or college must establish procedures for withdrawing a student for non-attendance. The standard for withdrawal is six consecutive absences <u>with the withdrawal date reported as the day after last date of attendance</u>.</p> <p>For example, a student is enrolled in a GED math class for 16 weeks, 5 hours per week (1 hour on</p>

	<p>Monday through Friday). If the student meets the 12 hour threshold and stops attending the class in week 6, the student would be withdrawn. The scheduled hours may be reported from the date of enrollment to the day after the last date of attendance. If the student has six consecutive absences, but re-enrolls during the reporting survey and continues to attend the rest of the class without an additional six consecutive absences, the instructional hours may be reported from the initial date of enrollment to the end of the reporting survey. If there is not a standard meeting time that allows for the calculation of six consecutive absences, institutions will have to use a proxy measure for non-attendance. The standard for withdrawal for online only classes must be evaluated by each institution based on their withdrawal procedures using the proxy attendance measures (e.g., assignments, tests, or other evidence of attendance). For classes that occur exclusively online, participation must still be documented through proxy measures such as assignments, tests, or other records. For online only courses, institutions will have to use the proxy for withdrawal. If the institution has evidence based on the proxy measures that the student has stopped participating in instructional activity, the student must be immediately withdrawn from the class.</p>
FAQ 5	<p><u>Does each institution have to develop procedures for withdrawing a student for non-attendance?</u> Yes. Among the items to be considered for the withdrawal procedures include the following: establishing a withdrawal standard for online classes and establishing procedures for recording of a withdrawal date for each student.</p>
FAQ 6	<p><u>How do the new procedures handle “online only” and lab classes?</u> Online courses are exempt from the 12 hour enrollment threshold. However, each institution should establish a withdrawal policy for “online only” that includes proxy measures for attendance. The 12-hour threshold and withdrawal procedures will apply to lab classes.</p>
FAQ 7	<p><u>Does an “excused absence” count towards the six consecutive absences for the withdrawal procedure?</u> Yes. An absence is “non-attendance in a scheduled class period.” An excused absence is still an absence for purposes of these procedures.</p>
FAQ 8	<p><u>The following sentence in the procedures says to “report a student for funding only for the number of hours that a person reasonably could be expected to be in actual attendance.” Does this mean that actual attendance hours will need to be tracked and reported?</u> For students who meet the 12-hour threshold of attendance in a program within a reporting survey, actual hours of attendance are not reported. Fundable hours are those scheduled from the date of enrollment to the withdrawal date or end of class date. Although this section does not require that actual hours of attendance be reported, means to track the attainment of the 12 hour threshold must be present. However, the scheduled hours must be consistent with the expected hours of attendance for the student. For example, if a lab is open 8 hours a day, the student’s schedule should be based on the amount they reasonably intend to be there for instruction, not the entire time the lab is open. If the student is able to and expected to attend 2 hours per day three times a week, then the scheduled hours of attendance should reflect that fact. <i>NOTE: For students who do not meet the threshold of 12 contact hours of instructional activity within a program, although their hours are not fundable, institutions should report the actual hours of attendance in the class to satisfy other reporting requirements.</i></p>
FAQ 9	<p><u>The procedures state that “If a student completes a program competency (LCP) prior to the scheduled end of the class, report the student instructional/contact hours to the date the LCP was earned.” What happens if a student has not earned the highest level LCP in the program and remains enrolled in the class?</u> If a student earns an LCP and continues to attend the class (e.g., he/she has not completed the highest LCP or is awaiting GED test results), the instructional hours after an LCP is earned may be reported because the student did not withdraw from the class. However, for a student who</p>

	completes an LCP and does not continue attendance in the class, the student must be withdrawn from the class when the LCP is earned.
--	--

Revised 7-10-06 TECHNICAL ASSISTANCE PAPER Implementation of Adult General Education Instructional Hours/FTE Reporting Procedures in 2006-07
--