

2021-2022
Florida Adult
Education
Assessment
Technical
Assistance
Paper

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Career and Adult Education



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SECTION I: INTRODUCTION

This technical assistance paper provides policy and guidance to individuals with test administration responsibilities in adult education programs. Rule 6A-6.014, Florida Administrative Code (F.A.C.), titled, General Requirements for Adult General Education Programs, requires all adult education programs to report all student measurable educational gains and demographic information to Florida's reporting system. State policies outlined in this rule apply to the state-approved assessments that programs may use to report educational gains and are in compliance with both the state and National Reporting System (NRS) requirements. The NRS is the accountability system for the federally funded adult education program, mandated by the Workforce Innovation and Opportunity Act (WIOA).

There are four important reasons for creating a data-driven accountability system for adult education programs:

1. The U. S. Department of Education (USDOE) requires each state to establish and utilize performance measures for making continued funding decisions for federal grant programs. Furthermore, each state is expected to institute a system for program monitoring and continued technical assistance that is centered on program enrollment and performance.
2. Local eligible providers must measure the educational gain of all students who receive 12 hours or more of instruction in the state's adult education program with a test that has been determined suitable for use in the NRS.
3. The Florida Department of Education (FDOE) has enhanced its monitoring processes by instituting a data-driven system for determining program performance. In addition, overall monitoring visits are provided by a dedicated compliance and monitoring team.
4. The FDOE program administrators can focus attention on establishing program performance targets and program improvement.

To assist programs with student and program performance reporting and accountability, Florida's data reporting system and the NRS are uniform and compatible for measuring student's educational gains. According to Rule 6A-6.014, F.A.C., student progress will be measured by Literacy Completion Points (LCPs). The state term, Literacy Completion Point, is synonymous with the federal term Measurable Skill Gain (MSG). LCPs are required to be reported to show gains and progression in Educational Functioning Levels (EFLs) for NRS. LCPs and EFLs are two terms that are used in Florida when discussing student performance, accountability and adult education reporting.

State and federal reporting systems both identify a total of twelve Educational Functioning Levels in its accountability measures. Six levels encompass Adult Basic Education (ABE), which includes Adult Secondary Education. Adult Secondary Education (ASE) includes Adult High School (AHS) and General Education Development (GED®) Preparation courses. In ABE levels 1-4, each EFL and subsequent LCP span approximately a two-year grade level equivalent learning period. An additional six levels encompass English as a Second Language (ESL). Students'

educational gains through ABE levels 1-4 and ESL Levels 1-6 must be measured through standardized assessments as per Rule 6A.-6.014, F.A.C.

The Florida assessment policies and guidelines presented in this technical assessment paper are appropriate for state and federal reporting. Therefore, guidance and procedures regarding the selection and use of appropriate student assessment are included in this technical assistance paper. Additionally, the following important information for adult education programs is reviewed:

- Definition of key terms and acronyms
- Selection of appropriate assessments by student and program type
- Appropriate student placement into program and instructional level
- Verification of student learning gains, Educational Functioning Level and/or program completion
- Accommodations for students with disabilities and other special needs
- Assessment procedures for Distance Education
- Training for all staff who administer the standardized assessments

Overview of State and Federal Policy

Florida offers a variety of programs for adult students and all programs require accountability reporting within a specified timeframe or reporting window. The programs listed below are adult education programs adopted in Rule 6A-6.0571, F.A.C. Programs that are listed as WIOA eligible are included in NRS accountability measures.

Table 1: Adult General Education Programs

The table below lists the adult general education courses by funding source eligibility. NRS eligible and state funded courses that are required to pre- and post-test adult education students must use standardized assessments that are approved by the USDOE and FDOE.

Program Name	Program or Course Code	Classification of Instructional Program Code (CIP)	WIOA Eligible for NRS Reporting	State Funded Course
Adult Basic Education (ABE)	9900000	1532010200	Yes	Yes
Adult High School	9900010	1532010202	Yes	Yes
GED® Preparation	9900130	1532010207	Yes	Yes
GED® Preparation Integrated (GED®I)	9900136	1532010207	Yes	Yes
Adult English for Speakers of Other Languages (ESOL)	9900040	1532010300	Yes	Yes

English Literacy for Career and Technical Education (ELCATE)	9900050	1532010301	Yes	Yes
Adult High School (Co-Enrolled)	9900099	1532019900	No	Yes
Adult ESOL College and Career Readiness	9900051	1532010302	No	Yes
Adult ESOL Literacy Skills	9900300	1532010303	No	Yes
Applied Academics for Adult Education	S990001	1532010503	No	Yes

*Florida College System agencies should report enrollment in GED®I using course numbers GEX0100 to GEX0199.

Overview of State and Federal Assessment Policies

Adult Basic Education

- Adult Basic Education programs eligible for state and NRS reporting require assessments that are approved by USDOE and FDOE.
- All newly enrolled adult education students must be pre-tested using an approved assessment within the first 12 contact hours of instructional activity, except for adult high school and adult high school co-enrolled students.
- Programs should comply with test publishers’ recommended timeframes between pre-testing and post-testing.
- For NRS reporting, students who are tested in multiple skill or subject areas are included in the lowest educational functioning level initially reported.
- Programs should develop and maintain local written assessment procedures and test security policies that conform to FDOE policies.
- Programs must report assessment results in accordance with FDOE reporting time frames and procedures to ensure state compliance with WIOA and NRS reporting.

In addition to the general assessment policy statements above, the statements below are specific to the adult education program as listed.

Adult High School, Adult High School Co-Enrolled and GED® Preparation

- **Adult High School** students are not required to pre-test or post-test. Placement in ABE Level 5 or 6 is determined by the number of high school credits the student has earned in the traditional high school he/she previously attended or transcripts documenting the student has successfully completed the 8th grade and is eligible for promotion to the 9th grade. LCPs are based on completion of half a high school credit in an appropriate AHS course. For more information on Adult High School, please see the Adult High School TAP located at <http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml>.

- **Adult High School Co-Enrolled** students are those currently enrolled in a high school program as a K-12 student (have not withdrawn from K-12) and are simultaneously taking high school core credit courses in an adult high school program, per s. 1011.80, F.S. Appropriate documentation, as specified by the institution, shall be obtained prior to enrollment. Adult High School Co-enrolled is not an eligible federally funded (NRS) program and students are not subject to pre- or post-testing requirements and are exempt from the block tuition for adult general education programs. Educational functioning levels are also not required when reporting Co-Enrolled students.
- **GED® Preparation** students must be pre-tested within 12 contact hours of instructional activity to determine if the student is at an ABE Level 5 or higher. The student is not required to be post-tested. Completion is determined by earning the high school equivalency diploma.

When determining initial placement for GED® Preparation for social studies or science, placement should be based on the reading assessment. A student may be placed in the GED® Comprehensive course number if the student scores at or above a NRS ABE Level of 5 or higher on an eligible test subject area (Reading and/or Mathematics). Students should continue to receive instruction at their appropriate test score level to ensure success on the GED® series of tests.

Table 2: 2021-2022 Placement Policy

GED Subject Area	2021-2022 Placement Policy
Math	Student is testing at a NRS ABE Level of 5 or higher on an eligible math subtest
Reasoning Through Language Arts	Student is testing at a NRS ABE Level of 5 or higher on an eligible reading subtest
Science	Student is testing at a NRS ABE Level of 5 or higher on an eligible reading subtest
Social Studies	Student is testing at a NRS ABE Level of 5 or higher on an eligible reading subtest
GED Comprehensive	Student is testing at a NRS level of 5 or higher on an eligible reading or mathematics subtest
GED-I	Student is testing at a NRS level of 5 or higher on an eligible reading or mathematics subtest

Adult English for Speakers of Other Languages (ESOL)

- **Adult ESOL** students are required to test in reading and listening skill areas. Reading and listening scale scores are submitted to the FDOE in accordance with FDOE instructions for reporting. Section II details the placement for instruction and measurement of educational gains for ESOL students.

Applied Academics for Adult Education (AAAE)

- **AAAE** is a state fundable adult education program that is available to remediate adult career and technical education certificate students. In accordance with State Board of Education Rule 6A-10.040, F.A.C., Basic Skills Requirements for Postsecondary Career and Technical Certificate Education, adult students enrolled in clock hour certificate programs of 450 hours or greater must complete a basic skills assessment within the first six weeks after admission into the program (unless otherwise exempt).
- Students who do not meet the prescribed basic skills levels in mathematics, reading and language arts should be provided an opportunity to remediate and correct the deficiencies while remaining enrolled in the clock hour certificate program. AAAE may be used to remediate students who have tested at the equivalent of 9th grade and above but lack the required level of basic skills for completion of the CTE program.
- Students enrolled in AAAE are simultaneously enrolled in a clock hour certificate program and working toward meeting the prescribed basic skills level of their Career and Technical Education (CTE) program.
- AAAE students are post-tested based on publisher guidelines and upon demonstrating the CTE program's basic skills levels are exited from AAAE. AAAE is not an NRS-eligible program.

State and National Reporting System Requirements (NRS) and Accountability Issues

The implementation of state assessment policies and guidelines for assessment in adult education programs is imperative for uniform and comparative assessment results. FDOE state assessment policies are designed to place students in appropriate educational functioning levels, identify academic strengths and weaknesses, guide instruction, measure student learning gains, determine readiness for college and career programs and measure program effectiveness. To ensure accuracy and consistency, programs must use standardized assessments approved by the USDOE and FDOE that are valid, reliable, follow test security protocols and administer each testing session according to publishers' guidelines.

Programs may not use a standardized assessment or test for reporting that has not been approved by USDOE and FDOE. Publishers submit standardized assessments to the USDOE for review to be used by adult education programs. Once the list is released by USDOE, FDOE reviews and the assessment is submitted to the Florida State Board of Education for approval in accordance with Rule 6A-6.014, F.A.C.

Program Uses of Assessment

Programs use assessment for a variety of reasons. Two primary purposes are instruction and accountability reporting.

Educational assessment is used to determine the educational functioning level for a student for a given subject skill area, either when first enrolling in the program or after participating in the program for a specified period of instruction. Results identify instructional strengths and weaknesses in the respective skill areas.

For accountability purposes, pre-tests establish the student's lowest functioning level at the time of the initial assessment, while post-tests measure educational gains from scale scores and the completion of the program.

Assessment for Instruction

Assessment of student learning is an essential component of an adult education program. Administering assessments approved by the USDOE and FDOE in the classroom is beneficial to the program administrator, instructor and student. Instructors use assessment results obtained from assessment to:

- Accurately measure the initial educational functioning level and progress of students by using reliable and valid assessment measurements
- Diagnose the educational strengths and weaknesses of students accurately
- Measure the initial EFLs of students to place them in instructional levels
- Measure the learning gains of students as they progress through functioning levels
- Improve student retention by documenting improvement
- Assist students in setting educational and career goals

Assessment for Accountability

Assessments provide an opportunity to statistically measure the performance of adult education students and programs. The list of approved assessments used for reporting student assessment scores is found in Appendix D. The FDOE uses the results obtained from assessments to:

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

SECTION II: GENERAL ASSESSMENT REQUIREMENTS FOR ADULT EDUCATION

In this section, general information regarding reporting pre- and post-assessment results, defining new and continuous students and measuring student learning gains is presented for all adult education programs. In addition, specific information for the NRS is discussed.

COVID 19: Guidance on the Reporting of Initial Functioning Level for Newly Enrolled Adult Education Students

In response to the COVID-19 pandemic, the Department of Education issued Emergency Order 20-01, that waives Rule 6A-6.014 (4)(a)1, F.A.C., providing adult education programs the flexibility to enroll students in adult education without administering an approved NRS pre-test. The Division of Career and Adult Education provided guidance that agencies would have to use local discretion to provisionally assign an EFL for the purpose of placing new students in an NRS eligible adult education program and further advised that as soon as testing becomes available, agencies would need to pre-test students utilizing an approved NRS pre-test and adjust the initial provisional EFL placement based on the pre-test.

See additional guidance below on how to report a student's initial EFL when an NRS approved pre-test was not administered. The information that follows serves as a proxy reporting method in lieu of having an initial EFL based on an approved NRS pre-test. This also serves as a reminder on how to report a student's initial EFL when an approved NRS pre-test was administered.

COVID 19: Instructions for Reporting Initial EFL for Newly Enrolled Adult Education Students

Scenario 1: Based on a locally determined method, student is enrolled in Adult Basic Education

Initial EFL reported if student is unable to be pre-tested with an approved NRS assessment before the end of the term:	Report the student as ABE level 1.
Initial EFL reported when student can pre-tested using an approved NRS assessment before the end of the term:	If pre-test places the student into the ABE Program, update the provisionally assigned EFL based on the pre-test results. If pre-test placed them into GED® Prep, continue to report the student as an ABE Level 1 for the remainder of the term. In the next term, enroll the student in GED® and report the correct initial EFL based on the approved pre-test.

Scenario 2: Based on a locally determined method, student is enrolled in GED® Prep

Initial EFL reported if student is unable to be pre-tested with an approved NRS assessment before the end of the term:	Report the student as ABE Level 5.
Initial EFL reported if student can pre-tested using an approved NRS assessment before the end of the term:	If pre-test places the student into the GED® Program, update the provisionally assigned EFL based on the pre-test results. If pre-test places the student into the ABE program, continue to report the student as an ABE Level 5 for the remainder of the term. In the next term, enroll the student in ABE and report the correct initial EFL based on the approved pre-test.

Scenario 3: Based on a locally determined method, student is enrolled in ESOL or ELCATE

Initial EFL reported if student is unable to be pre-tested with an approved NRS assessment before the end of the term:	Report the student as ESL Level 1.
Initial EFL reported if student can pre-tested using an approved NRS assessment before the end of the term:	Update the provisionally assigned EFL based on the pre-test results.

Assessing Students for NRS Reporting

According to WIOA federal laws and NRS accountability guidelines, students enrolled in adult education courses or programs must be pre-tested during enrollment to determine placement for instruction and post-tested following instructional intervention to measure and report learning gains. Rule 6A-6.014, F.A.C., provides state guidelines for to pre- and post-testing adult education students.

Establishing the NRS Initial Educational Functioning Level Based on Assessment Scores

The USDOE and FDOE require that for each program year, programs establish an initial EFL for every adult education student for determining placement in NRS accountability. If programs provide instruction in more than one skill area, USDOE and FDOE require that students test in the skill area(s) most relevant to the students’ needs and to the program’s curriculum. Therefore, some students may have more than one initial EFL.

- Students enrolled in ABE (Levels 1-4) must test with a test designed for ABE and in one or more of the skill areas relevant to ABE students, such as mathematics, reading and language.
- For ABE students, if multiple skill areas are assessed and the student has different EFLs in different skill areas, for NRS reporting, the student would be tracked using the NRS level of the skill area with the lowest functioning level. For example, if a student scores at ABE Level 1 in reading and ABE Level 3 in mathematics, the student would be learning reading skills at level 1 and learning math skills at level 3. However, for NRS reporting, the student is in the ABE Level 1 cohort for NRS.
- FDOE requires that students who are enrolled in adult ESOL to test with an assessment designed for adult ESOL. Students are tested in two skill areas: reading and listening. Beginning in 2020-2021, the EFL reported may be based on both of the skill areas.

General Pre-test Guidelines

All program assessments must meet the following Workforce Innovation and Opportunity Act (WIOA) federal laws and includes NRS and state guidance for accountability in accordance with Rule 6A-10.0381, F.A.C, Rule 6A-1.0014, F.A.C. and s. 1008.31, F.S., (<https://nrsweb.org/policy-data/nrs-ta-guide>). This section summarizes these guidelines according to each adult education program area.

- All students (100 percent) must be pre-tested within the first 12 hours of instruction.
- Student assessment scores should be recorded in the local management information system (MIS) immediately following every assessment event. Assessment scores are reported to FDOE during survey windows.
- Programs should follow the state guidelines for out-of-range scores.
- In addition to the general guidelines, programs eligible for NRS reporting should follow the guidelines for new and continuous enrollment.

Post-testing Guidelines

The statewide target for post-testing is for programs to post-test a minimum of 70 percent of all eligible students according to the timeframe(s) specified by the test publisher. Ensure that the time for administering the post-test is long enough after the pre-test to allow the test to measure educational functioning level gains according to the test publisher's guidelines.

New and Continuous Enrollment Students

According to WIOA federal laws on accountability and reporting, and in accordance with Rule 6A-10.0381, F.A.C., Rule 6A-1.0014, F.A.C., and s. 1008.31, F.S., FDOE provides memorandums, technical assistance papers and accountability trainings to adult education administrators and data staff. This section provides a summary of policies by adult education program area.

Guidelines for determining the initial EFL for a new student and measuring the learning gains of a continuous student are located at <http://fldoe.org/academics/career-adult-edu/memorums/> and on <http://www.fldoe.org/academics/career-adult-edu/professional-dev.stml>. In addition, Appendix A provides links to these documents.

Below are the general definitions for new and continuous students followed by specific guidelines for adult basic education students and ESOL students.

New Enrollment Students are defined as:

- Students not previously enrolled in any Adult Education program in an agency, district, or college.
- Students previously enrolled in an Adult Education program in an agency, district, or college, but not enrolled in any term in either current reporting year or in the prior reporting year.
- Students previously or currently enrolled at another agency, district, or college, but have not enrolled in an Adult Education program at your agency, district, or college.

Continuous Enrollment Students are defined as:

- Students who have previously enrolled in your agency, district, or college in another term in either the same reporting year, or in the previous reporting year.

Enrollment Procedures for ABE or GED® Preparation

Enrollment Procedures for New Students

- The initial placement EFL is based on the student's pre-test score.
- Students may have multiple EFLs if more than one subject area is tested.
- LCPs are calculated based on the test score of the same skill area used for the initial EFL.
- Students completing an EFL gain based on post-testing scores are placed and reported in the next higher EFL in the next reporting term. It is possible for a student to complete more than one EFL in the reporting term.
- Students who do not complete an EFL or score into a lower EFL should continue to be reported in the same EFL in the next reporting term.
- Students testing out of the program should be exited from the course based on the test date.
 - ABE students who post-test and score above an NRS levels 5 or 6, should have an exit date that reflects the qualifying test score date.
 - GED® Preparation students who pass the GED® should have an exit date which reflects the diploma date.
 - The EFL and LCP learning gain date must occur within seven days of course exit date. If the LCP was earned more than seven days after course exit date, it should be reported with the next term's enrollment.

Continuous Enrollment Procedures

- Students should be placed based on the most recent EFL.

- LCPs are calculated based on the test scores in the same skill area used for the initial EFL placement.
- Students who make a learning gain and are awarded an LCP and an EFL are reported in the higher EFL in the next reporting term.

Enrollment Procedures for ESOL and ELCATE

Enrollment Procedures for New Students

- After determining the student is literate in the native language, pre-test the student in both reading and listening.
- If the student obtains a valid score on both reading and listening subtests, the initial EFL is based on the lower skill area of either reading or listening.
- If the student obtains valid scores of identical numerical values on both reading and listening subtests, and the scores are in the same functioning level, the agency should use a local written policy to place the student in the initial EFL.
- If the student obtains an invalid score on both of the subtests (below a 153 on reading or 169 on listening) enroll the student in ESOL Level 1 Functioning Level. The program may choose which of the two skill areas to use for placing the student, reporting the initial EFL and measuring future learning gains. Note: This is the only situation in which an out-of-range score may be used for placement or reporting learning gains.

Enrollment Procedures for Continuous Students

- Students who make a learning gain and are awarded an LCP and an EFL are reported in the higher EFL in the next reporting term.
- Students who do not complete an EFL or score into a lower EFL should continue to be reported in the same EFL in the next reporting term.
- The EFL completion must occur within seven days of course exit date. If the LCP was earned more than seven days after course exit date, it should be reported with the next term's enrollment.

Table 3: Examples of New or Continuous Student Enrollment

STUDENT	ENROLLMENT REPORTED 2019-2020	ENROLLMENT REPORTED 2020-2021	NEW OR CONTINUOUS 2021-2022
A	NO	NO	NEW
B	YES	NO	NEW
C	NO	YES	CONTINUOUS
D	YES	YES	CONTINUOUS

Post-testing Guidelines

The statewide target for post-testing is for programs to post-test a minimum of 70 percent of all eligible students according to the timeframe(s) specified by the test publisher. Ensure that the time for administering the post-test is long enough after the pre-test to allow the test to measure educational functioning level gains according to the test publisher's guidelines.

Use of Test Scores from Previous Instructional Periods

Continuous students' post-test scores from the previous year, term, or semester may be used for re-enrollment purposes. Gaps in program attendance are likely to affect the student's EFL. FDOE recommends that programs follow publisher guidelines found below for length of time a post-test score is valid. For assessments where the publisher does not specify a time period an assessment may be used for placement and reporting, local agencies should use local policies and procedures to establish a specified time frame.

For TABE and TABE CLAS-E, a best practice is to retest the student for re-enrollment, transfer, or instructional placement if the student has been out of school for more than one year.

For BEST, post-test scores are valid for a limited time within the program year. If there is a significant gap in attendance (e.g., for longer than one month) due to student absence, or a break in the instructional program, the student should be retested.

For CASAS, post-test scores of continuing students obtained at the end of a reporting year may serve as a pre-test for the next reporting year. Programs may wish to retest these students if the interim is more than four months and there is reason to believe that during the student's absence a significant learning intervention occurred that may invalidate the student's previous assessment results. Similarly, programs may wish to retest stop-out students who have been away from the program for more than four months.

FDOE requires local programs to establish a local written policy addressing previous post-test scores and their use for students re-enrolling or transferring into their adult education programs.

A student's educational gain is determined by comparing the student's pre-test or previous test with the post-test. Alternate forms of the same test must be used for pre- and post-testing.

It is important to note that if a student is not post-tested, the EFL, academic strengths and weaknesses and level completion cannot be determined. Program administrators and instructors should create a system that tracks instructional hours and alerts for post-testing.

Summary Table of all State Approved Assessments

FDOE and NRS requirements and the publisher's pre-test and post-test policies, are summarized in tables on the next pages. Included in the summary are TABE, BEST, CASAS and TABE CLAS-E.

Each section of table includes the name of the state-approved assessment, appropriate course and content areas, EFL and publisher's guidelines for administering the assessment. Information about the publisher's testing forms and levels and a link to the curriculum frameworks is also provided.

Table 4a: State and NRS Approved Assessments and Publisher’s Pre-test and Post-test Policies

The table provides an overview of approved assessments that have been approved for state and NRS reporting. Please see Appendix D for a list of approved versions and test forms.

Name of Test	Programs	Publisher’s Pre and Post-Test Guidelines	Test Forms/Notes
Basic English Skills Test (BEST) Literacy	ESOL ELCATE	<ul style="list-style-type: none"> • Pre-test within first 12 contact hours of instructional activity. • Post-test after 80-100 hours of instruction; minimum of 60 hours of instruction. • Less than 80 hours of instruction must be approved by site administrator or designee. • Must not administer same form for both pre-test and post-test. • Post-test may be used as the new pre-test for the next phase of instruction. • If there is a gap in attendance (e.g., for one month or longer), the student should be retested. • BEST Literacy does not use a locator. 	<p>Limited to Levels 1-5</p> <p>Forms B, C and D are approved for use on paper.</p>
BEST Plus 2.0	ESOL ELCATE	<ul style="list-style-type: none"> • Pre-test within first 12 contact hours of instructional activity. • Post-test after 80-100 hours of instruction; minimum of 60 hours of instruction. • Less than 80 hours of instruction must be approved by site administrator or designee. • Post-test may be used as the new pre-test for the next phase of instruction. If there is a gap in attendance (e.g., for one month or longer), the student should be retested. • BEST Plus does not use a locator. 	<p>Forms D, E and F are approved for use on paper and through the computer-adaptive delivery format.</p>

Name of Test	Programs	Publisher's Pre and Post-Test Guidelines	Test Forms/Notes
Comprehensive Adult Student Assessment System (CASAS)	ABE (Reading and Math only) ESOL ELCATE	<ul style="list-style-type: none"> • Pre-test within first 12 contact hours of instructional activity. • Students in Adult ESOL and ELCATE must be pre-tested and post-tested in reading and listening. • ABE students can be pre-tested and post-tested using CASAS for reading and math. • Initial EFL is based on the lowest skill area. • Pre-test and post-test must be in the same skill area. • Must not administer same form for both pre-test and post-test. • Post-test after 70-100 hours of instruction; exceptions to testing at less than 70 hours of instruction must be approved by the local program director. • Post-test may be used as the new pre-test for the next phase of instruction. Programs may wish to retest if student has been away from the program for more than four months. • Compare the pre-test score to the post-test score to determine learning gains for NRS reporting purposes. 	ABE: GOALS Math forms 913/914 and 917/918; GOALS Reading forms 901/902, 903/904, 905/906 and 907/908. ESOL and ELCATE: Life and Work Listening forms 981L/982L, 983L/984L and 985L/986L; Life and Work Reading forms 27/28, 81/82, 81X/82X, 83/84, 85/86, 185/186 and 187/188. All tests and forms are approved for use on paper and computer.
Tests of Adult Basic Education (TABE)	ABE GED AAAE	<ul style="list-style-type: none"> • Pre-test within the first twelve (12) contact hours. • TABE 11&12 Locator required for initial testing. • Pre-tested on TABE 11&12 for EFL. • Post-testing ABE: 50 to 60 hours of instruction is recommended when testing with an alternate (different) form (i.e., 11M to 12M) for students that test into NRS Levels 1-4 (ABE). • If using the same level, same form (i.e., 11D to 11D). • 60-80 hours of instruction before post-testing is permissible for post-testing by the publisher. • Permission and written documentation from local program director are required if post-testing less than recommended hours of instruction. • Post-test must be in the same skill area as the pre-test. • Continuous students' post-test scores from the previous year, term, or semester may be used for re-enrollment purposes. 	Forms 11 and 12 are approved for use on paper and through a computer-based delivery format.

Name of Test	Programs	Publisher's Pre and Post-Test Guidelines	Test Forms/Notes
		<ul style="list-style-type: none"> • Follow state and publisher's guidelines to establish local policy when using a student's post-test score for re-enrollment. • GED® Preparation: TABE post-testing is not required above ABE Levels 5-6. 	
Tests of Adult Basic Education Complete Language Assessment System – English (TABE CLAS-E)	ESOL ELCATE	<ul style="list-style-type: none"> • Pre-test within the first twelve (12) contact hours of instructional activity. • Students in Adult ESOL and ELCATE must be pre-tested and post-tested in reading and listening. • Initial EFL is based on the lowest skill area. • 50-60 hours of instruction is recommended when testing with an alternate form (i.e., A1 to B1), with minimum of 40 hours of instruction. • 60-80 hours of instruction is recommended when testing with the same form (i.e., A3 to A3). • Post-testing at less than 50 hours of instruction must be approved by local program director. • Post-test must be in the same skill area as the pre-test. • Continuous students' post-test scores from the previous year, term, or semester may be used for re-enrollment purposes. • Compare the pre-test score to the post-test score to determine learning gains for NRS reporting purposes. • Follow state and publisher's guidelines to establish local policy when using a student's post-test score for re-enrollment. 	Forms A and B are approved for use on paper.

State Remote Testing Policies

The Division of Career and Adult Education (DCAE) of the Florida Department of Education provides this guidance to local programs on the state's policies regarding the remote testing of adult education students. Agencies may use remote testing for distance learning participants where a test publisher has procedures in place to allow virtual proctoring. The option to administer an NRS approved test remotely is not limited to the pandemic.

Expanding Testing Exemptions

Local programs unable to administer an NRS-approved test to a distance learning participant due to the widespread effect of the COVID-19 pandemic may exempt that student from testing. Local programs that exempt participants from NRS tests should put procedures in place to identify students who were not tested due to an inability to conduct testing, so that the impact of COVID-19 outbreak can be appropriately tracked.

Local programs must administer NRS-approved pre-tests as soon as feasible. A participant cannot achieve an educational functioning level gain without an NRS pre and post-test.

Administering Remote Testing

Local programs may implement remote test proctoring using the assessments identified in this policy, in accordance with the test publisher's procedures for remote testing.

Test Administration

- Agencies must maintain a specific test security policy that describes the proper handling and use of test materials to ensure that test materials are not compromised.
- The proctor must check that the technology and environment requirements are met, and the test takers are prepared for the testing process before testing begins.
- Proctors must actively monitor, by watching the test taker throughout the entire test checking for:
 - Actions that may indicate the test taker is cheating (e.g., eyes looking at something off screen, hands doing something out of view, etc.)
 - Technical problems that arise (e.g., frozen computer, slow internet, etc.). You should end the test if there are signs of cheating or if any technical issues arise that cannot be quickly resolved.
- Testing personnel must follow all test administration directions as directed in the remote testing instructional document and test administration manual.
- Scores obtained by remote testing, for pre-test or post-test, may be used for NRS reporting purposes.

Table 4b: State Remote Testing Policies

Assessment	Technical Requirements	Training Requirements	Test Security	Student Identification
<p>Center for Applied Linguistics (CAL)</p> <p>BEST Plus 2.0</p> <p>Website: http://www.cal.org/aea/bp/</p> <p>Virtual Test Administration Guidance Document: http://www.cal.org/aea/pdfs/BEST_Plus_2_Virtual_Test_Administration_Guidance.pdf</p>	<ul style="list-style-type: none"> Both test administrators and students must use a video-enabled device. The video call or conferencing platform selected should be easy for the student to access and use Computer version: test administrators should use two devices, one to display the video-based connection with the student and a second to run the BEST Plus 2.0 software Print version: both the test administrator and the student should use a device for the video-based connection 	<ul style="list-style-type: none"> Only trained BEST Plus 2.0 test administrators should administer the test remotely All BEST Plus 2.0 test administrators are required to attend a six-contact hour training workshop conducted by a certified BEST Plus 2.0 trainer before they may begin testing 	<ul style="list-style-type: none"> To maintain test security, require both the test administrator and student to complete the test in a private location away from others Ensure that links to video conferencing sessions are sent privately to students and not posted or shared with others. Do not video or audio record the test session Implements a process for identifying testing irregularities 	<ul style="list-style-type: none"> Remote administration of BEST Plus 2.0 should be conducted using a video conferencing program which allows the test administrator to identify the student using local procedures

Assessment	Technical Requirements	Training Requirements	Test Security	Student Identification
<p>Comprehensive Student Adult Assessment System (CASAS)</p> <ul style="list-style-type: none"> • GOALS Reading and Math Series for ABE • Life and Work Reading and Listening Series for ESOL <p>Website: www.casas.org Tel: (800) 255-1036</p> <p>Remote Testing Guidelines: https://www.casas.org/product-overviews/remote-testing</p>	<ul style="list-style-type: none"> • Refer to CASAS Remote Testing Guidelines at for technical requirements. • Webcam or attached video camera • Microphone and speakers • Headphones are not allowed • Video conferencing client application installed 	<ul style="list-style-type: none"> • Proctors must be certified as eTest proctors and sign a Proctor Remote Testing Agreement • Agencies must ensure that remote testing protocols are followed 	<ul style="list-style-type: none"> • Agencies must sign the Agency Remote Testing Agreement • Computer used by proctor must be registered with CASAS • Testing personnel must follow directions in CASAS Remote Testing Guidelines document and the Test Administration Manual • Implements a process for identifying testing irregularities 	<ul style="list-style-type: none"> • Test taker identification must be verified by proctor at the start of each assessment session • Refer to agency guidelines for acceptable forms of identification • Refer to CASAS Remote Testing Guidelines for steps to verify test taker's ID

Assessment	Technical Requirements	Training Requirements	Test Security	Student Identification
<p>Data Recognition Corporation (DRC)</p> <p>TABE 11&12 TABE CLAS-E</p> <p>Website: https://tabetest.com/</p> <p>Remote Testing Instructions: http://tabetest.com/PDFs/TABE_Remote_Proctoring_Guidance.pdf</p>	<ul style="list-style-type: none"> • Test administrators must use a supported web conferencing platform and be familiar with the use of the platform • See remote testing guide for minimum web browser requirements • Remote proctoring for TABE facilitated through web conferencing systems will be temporary, with no official end date in place • Long term, a remote proctoring option will be available through a 3rd party vendor 	<ul style="list-style-type: none"> • All proctors must be certified test administrators • Test administrators must have a user account in the DRC INSIGHT Portal to create test sessions and manage students • Test administrator must be trained and familiar with using TABE Online 	<ul style="list-style-type: none"> • All tests and test materials must be kept secure • All tests must be proctored • A limit of five (5) students to each Web Conferencing Session • Ensure the test was taken during the scheduled, or expected, time frame • See remote testing guide to invalidate a test • Implements a process for identifying testing irregularities 	<ul style="list-style-type: none"> • Test administrator must identify the student using local procedures • See the Student Login Credentials in the remote testing guide to generate Test Tickets to share with each student in their individual private room during the web meeting

Assessment	Technical Requirements	Training Requirements	Test Security	Student Identification
<p>GED Testing Service GED</p> <p>Website: https://ged.com/</p> <p>GEDTS is conducting an online proctored GED test pilot program using OnVUE: https://ged.com/in-session/testing-update-online-proctoring_may2020/</p> <p>Florida will be participating in Phase 2 of the pilot expected to begin sometime in June - exact date is not known. Pilot is expected to end by August 1. At that time GEDTS and the Florida Department of Education will evaluate the outcome of the pilot to determine possible future use in Florida.</p> <p>Participation by testing candidates will be by invitation only.</p>	<ul style="list-style-type: none"> Requires test candidate use a laptop or computer with a camera/microphone and stable internet connection Requires a closed, private/quiet room <p>Full System Check: https://service.proctorcam.com/system_tests/launch_test?app_locale=en_US&session_id=2655964&template_name=onvue_system_test#top</p>	<ul style="list-style-type: none"> Proctors are employed, trained and certified by OnVUE. 	<ul style="list-style-type: none"> Room must be closed and occupied only by testing candidate Candidates are monitored live by a VUE-certified proctor via webcam and microphone during the exam Exams are terminated immediately if prohibited behavior is detected Testing sessions are recorded for future review 	<ul style="list-style-type: none"> OnVUE check-in uses ID authentication protocols using artificial intelligence and a live greeter when necessary Requires photographs of test candidate, ID and surroundings Valid government-issued ID required

<p>Invitations will be sent via email and on the individual's dashboard at https://ged.com. Testers will be required to score in the green range -likely to pass on the GED Ready.</p> <p>Pilot will NOT include underage (ages 16- and 17- year old testers), Spanish, or accommodated testing</p>				
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Communicating Post-test Results

Programs should establish a written policy that states who will be responsible and when the post-testing counseling event with the student occurs. The counseling session is a valuable practice to establish communication regarding the student's educational goals, strengths, areas for improvement and establish a timeframe for student's progression to the next learning gain. The student should understand his or her assessment results using scaled scores.

TABE Scale Scores

The scale score (SS) is the most informative score and should be recorded for every test taker because programs report using scale scores. Regarding assessment, the purpose of the SS is to provide an equal-interval interpretation of a score that can be comparable across all levels and tests within a skill area. For example, a student's reading scale score on TABE Form 11 could be used to predict performance on the reading SS using the TABE Form 12 test.

The scale score measures educational gain over a phase of instruction. This benefits the student in two ways: grade equivalent scores can be discouraging and scale scores measure smaller increments of academic progress during an instructional phase.

Out-of-Range Scores

The publishers for TABE, BEST, CASAS and TABE CLAS-E provide guidance regarding out-of-range scores. This section will provide an overview of the publisher's information.

TABE and TABE CLAS-E Initial Assessment

Data Recognition Corporation, the publisher of TABE 11&12 and TABE CLAS-E, recommends using the locator to determine which pre-test to administer to reduce the number of out-of-range scores. If a student scores greater than two grade levels above or below the content range of the test administered, the score is an out-of-range score. Programs should follow the recommendations of Data Recognition Corporation for TABE and TABE CLAS-E regarding the timing of the second administration of the test following an initial or post-test out-of-range situation.

The purpose of the TABE and TABE CLAS-E locator test is to provide test administrators a recommended testing level to administer to the student. If a student scores greater than two grade levels above or below the content range of the TABE test administered, programs must re-test the student using a different level and form. The retest should occur immediately or as soon as possible because the primary purpose of assessment is to place the student according to their academic needs and strengths.

If the student tests out-of-range with a different level of the test, the student should not be tested more than two times. For initial placement, the lower of the two scores should be used for reporting. The teacher should closely monitor the student using the instructional formative assessments to determine if the appropriate post-test to administer is the same or one level higher or lower.

BEST and CASAS Initial Assessment

Scores below the accurate range are not usable for placement and reporting. Programs should administer a test at the next less difficult level to determine a more accurate scale score estimate. Scores above the accurate range are also not usable for placement and reporting. Programs should administer a test at the next more difficult level to determine a more accurate scale score estimate.

TABE, TABE CLAS-E, BEST and CASAS Continuous Post-Test Assessment

FDOE policy is that continuous students that receive an out-of-range score may be retested one more time. They may also continue to receive instruction until they complete the number of publisher-recommended hours between pre-test and post-test. Teachers should use formative assessments and observations to determine whether the appropriate post-testing level is the same or one level higher.

Report all test administrations and proceed with publisher-recommended hours of instruction, formative assessments and teacher observation for appropriate level of post-testing.

SECTION III: ACCOUNTABILITY AND DATA REPORTING

All adult general education programs are required to report intake demographic data at a student's time of enrollment in accordance with Rule 6A-10.0381, F.A.C. Additional information that is reported includes: pre-test scores, post-test scores, instructional hours and program completions.

The state collects and analyzes data reported by adult general education programs. Data collected during the survey reporting periods allows FDOE and local programs to view annual performance and trends. Data that is reported to FDOE from an eligible program is used to generate an annual federal report to USDOE for the National Reporting System, while program data is used to provide a quantitative picture to other stakeholders.

SECTION IV: NRS TEST BENCHMARKS FOR ADULT EDUCATIONAL FUNCTIONING LEVELS

Reporting academic achievement is a requirement under WIOA, Rule 6A-10.0381(16), F.A.C. and NRS guidelines. There are multiple reasons why scale scores are used when reporting adult education student's academic information. Most data reporting systems used by school districts use scale scores when communicating and reporting results of assessments. Additionally, according to the state's Workforce Development Information System (WDIS) Handbook, scale scores must be reported to the state's reporting system. The WDIS Handbook is found at <http://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/1718-WDIS/>.

Scale scores linked to basic skill competencies provide more meaningful information than grade equivalents, which can carry a negative connotation for the adult education participants. Scale scores may aid interpretation by indicating how a given score compares to those of other test takers, by enhancing the comparability of scores obtained using different forms of a test or in other ways.

Scale scores also enhance comparability across different test forms of the same test. Scaling may be used to place scores from different levels of an achievement test on a continuous scale and thereby facilitate inferences about growth or development (*Standards for Educational and Psychological Testing*, American Educational Research Association (AERA), American Psychological Association, (APA) and National Council on Measurement in Education (NCME), 2014).

NRS Test Benchmarks for ABE and ESOL Educational Functioning Levels

The following table shows the test benchmarks in scale scores for each of the twelve NRS levels for students in ABE and ESL Programs. Level completion and LCP is determined when the scale score exceeds the highest end of an EFL range.

Table 5: ABE Educational Functioning Levels

Subject	EFL Levels	FDOE LCP	TABE 11&12	CASAS
Math	ABE Level 1	A	300-448	178-193
	ABE Level 2	B	449-495	194-203
	ABE Level 3	C	496-536	204-214
	ABE Level 4	D	537-595	215-225
Reading	ABE Level 1	E	300-441	165-203
	ABE Level 2	F	442-500	204-216
	ABE Level 3	G	501-535	217-227
	ABE Level 4	H	536-575	228-238
Language Arts	ABE Level 1	J	300-457	N/A
	ABE Level 2	K	458-510	N/A
	ABE Level 3	M	511-546	N/A
	ABE Level 4	N	547-583	N/A

See Appendix R for school district reporting codes for Scale Scores at <http://www.fldoe.org/core/fileparse.php/18765/urlt/1920-AppendixR.pdf>.

See Appendix A for Florida College System reporting codes for Scales Scores at <http://www.fldoe.org/core/fileparse.php/15267/urlt/1920DataDictionarySDB.pdf>, page 357.

Table 6: GED Educational Functioning Levels

Subject	EFL Levels	TABE 11&12	CASAS GOALS
Math	ABE Level 5	596-656	226-235
	ABE Level 6	657-800	236-249
Reading	ABE Level 5	576-616	239-248
	ABE Level 6	617-800	249-262
Language Arts	ABE Level 5	584-630	N/A
	ABE Level 6	631-800	N/A

See Appendix R for Scale Scores at <http://www.fldoe.org/core/fileparse.php/18765/urlt/1920-AppendixR.pdf>.

See Appendix A for Florida College System reporting codes for Scales Scores at <http://www.fldoe.org/core/fileparse.php/15267/urlt/1920DataDictionarySDB.pdf>, page 357.

Table 7: ESOL Educational Functioning Level

EFL Levels	FDOE LCP Reading	FDOE LCP Listening	BEST		CASAS Life and Work Series			TABE CLAS-E	
			BEST Plus 2.0	BEST Literacy	Reading 27R/28R	Reading 80R	Listening 980L	Reading A & B	Listening A & B
ESL Level 1	M	G	88-361	0-20	153-180	170-180	169-180	250-392	230-389
ESL Level 2	N	H	362-427	21-52	N/A	181-190	181-189	393-436	390-437
ESL Level 3	P	I	428-452	53-63	N/A	191-200	190-199	437-476	438-468
ESL Level 4	R	J	453-484	64-67	N/A	201-210	200-209	477-508	469-514
ESL Level 5	S	K	485-524	68-75	N/A	211-220	210-218	509-557	515-549
ESL Level 6	T	L	525-564	76-78	N/A	221-235	219-227	558-588	550-607

Table 8: ELCATE Educational Functioning Levels

EFL Levels	FDOE LCP Reading	FDOE LCP Listening	BEST		CASAS Life and Work Series		TABE CLAS-E	
			BEST Plus 2.0	BEST Literacy	Reading 80R	Listening 980L	Reading A & B	Listening A & B
ESL Level 5	S	K	485-524	68-75	211-220	210-218	509-557	515-549
ESL Level 6	T	L	525-564	76-78	221-235	219-227	558-588	550-607

Publisher Guidelines on Use of Test Scores from Previous Instructional Periods

Post-test scores may be used for re-enrollment purposes. The FDOE recommends that programs follow publisher guidelines for length of time a post-test score is valid for re-enrollment or placement.

CASAS

According to CASAS policy post-test scores of continuing students obtained at the end of a reporting year may serve as a pre-test for the next reporting year. Programs may wish to retest these students if the time between the end of the previous reporting year to the time they enroll in the next reporting year if the interim is more than four months and there is reason to believe that during the student’s absence a significant learning intervention occurred that may invalidate the student’s previous assessment results.

Data Recognition Corporation, TABE and TABE CLAS-E

Data Recognition Corporation (DRC) does not publish an expiration or valid date for scores. Therefore, local programs are encouraged to have a written policy regarding the length of time a student's score will be accepted from re-enrollment or school-to-school transfers for enrollment. A best practice is retesting after approximately one year because of the ongoing and continuous nature of instructional activities in an adult education program. For more information visit the DRC's website at <http://www.datarecognitioncorp.com>.

SECTION V: REPORTING ASSESSMENT SCORES FOR STATE AND FEDERAL REPORTING

Programs report demographic and assessment data to FDOE for a variety of reasons at the local, state and federal levels. The state's data collection is designed so that programs have the ease of one system and knowledge that what is being reported can also being compiled for the NRS report.

Several recorded training modules have been created for access. Programs and new staff members are encouraged to view these modules for an understanding of state and federal reporting. These training modules are located at:

<http://www.fldoe.org/academics/career-adult-edu/professional-dev.stml>.

Recording Test Data

Testing data should be entered into the local program's management information system upon student completion of the test. It is strongly recommended that the data be entered no later than when the student completes the initial 12 contact hours of instructional activity. Likewise, learning gains resulting from post-testing should be entered into the program database upon student completion of the post-test.

Policies on Student Placement Based on Test Series

For new ABE students (not continuously enrolled), the student will pre-test to establish an initial educational functioning level with approved assessments, TABE 11&12 or CASAS. The student will post-test with the same test series to determine learning gains and so a pre-test and a post-test must be on the same test series to report learning gains. If the student is tested with the same test series, the educational functioning level can only be equal to or higher than previously reported as long as they are continuously enrolled.

If a student changes test series, a new EFL is reported for the student and this EFL can be lower or higher than the previously reported EFL based on the test series. If the new higher EFL places the student out of the program, the student should be exited from the course and enrolled in the appropriate higher-level program.

Data Checks and Quality Control Procedures

Frequent checks of a program's data submissions for quality will save administrators valuable time in the long run. It is easier to control the quality and catch the data problem early than to correct months of incorrect data submissions.

FDOE recommends local programs put in place data quality control procedures to address the following:

- Student scores are entered immediately after testing
- Data integrity checks
- System logic to prevent inappropriate assessments being entered
- Incorrect score gains
- Data verification procedures
- Records of trained test administrators (required)
- Orientation to tests for students

SECTION VI: FDOE REQUIREMENTS TO MAINTAIN ASSESSMENT INTEGRITY

Training Program Staff Involved in NRS Reporting Activities

FDOE provides face-to-face and webinar trainings for teachers and other program staff involved in gathering, analyzing, compiling and reporting data for NRS purposes annually. The training schedule will be listed at <http://www.floridaipdae.org>. These trainings may include the following topics:

- Using Data Reports for Program Improvement
- Validating Adult Education Data Submissions
- NRS policy, accountability policies and data collection process

Maintenance of Test Security

Rule 6A-10.042, F.A.C., includes Florida's requirements for maintenance of test security. For more information, refer to Appendix E. Additionally, all test administrators must follow the security protocol that is outlined by test publishers.

Section 1008.24, F.S., states that violations of test security guidelines are a first-degree misdemeanor punishable by a fine of up to \$1,000, up to a year in jail and may result in the loss of teaching certificate. Any suspected violations of test security must be reported to the local assessment director's office and the FDOE, Adult Education office. The FDOE will advise the test publisher of the incident.

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

Use of Test Administration Manuals

The publishers of TABE, BEST, CASAS and TABE CLAS-E require local programs to follow the test administration guidelines in each Test Administration Manual (TAM) to ensure a fair and consistent testing environment. Section 1008.24(1), F.S., also stresses the importance of following the publisher's TAM for each test administration, a test administration and security protocol and the consequences if not followed. All local programs should maintain copies of TAMs on site for all assessments used with the program. TAMs provide quality control guidelines to ensure proper test use, administration, scoring and interpretation of results.

Local Program Assessment Procedures Manual

All programs are recommended to establish assessment procedures manual(s) for TABE, BEST, CASAS and TABE CLAS-E to ensure that all program staff are aware of FDOE policies and adhere to the program's assessment procedures. Any procedures developed by the local program must be in alignment with FDOE assessment policies.

The assessment procedures should include at a minimum:

- A statement that all students enrolled, except adult high school students and co-enrolled students, must be pre-tested with a state-approved assessment within the first 12 contact hours of instructional activity.
- A statement about length of time post-test scores are used for re-enrollment.
- A procedure that will ensure that only those individuals who have successfully completed a test administrator training will administer tests to students.
- A statement on how pre-test scores will be used to establish the student's initial functioning level.
- A statement on how post-test scores will be used to measure the student's progress from one level to another and to report learning gains.
- A copy of the EFL table from the NRS with the scale scores of each test for reference when placing students and reporting any gains.
- A statement on the number of hours of instruction that students must participate in between pre-test and post-test.
- A statement that persons who administer state-approved assessments must adhere to the test publisher's guidelines.
- A procedure for recording testing data in a timely manner.
- Process and procedures to verify that correct procedures have been followed (see previous section, on areas to be addressed).
- A procedure on the steps the local adult education program director will take to review and verify the accuracy of data reports generated by the program prior to being submitted to the state.
- A procedure for documenting and reporting of test security compromise incidents and loss of testing materials to FDOE.
- A procedure for destroying damaged or obsolete test materials.
- A statement on retest policy for out-of-range scores.

SECTION VII: ACCOMODATIONS FOR ADULT EDUCATION STUDENTS WITH DISABILITIES AND OTHER SPECIAL NEEDS

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

Procedures to Identify Adult Education Students with Disabilities

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

Adult education programs should provide ongoing counseling to all adult general education students with disabilities, as part of a system that promotes open communication of available services, including providing contacts to service agencies. It is also important to encourage students who may require accommodations to obtain the type of assistance that will aid in academic success.

Once students self-identify their disability, documentation of the disability is essential to obtain for the staff to provide optimal advising. Documentation may include a variety of records, including a diagnostic assessment by a licensed medical professional (e.g., psychologist, psychiatrist and neurologist), other relevant records that confirm the diagnosis, a diagnostic evaluation by the Division of Vocational Rehabilitation, or records from the Division of Blind Services. It is recommended that staff work closely with students with disabilities to develop current education plans and monitor their progress, interests and abilities, see the [Rehabilitation Act of 1973, Section 504 and 34 C.F.R. Part 104](#).

Approved Assessments for Adult Education Students with Disabilities

The following state-approved tests may be used in accordance with Rule 6A-6.014, F.A.C., General Requirements for Adult Education Program:

- Tests of Adult Basic Education (TABE) 11&12
- Comprehensive Adult Education Student System
- Tests for Adult Basic Education, Complete Language Assessment System – English

Alternative Assessments for Students with Disabilities

Rule 6A-6.014, F.A.C., states that if an adult student has a documented disability and the assessments identified in Rule 6A-6.014, F.A.C., with accommodations are not an accurate measure of the student's ability, one of the following tests may be used for diagnostic purposes

but is not approved as a pre-test or post-test in an adult general education program: (not for NRS reporting):

1. Brigance Employability Skills
2. Brigance Life Skills
3. Comprehensive Test of Adaptive Behaviors (CTAB)
4. Kaufman Functional Adult Student Assessment System Test (K-FAST)

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

Procedures to Administer Assessments to Students with Disabilities

Accommodations during the assessment process must provide a framework that allows the student with a disability to demonstrate the skills and knowledge that the test is designed to measure. Upon receiving a request for specific types of accommodations from a student with a documented disability, the program should give due consideration to the accommodations requested by the student. Many test accommodations are based on those used by the student during instruction. All accommodations should be documented in the student's career plan, 504 Plan, or other educational plan.

Records Retention on Adult Education Students with Disabilities

Appropriate types of documentation should be kept by local adult educational programs for students with disabilities who require accommodations. Documentation for specific testing accommodations must be maintained in the student's confidential records and be discussed only to individuals with authorization (Family Educational Rights and Privacy Act).

Accommodations Allowed During Assessments for Students with Disabilities

In addition to the state policies previously described, the following is a brief description of Florida's approved assessments and general information on the publisher's permissible accommodations for BEST, CASAS, TABE CLAS-E and TABE for students with disabilities.

BEST Literacy

The Center for Applied Linguistics (CAL) provides a range of research-based information, tools and resources related to language and culture. Assessments available through CAL include BEST Literacy and BEST Plus 2.0.

BEST Literacy assesses reading and writing skills. It is administered individually or to groups. The test is timed for one hour. Examinees write directly on the test booklets and a test administrator scores the responses on the answer sheet. The BEST Literacy Test Manual is

needed to administer and score the test. The raw scores received on all three forms are scaled using the tables provided in the Test Manual.

BEST Literacy Accommodations for Students with Disabilities

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

BEST Plus 2.0

BEST Plus 2.0 assesses the oral English proficiency of adult ESOL students. Oral proficiency is understood as the underlying competency that enables the performance of communicative language functions that integrate both listening and speaking skills. BEST Plus 2.0 assesses the ability to understand and use unrehearsed, conversational, everyday language within topic areas generally covered in adult ESOL courses.

BEST Plus 2.0 is designed to assess the English language proficiency of adult (16 years of age or older) nonnative English Language Learners who may or may not have received an education in their native language or in English, but who need to use English to function in day-to-day life in the United States. It is designed for the population of adult ESOL students typically found in adult educational programs.

BEST Plus 2.0 Accommodations for Students with Disabilities

Users of BEST Plus 2.0 are responsible for providing accessible services and for ensuring that requests for accommodations are considered and handled in a manner consistent with applicable laws and regulations. Program and test administrators may provide and allow accommodations in test administration procedures or in the testing environment for individuals with disabilities, provided the accommodation does not compromise the purpose or results of the test. For example, the test administrator cannot explain the content of the picture cue prompts to a person with a visual impairment because BEST Plus 2.0 is not designed to assess the communicative language skills of students with hearing or speech disabilities. A permissible accommodation for BEST Plus 2.0 would be the use of hearing aids.

BEST Plus 2.0 can be used with students who can see the photographic stimulus (picture cue prompts) with appropriate accommodations (e.g., the use of a magnifying glass to enlarge the image). BEST Plus 2.0 is not appropriate for use with individuals whose visual impairment prevents them from seeing the picture cue prompts even when enlarged or otherwise enhanced.

Comprehensive Adult Student Assessment System (CASAS)

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

CASAS Accommodations for Students with Disabilities

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

Accommodations for CASAS procedures are applicable to all CASAS tests and include:

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

Additionally, CASAS test forms that may be appropriate for students with a disability include CASAS eTests^o, computer-adapted and computer-based tests and large-print tests. CASAS large-print tests are available upon request. Large-print answer sheets are also available. A Life and Work test form in Braille format measures basic literacy skills for students who are blind or have a visual impairment.

It is not an appropriate accommodation in test administration procedures to read a CASAS Reading test to a student with low literacy skills or blindness. The paper Guidelines for Providing Accommodations Using CASAS Assessment for Students with Disabilities provides more detailed information on providing accommodations. This document is available at www.casas.org.

Tests of Adult Basic Education (TABE)

TABE 11&12 assesses the basic literacy and numeracy skills that will help a person function well in society. These tests provide information about the relative ranking of examinees against a norms group, as well as specific information about the instructional needs of examinees. In addition, results provide prescriptive information about individual students that allows instructors to easily identify and implement meaningful remediation strategies.

TABE 11&12 tests enable teachers and administrators to evaluate and successfully place examinees in ABE programs. Other uses of TABE 11&12 scores include pre-testing and post-testing to measure educational growth, determine correct placement of new examinees in instructional programs and the evaluation of adult educational programs.

TABE Accommodations for Students with Disabilities

TABE offers a variety of accommodations to students with disabilities including formats. TABE 11&12 are available in large print, Braille and audio. TABE 11&12 also offers Text-to-Speech functionality on-line. TABE outlines a framework with assessment accommodations in three categories:

Category 1 accommodations are not expected to influence examinee performance in a way that alters the interpretation of either criterion or norm-referenced test scores. Scores from examinees in this category should be interpreted and reported in the same way as scores of examinees who take the test under standard conditions. No notation of accommodation(s) is necessary.

Category 2 accommodations may have an effect on examinee performance that should be considered when interpreting individual examinee criterion- and norm-referenced test scores. In the absence of research demonstrating otherwise, test scores and any consequences or decisions associated with them should be interpreted in light of the accommodation(s) used.

Category 3 accommodations are likely to change what is being measured and may have an effect that alters the interpretation of individual criterion- and norm-referenced scores. This occurs when the accommodation is closely related to the knowledge, skill, or ability being measured. The test scores and any consequences or decisions associated with them should be interpreted not only in light of the accommodation(s) used, but also how the accommodation(s) may alter what is measured.

For additional information on these categories and accommodations, refer to the [TABE Guidelines to Inclusive Testing Accommodations](#).

Tests for Adult Basic Education, Complete Language Assessment System – English

TABE CLAS-E assesses English proficiency levels to measure accurately students' reading, listening, writing and speaking skills. TABE CLAS-E may be administered to students enrolled in the Adult ESOL Program #9900040 and the English Literacy for Career and Technical Education Course 9900050, which are reported to the NRS. It is also approved for use in the following courses funded with State Workforce Education funds: College and Career Readiness for Adult ESOL.

TABE CLAS-E Accommodations for Students with Disabilities

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

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

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

SECTION VIII: TRAINING REQUIREMENTS FOR ADMINISTERING ASSESSMENTS

In addition to the data quality training discussed in Section V and Section VI, FDOE ensures all BEST, CASAS, TABE CLAS-E and TABE test administrators receive training. Providing training to adult education test administrators, instructors, program directors and other staff members ensures test security, reliability and validity. Publishers and FDOE provide professional development activities related to assessment throughout the program year.

Timelines and Procedures for Training of Local Program Test Administration Staff

All persons who administer state-approved assessments must first receive training on how to administer them. It is the responsibility of the local program to ensure all test administrators are trained prior to administering any state-approved assessment. The test publishers are responsible for the content and the training materials. Certification training is online at: <http://www.floridaipdae.org>.

The FDOE requires that programs follow test publishers' guidelines regarding the initial training, as well as the length of time before test administrators or staff should take refresher trainings. The table below describes the recommendations of each test publisher for each state-approved assessment. The FDOE recommends that test administrators and persons who report NRS data receive supplemental training, as appropriate, when new instruments or forms are added to the acceptable assessments list. Local programs may include staff members that interpret test scores for students and staff members that analyze, compile and report data be trained on assessment.

Number of Local Staff Trained as Testers

The FDOE recommends that districts, colleges and community-based organizations (CBOs) plan appropriately to ensure that an adequate number of test administrators are available to administer pre-tests and post-tests to the students who need them. Certain times of the program year may require that more students be pre-tested or post-tested than at other times. Certification and Refresher training modules are now online at: <http://www.floridaipdae.org>.

Training Topics

The FDOE, in partnership with the assessment publishers, conducts trainings upon request. Through a train-the-trainer process, some local programs have a trainer on staff. FDOE's primary goal is to ensure consistent information is presented at every training event. To that end, all BEST, CASAS, TABE CLAS-E and TABE assessment trainings must follow a publisher and FDOE approved and scripted PowerPoint, include approved handouts and address state and federal policies. Below are a few of the training topics:

- Appropriate uses of assessment
- Conducting assessments under valid and reliable conditions
- Test security and maintaining integrity of the implementation process
- Accommodations for students with disabilities
- Definition of Educational Functioning Levels
- Assessment measures of student gains
- NRS policy, accountability policies and data collection process

Requirements of Trained Test Administrators

The FDOE follows the test publishers' training requirements. The FDOE may impose stricter training requirements as noted with the TABE, see table below. You may refer to publisher's websites for more information about training requirements. Districts are required to maintain a copy of the certification of all testing personnel who administer, score and interpret test results.

Best Practices for Remote Testing

1. Providers must have a written standard operating procedure for remote testing which addresses test security, integrity and protection of personally identifying information.
2. Testing proctors must be certified/trained to administer the specific assessment test, if applicable.
3. Providers must:
 - a. provide a pre-screening to verify identity of student
 - b. orient students to remote online testing expectations
 - c. ensure students have the technology tools needed to test at home per publisher guidance

- d. allow time for students to take practice tests on the publisher’s website prior to entering the testing room session, if available; and
 - e. plan for how to respond to video or technical glitches and communicate plans clearly to students.
- 4. The proctor must allow students into the remote testing room one at a time to ensure identity of student and check the environment, if testing more than one student at a time.
- 5. Students should wear headsets and/or earbuds for test security and optimal success, if applicable for the test.

Table 9: Training Requirements for Administering Each Assessment

Assessment	Trainees	Initial Training	Refresher Training	Contact for more information or purchasing
BEST LITERACY	All testing personnel who administer, score and/or interpret the test.	Requires trainees to study the BEST Literacy test administration manual and complete 3-4 practice administrations before administering tests to students. CAL certifies trainer.	Trained persons review BEST Literacy test administration manual as needed.	202-362-0700 www.cal.org
BEST PLUS 2.0	All testing personnel who administer, score and/or interpret the test.	Requires in-person training and 20 practice administrations before administering tests to students. Program must have at least one certified test administrator to purchase test materials. CAL certifies trainer.	Trained persons take refresher every year. CAL certifies trainer.	202-362-0700 www.cal.org
CASAS	All testing personnel who administer, score and interpret the test. See CASAS website for details on Online Implementation Agreement for	Requires trainees to complete online or in-person training before administering tests to students.	Certified testing personnel must complete online or in-person training every two years.	Linda Taylor, Director of Assessment Development 800-255-1036, ext. 186 ltaylor@casas.org ; www.casas.org

Assessment	Trainees	Initial Training	Refresher Training	Contact for more information or purchasing
	<p>Program Directors and certification of eTests Coordinators and Proctors.</p>	<p>In person: Provided by a CASAS certified trainer.</p> <p>Online modules: See menu of options at http://training.casas.org/</p> <p>CASAS requires programs to have at least one certified test administrator in order to purchase test materials to the program.</p> <p>CASAS certifies trainer.</p>	<p>In person: Provided by a CASAS certified trainer.</p> <p>Online modules: See menu of options at http://training.casas.org/</p> <p>CASAS certifies trainer.</p>	
<p>TABE 11&12</p>	<p>All testing personnel who administer, score and interpret the test.</p>	<p>DRC does not require but recommends that test administrators be trained before purchasing materials or administering the test.</p> <p>The FDOE requires all test administrators to be trained in TABE.</p> <p>Initial testing for all personnel who administer, score and interpret the test is</p>	<p>DRC and FDOE recommend trained persons take refresher training every two years.</p> <p>DRC certifies trainer.</p> <p>On-Line update available on the Institute for the Professional Development of Adult Educators (IPDAE) at: www.floridaipdae.org</p>	<p>Data Recognition Corporation-CTB Christine Kirk 904-864-0688 ckirk@datarecognitioncorp.com</p> <p>Mike Johnson, National Adult Education Director 630-995-6712 mjohnson@datarecognitioncorp.com http://tabetest.com</p>

Assessment	Trainees	Initial Training	Refresher Training	Contact for more information or purchasing
		<p>available online www.floridaipdae.org.</p> <p>DRC certifies trainer.</p>		
<p>TABE CLAS-E</p>	<p>All testing personnel who administer, score and interpret the test.</p>	<p>DRC does not require but recommends that test administrators receive training before purchasing materials or administering the test.</p> <p>The FDOE requires all test administrators to take TABE CLAS-E training before administering the test.</p> <p>DRC certifies test administrators that complete TABE CLAS-E training.</p> <p>DRC certifies trainer.</p>	<p>DRC and FDOE recommend trained persons take refresher training every two years.</p> <p>DRC certifies trainer.</p>	<p>Data Recognition Corporation-CTB Christine Kirk 904-864-0688 ckirk@datarecognitioncorp.com</p> <p>Mike Johnson, National Adult Education Director 630-995-6712 mjohnson@datarecognitioncorp.com</p> <p>http://tabetest.com</p>

SECTION IX: DISTANCE EDUCATION

Requirements for Distance Education

Distance Education is a formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance students through communications via mail, telephone, email, or online technologies and software. Students are considered enrolled as receiving instruction either in the classroom or by distance education. Per Rule 6A-10.0381, F.A.C., asynchronous online course activity must be reported separately from classroom and laboratory courses.

NRS Implementation Guidelines for Assessment of Distance Education Students

Programs must apply the same enrollment, reporting, policies and guidelines detailed in this technical assistance paper in accordance with WIOA and Rule 6A-10.0381, F.A.C. To enroll a student for instruction and measure the educational gain of distance education students for NRS reporting, programs must administer all pre-tests and post-tests in person, at a proctored program site, in accordance with the FDOE policies outlined in this technical assistance paper. Assessments not conducted through face-to-face interaction with a trained test administrator in a secure setting are not allowed for NRS reporting. Students in distance education should be pre-tested within the first 12 contact hours and post-tested after the same number of hours of instructional time recommended by publishers, the same as other students. See Appendix C for more information on instructional resources.

Proxy Contact Hours

Florida does not measure or report proxy contact hours as this is optional and states may, but are not required, to report proxy hours of time that participants spend on distance learning activities. Proxy hours differ from direct contact hours in that the identity of the learner and/or the exact amount of time spent on a learning activity cannot always be verified directly.

NRS Reporting Procedures for Distance Education

Measurable learning gains and other required indicators are the same as for students attending onsite instruction. The difference between distance education students and onsite students is the instructional delivery. All intake, assessment and reporting requirements are required of all adult education students regardless on the instructional delivery mode. The procedures for instructional hour reporting is found in Rule 6A-10.0381, F.A.C. and a technical assistance paper is available at <http://www.fldoe.org/core/fileparse.php/5398/urlt/TAP-AGE-InstHrsRptg.pdf>.

APPENDIX A

References

Code of Federal Regulations (Adult Education 34 CFR part 462), www.ecfr.gov

Center for Applied Linguistics – CAL

<http://www.cal.org>

- BEST Literacy Test Manual; 1984
- BEST Plus 2.0 Technical Report; 2015

Comprehensive Student Assessment System (CASAS), <http://www.casas.org>

- Assessment Policy Guidelines; 2005
- Technical Manual; 3rd Edition; 2004
- Test Administration Manual – Life and Work Listening; 2009
- Test Administration Manual – Life and Work Reading; 2005
- Test Administration Manual – Greater Opportunities for Adult Learning Success (GOALS) 900 Reading
- Test Administration Manual – GOALS 900 Math

Florida Administrative Code (F.A.C.), www.flrules.org

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

Florida Education and Training Placement Information Program (FETPIP), Workforce Education Reports for Colleges,

<http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/workforce-edu-reports.stml>

Florida Statutes, www.leg.state.fl.us/statutes

GED®, <https://www.gedtestingservice.com/educators/home>

GED Ready®, <https://www.gedtestingservice.com/educators/gedready>

National Reporting System for Adult Education, <https://www.nrsweb.org>

Standards for Educational and Psychological Testing; American Education Research Association, American Psychological Association and National Council on Measurement in Education; 2014,

<http://www.apa.org/science/programs/testing/standards.aspx>

Tests of Adult Basic Education (TABE 11&12), <https://tabetest.com>

Technical Assistance Paper: Adult Education Instructional Hours Reporting Procedures,
<http://www.fldoe.org/core/fileparse.php/5398/urlt/TAP-AGE-InstHrsRptg.pdf>

Workforce Innovation and Opportunity Act, Public Law 113 – 128, Title II, Adult Education and Literacy,
<https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>

Workforce Development Information System (WDIS) Data Handbook,
<http://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/1819-WDIS/index.stml>

APPENDIX B

Acronyms and Definitions

ACRONYMS and DEFINITIONS	
AAAE	Applied Academics for Adult Education is a program that provides basic skills remediation and the integration of academic skills in career and technical instruction. It is competency based and encompasses a combination of reading, language, mathematics, basic computer literacy and employability skills necessary to assist students to meet the CTE programs basic skills exit requirements.
ABE	Adult Basic Education is a program designed for an individual who is at least 16 years of age, beyond the age of compulsory school attendance under state law, does not have a secondary school diploma or its recognized equivalent and is not enrolled in secondary school.
AGE	Adult General Education is an umbrella term used to describe adult education programs. Adult Basic Education and Adult General Education are used interchangeably.
AHS	Adult High School is a program designed for adults who have not completed high school. It is intended for students over the age of 16 who wish to further their education. Graduation requirement for adults shall be the same as those for secondary students.
ASE	Adult Secondary Education is a program that provides instruction at GE 9.0 and above through which a student either prepares to take the GED® or receives high school credits that will lead to a high school diploma being awarded.
BEST	Basic English Skills Test is published by the Center for Applied Linguistics. BEST Literacy and BEST Plus 2.0 provide assessment options that reliably demonstrate student progress. BEST Plus 2.0 measures speaking and listening skills and BEST Literacy measures reading and writing skills. Both assessments are aligned to the National Reporting System and the Student Performance Level ESL descriptors.
CASAS	The Comprehensive Adult Student Assessment System is a program used to assess the relevant real-world basic skills for youth as well as adults. It measures basic skills and the English language and literacy skills need to function effectively at work and in life.
CBO	A Community Based Organization is a public or private nonprofit organization that provides educational or related services to individuals in a community.
CFR	The Code of Federal Regulations is the codification of the general and permanent rules and regulations published in the Federal Register by the executive departments and agencies of the federal government of the United States.
CTE	Career and Technical Education are certificate programs at a technical institution or college that prepare for such career occupations and degrees.
EFL	Educational Functioning Levels are used to determine the academic progress of adult education students. There are 12 levels, each describing the academic skills that an adult student should be able to perform; 6 levels for ABE and 6 levels for ESOL.
ELCATE	English Literacy for Career and Technical Education (ELCATE) is the course for students enrolled in Florida’s Integrated Education and Training (IET). Students are concurrently enrolled in ELCATE and a career and technical education (CTE) eligible program. It is not permitted to enroll students in both Adult ESOL and ELCATE at the same time.
ESOL/ESL	English for Speakers of Other Languages, sometimes referred to as English as a Second Language, teaches basic academic and conversation skills such as, reading, writing, speaking,

ACRONYMS and DEFINITIONS	
	listening and comprehension skills to English Language Learners. Grant activities may include understanding the American system of government and responsibilities of citizenship.
F.A.C.	The Florida Administrative Code is the official collection of the rules and regulations of Florida regulatory agencies.
FDOE	The Florida Department of Education is the state education agency that oversees public education and governs funding and testing for local education agencies.
FTE	Full Time Equivalency is a unit of measurement that indicates the workload of a student in a way that makes it comparable across various context.
GED®	The GED® is an equivalency test that requires a student to pass four subject tests areas: Reasoning through Language Arts, Social Studies, Science and Mathematics. Once all four subject test areas are successfully passed, the student will be award a high school diploma.
GED®I	GED®I is a course for adult GED® students that are enrolled simultaneously in a CTE clock hour course that are offered in Career and Technical Education (CTE).
IELCE EL/Civics	Integrated English Literacy Civics Education formerly known as English Literacy and Civics Education is an educational program that provides instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation and U.S. history and government. This program will help adult students to attain the skills and knowledge to become informed parents, workers and active members of a community.
LCP	Literacy Completion Point is required by the state of Florida to measure, describe and report the student's academic or skill progress following post-testing. Also see MSG.
LEA	Local Education Agency are Florida's school districts, colleges and technical colleges that have the fiscal and programmatic responsibilities and oversight of the local adult education programs.
MSG	Measurable Skill Gain is a term used by USDOE to measure and describe the student's academic or skill progress following post-testing.
NRS	The National Reporting System is an outcome-based data reporting system for the State-administered, federally funded adult education program. This system helps demonstrate program effectiveness to improve student outcomes.
OCTAE	The Office of Career, Technical and Adult Education operates under the U.S. Department of Education. OCTAE is responsible for administering and coordinating programs that are related to adult education literacy, career and technical education and community colleges.
TABE	The TABE, Tests of Adult Basic Education, is used to assess both knowledge and skills of the adult learner. The test is multiple choice, pinpoints strengths as well as weaknesses and covers expected knowledge a student would have learned similar to those in grades ranging from 1 through 12.
TABE CLAS-E	The Tests of Adult Basic Education, Complete Language Assessment System-English is an integrated system of assessments, instructional guidance and staff development materials designed to measure adult learners' English language proficiency and aid in transitioning learners into mainstream education programs and career paths.
USDOE	The United States Department of Education is the agency of the federal government that establishes policies relating to federal financial aid for education, collects data and oversees research on America's schools, identifies the major issues and problems in education and enforces statutes prohibiting discrimination in programs and activities receiving federal funds to ensure equal access to education for every individual.

APPENDIX C

Instructional Resources for Distance Education

Online Curricula for Distance Learning

FDOE provides the curriculum frameworks for all adult education programs on the state's adult education web page. In accordance with WIOA and Rule 6A-10.0381, F.A.C., all programs that provide adult educational services with state funding are required to use the state curriculum standards for instruction. A consortium of thirty-five member institutions (school districts and colleges), the [Florida Adult and Technical Distance Education Consortium](#) (FATDEC), delivers curricula in a web-based environment for adult education and career and technical programs in Florida.

All courses are 100 percent web-based, hosted securely and provide both students and instructors with technical support. Each school or district remains autonomous in its admissions and registration process. Appointed administrators or instructors in each school or district enroll students in the online courses and establish login credentials with unique user names and passwords. Each learning management system has the ability to track student time in a course as well as other completed tasks like assessment submitted and lessons viewed.

FATDEC Instructional Programs Available

FATDEC INSTRUCTIONAL PROGRAMS		
Program	Course	Model
Adult ESOL	English Discoveries Online	Actual time on task
ABE	Instruction Targeted for TABE Success (ITTS)	Actual time on task
GED® Preparatory	Aztec GED®: The Key to Success Educator	Actual time on task
Adult High School	Twenty-six (26) courses, including business technology, health, English, mathematics, science, social studies and foreign language that are based on frameworks and standards approved by the FDOE	Actual time on task

APPENDIX D

Rule 6A-6.014, F.A.C., General Requirements for Adult General Education Program

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.

(2) Enrollment. Enrollment shall be limited to individuals who have legally left the elementary or the secondary school as specified in Section 1003.21(1)(c), F.S.; provided, however, that the high school may enroll individual students of compulsory school age who are at risk of not graduating with their 9th grade cohort to one (1) or more courses that are required for high school graduation and are offered in the established adult high school co-enrollment program as specified in Section 1011.80(10), F.S., where such students can more effectively be served by the adult high school program.

(3) Teacher qualifications. Each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education programs per Section 1012.39, F.S.

(4) Academic skills tests for adults.

(a) Requirements for pre- and post-tests for adult general education students are as follows:

1. All newly enrolled students must be pre-tested to determine educational functioning within the first twelve (12) hours of instruction.

2. Programs must comply with test publishers' recommended timeframes for post-testing.

3. In certain limited cases, instructors and test administrators, based on their professional judgment, may request an exception to the test publishers' recommended timeframes for post-testing an adult learner, but the administrator or designee must approve and record the deviation and reasons therefore.

4. Students completing the required course work to earn the adult high school diploma or earning the State of Florida High School Equivalency Diploma in accordance with Rule 6A-6.0201, F.A.C., are not required to post-test upon earning this credential.

(b) The following tests, English language versions only, are approved to pre-test students to determine educational functioning level and post-test for documentation of learning gains of a student enrolled in the adult general education program. The tests shall be used with appropriate accommodations for students with disabilities as specified in Section 1004.02(6), F.S. and with necessary accommodations for English Language Learners.

1. Tests of Adult Basic Education (TABE), Complete Battery or Survey Form, Forms 9 & 10 (expires December 31, 2018);

2. Tests of Adult Basic Education (TABE) Forms 11 & 12;

3. Comprehensive Adult Student Assessment System (CASAS);

(c) The following tests, English language versions only, are approved to pre-test students to determine educational functioning level and post-test for documentation of learning gains of a student enrolled in the adult English for Speakers of Other Languages program and shall be used with appropriate accommodations for students with disabilities, as specified in Section 1004.02(6), F.S., and with the necessary accommodations for English Language Learners.

1. Comprehensive Adult Student Assessment System (CASAS);
2. Basic English Skills Test (BEST) Plus;
3. Basic English Skills Test (BEST) Literacy;
4. Tests for Adult Basic Education Complete Language Assessment System – English (TABE CLAS-E).

(d) If an adult student has a documented disability and the instruments in paragraphs (4)(b) and (c), of this rule, with accommodations are not an accurate measure of the student's ability, one of the following tests may be used for diagnostic purposes but is not approved as a pre-test or post-test in an adult general education program:

1. Brigance Employability Skills;
2. Brigance Life Skills;
3. Comprehensive Test of Adaptive Behaviors (CTAB);
4. Comprehensive Adult Student Assessment (CASAS), or
5. Kaufman Functional Adult Student Assessment System (K-FAST).

(e) 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 and scale score improvements measured by an approved test.

(b) Attainment of State of Florida High School Equivalency Diploma or Adult Standard High School Diploma.

Rulemaking Authority 1001.02(1), 1004.93(9), 1011.80(11) FS. Law Implemented 1004.93, 1011.80 FS. History—New 2-20-64, Amended 4-11-70, 11-17-73, 2-18-74, 6-17-74, Repromulgated 12-5-74, Amended 12-6-84, Formerly 6A-6.14, Amended 12-28-86, 10-17-89, 12-29-98, 4-26-06, 9-19-07, 8-18-09, 2-1-11, 4-1-15, 2-20-18.

APPENDIX E

Rule 6A-10.042, F.A.C., Test Administration and Security

6A-10.042 Test Administration and Security.

(1) Tests implemented in accordance with the requirements of Sections 1004.93, 1008.22, 1008.30, 1012.55 and 1012.56, F.S., 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.

(i) In accordance with Section 1008.24, F.S., a school district may use district employees, such as education paraprofessionals as described in Section 1012.37, F.S., to administer and proctor statewide, standardized assessments required under Section 1008.22, F.S. All test administrators and proctors for the statewide assessments administered pursuant to Rule 6A-1.09422, F.A.C., must complete training requirements outlined in *Training Requirements for Administering and Proctoring the Statewide Assessments*, 2015, incorporated herein by reference. A copy may be obtained by contacting the Division of Accountability, Research and Measurement, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400. (<http://www.flrules.org/Gateway/reference.asp?No=Ref-06180>)

(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.

(5) School districts and public educational institutions under Section 1003.49, F.S., may contract with third-party contractors to administer and proctor statewide standardized assessments required under Section 1008.22, F.S., or assessments associated with Florida approved courses under Section 1003.499, F.S.

(a) School districts and educational institutions must require the contractor to provide a safe and comfortable facility that does not interfere with a student's ability to demonstrate mastery on the tests.

(b) School district or educational institution use of third-party contractors (including contracted affiliates, such as franchises) shall not relieve the district or institution of its obligation to provide access to statewide testing for Florida Virtual School or virtual charter school students

pursuant to Sections 1002.33(20), 1002.37 and 1002.45(6)(b), F.S.

(c) The contractor must adhere to all test administration and security protocols as prescribed by the Department pursuant to Section 120.81(1)(c), F.S., and shall be subject to all provisions of this rule.

(d) The contractor must not collect nor maintain any student's personally-identifiable information beyond that required for test administration.

(e) All technology used to administer computer-based tests must meet assessment technology guidelines and online test security requirements as prescribed by the Department pursuant to Section 120.81(1)(c), F.S.

Rulemaking Authority 1001.02, 1003.49, 1008.23, 1008.24 FS. Law Implemented 1003.49, 1008.23, 1008.24 FS. History—New 7-5-87, Amended 10-26-94, 11-3-13, 1-7-16.