





















































































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<sup>o</sup>, 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](http://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 in light of 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. However, in some cases as noted below, the FDOE will provide either local training or virtual training options.

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. Local program administrators should contact the adult education office to plan for training opportunities for local test administrators and staff. Check the training opportunities on the training calendar at <http://www.floridaipdae.org> on a regular basis.

## **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.

**Table 9: Training Requirements for Administering Each Assessment**

Assessment	Trainees	Initial Training	Refresher Training	Contact for more information or purchasing
<b>BEST LITERACY</b>	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 <a href="http://www.cal.org">www.cal.org</a>
<b>BEST PLUS 2.0</b>	All testing personnel who administer, score and/or interpret the test.	Requires in-person training and 20 practice administrations before administering tests to students.	Trained persons take refresher every year.  CAL certifies trainer.	202-362-0700 <a href="http://www.cal.org">www.cal.org</a>
<b>BEST PLUS 2.0 Remote Administration</b>		Program must have at least one certified test administrator to purchase test materials.  CAL certifies trainer.		
<b>CASAS</b>	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 <a href="mailto:ltaylor@casas.org">ltaylor@casas.org</a> ; <a href="http://www.casas.org">www.casas.org</a>

Assessment	Trainees	Initial Training	Refresher Training	Contact for more information or purchasing
	<p>Program Directors and certification of eTests<sup>o</sup> Coordinators and Proctors.</p>	<p>In person: Provided by a CASAS certified trainer.</p> <p>Online: Two parts:            1) Implementation Training at <a href="http://www.casas.org">http://www.casas.org</a>.            2) FDOE Policies for CASAS Users at <a href="http://www.floridaipdae.org">www.floridaipdae.org</a>.</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: Two parts:            1) Beyond Implementation Training at <a href="http://www.casas.org">http://www.casas.org</a>.            2) FDOE Policies for CASAS Users at <a href="http://www.floridaipdae.org">www.floridaipdae.org</a>.</p> <p>CASAS certifies trainer.</p>	
<b>TABE 11&amp;12</b>	<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>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</p>	<p>Data Recognition Corporation-CTB            Christine Kirk            904-864-0688  <a href="mailto:ckirk@datarecognitioncorp.com">ckirk@datarecognitioncorp.com</a></p> <p>Mike Johnson,            National Adult Education Director            630-995-6712</p>

Assessment	Trainees	Initial Training	Refresher Training	Contact for more information or purchasing
		<p>Initial testing for all personnel who administer, score and interpret the test is available online <a href="http://www.floridaipdae.org">www.floridaipdae.org</a>.</p> <p>DRC certifies trainer.</p>	<p>Development of Adult Educators (IPDAE) at: <a href="http://www.floridaipdae.org">www.floridaipdae.org</a></p>	<p><a href="mailto:mjohnson@datarecognitioncorp.com">mjohnson@datarecognitioncorp.com</a></p> <p><a href="http://tabetest.com">http://tabetest.com</a></p>
<b>TABE CLAS-E</b>	<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 <a href="mailto:ckirk@datarecognitioncorp.com">ckirk@datarecognitioncorp.com</a></p> <p>Mike Johnson, National Adult Education Director 630-995-6712 <a href="mailto:mjohnson@datarecognitioncorp.com">mjohnson@datarecognitioncorp.com</a></p> <p><a href="http://tabetest.com">http://tabetest.com</a></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](http://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

Florida Administrative Code (F.A.C.), [www.flrules.org](http://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](http://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

<b>ACRONYMS and DEFINITIONS</b>	
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,









## 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





