Assessment Policy
For
AEFLA Programs

Alabama Adult Education and Family Literacy

July 1, 2017-June 30, 2018
Alabama Community College System
135 S. Union Street
Montgomery, AL 36104

Alabama Adult Education Assessment Policy Guidelines

1. Setting the State Context

Overview of State Policy

This document provides the Alabama Community College System's guidelines for developing and implementing a comprehensive state and local assessment policy for Alabama's Adult Education Program which includes: (1) adult basic education (ABE), (2) English as a Second Language (ESL), (3) adult secondary education/GED programs (ASE/GED), and (4) workforce and family literacy programs.

The state accountability system works in accordance with the National Reporting System (NRS) for Adult Education guidelines. The NRS is the accountability system for the federally funded adult education programs.

The policy guidelines identify key assessment policies that are aligned with NRS levels for documenting achievement and support:

- Selection and use of appropriate assessment instruments;
- Appropriate test administration, scoring, and reporting of test scores;
- Appropriate use of tests results to inform instruction and improve programs;
- Setting Performance Standards; and
- Reporting valid and reliable assessment results and related information for accountability and potential performance based funding to local, state, and federal funding sources and policymakers.

A. Need for Assessment Policy

Adherence to state assessment policies and guidelines ensure the selection and use of appropriate learner assessment and procedure for:

- Consistent testing and security protocols to ensure comparability and quality data
- Accurate learner placement into appropriate program and instructional level;
- Diagnostic information to form instruction;
- Pre- and post-testing to monitor progress toward goals; and
- Certification of NRS levels of achievement and program completion.

Validity and Reliability

The Alabama Community College System prescribes that adult education agencies use CASAS, TABE, TABE CLAS-E, Best Literacy, BEST Plus 2.0 assessments with proven validity and reliability that correlate to the National Reporting System (NRS). All TABE and CASAS assessment instruments have undergone rigorous test development and validation procedures. **Validity** refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores. The **validity** is a measure of the extent to which test items measure what they are intended to measure.

The TABE, CASAS, and BEST technical manuals provide data on the **reliability** of their respective item banks and specific test series. Test **reliability** indicates the degree to which a test yields consistent results. Statistical techniques determine reliability and help ensure that there would not be a radically different score if the student were to attempt the test a second time with no additional learning.

Uniform Implementation and Comparability

Agencies/organizations allocated funds shall submit enrollment, attendance, and retention standards that are in objective, quantifiable, and measurable terms and that reflect the need for each client to attend on a sustained, consistent basis in order to achieve one or more of the core indicators of performance as identified in the National Reporting System for Adult Education (NRS) during each program year (July 1-June 30).

Agencies/organizations allocated funds shall be held accountable for the execution of a core set of critical activities. These activities shape the program's mission, guide program efforts and decisions, lend the program integrity, and allow for continual program improvement.

Evaluation is the key to continual program improvement. Indicators of performance are outcomes that reflect the impact of instruction on client achievement. Numeric measures are the data used to determine the quantitative level of the impact of instruction on client achievement. Performance standards define the acceptable program performance in terms of a specific measurement of variable. These performance measures mandated by the National Reporting System for Adult Education, and Alabama's goals were negotiated with the U.S. Secretary of Education. Programs shall be evaluated as whole entities so that not only are client outcomes evaluated, but also the processes through which these outcomes are achieved.

In awarding grants, Alabama will consider the past effectiveness of the eligible provider receiving funds under the subtitle in improving the literacy skills of adults and families, and in meeting or exceeding such performance measures.

B. Purpose and Use of Assessments

The administration of standardized tests provides results that are the basis for state and federal accountability reporting. Standardized assessments are used in the Alabama Adult Education Program to ensure accuracy in learner placement, in diagnosis of learner strengths and weaknesses, to inform instruction, in monitoring progress, and in certifying learner mastery.

Feedback based on evaluation is a critical element in directing the learner's attention to useful methods to make up learning deficiencies. This cycle of reassessment, POI (Plan of Instruction) development, and learning continues until the learner reaches mastery. Appropriate records documenting assessment results, assignments, and progress shall be maintained on each learner.

In order to demonstrate whether or not learning has taken place, one hundred percent (100%) of the clients should be post-tested at least once during the program year. Programs will be held accountable for ensuring that no less than seventy (70%) percent of all learners are post-tested.

Instruction based assessments may be used to supplement standardized assessments, but will not be used for NRS reporting purposes.   Instruction based assessment will help determine mastery of the of skills modules. The use of teacher-made tests, unit tests, portfolios, applied performance assessment, and teacher and learner observations are encouraged to monitor learning and to inform instruction on a regular, ongoing basis.

The assessment of students should be in the area(s) in which instruction for completion have been focused. Pre-testing is used for initial placement in one of the six (6) educational functioning levels. Post-testing scores are used for measuring gain and advancing students across EFLs. One use and purpose of these data are to monitor compliance with NRS. These gains are reported in Table 4 of the NRS report.

Alabama automatically reports the follow up measures for all students who meet certain criteria for each of the following measures:

- **Entered Employment**. This measure is reported for learners who are unemployed and in the labor force when they enter the program and who exit during the program year.
- **Retained Employment.** This measure is reported for learners who were not employed at the time of entry and in the labor force, who enter employment by the first quarter after exit quarter; and the learners employed at entry who exit during the program year.

- **Obtain a secondary credential.** This measure is reported for learners who take all GED tests, who exit during the program year.

- **Entry into postsecondary education or training.** This measure is reported for learners who earned a secondary credential while enrolled in adult education, or who had a secondary credential at entry, or who are enrolled in a class specifically designed for transition to postsecondary education or training, who exit during the program year.

All adults who receive any services from adult education and literacy programs are considered **served** students. Students who have 12 or more contact hours within a program year (July 1-June 30) are considered **enrolled** students by the National Reporting System for Adult Education (NRS).

The assumed goal of all enrolled learners is completion and advancement of one or more of the NRS Educational Functioning Levels (EFL) from starting level, measured upon entry into a program. All student achievement of this goal will be recorded in NRS tables 4 and 4B. Program officials have until the 15th day of the month following the month being reported to enter data into AAESAP (Alabama Adult Education System for Accountability and Performance, management information system). All pre-test and post-test scores need to be dated on the exact date the test was administered.

C. Summary and Additional Information

Implementation of a comprehensive assessment policy enables informed and effective instruction, and ensures reliable and comparable performance reporting.
Alabama Adult Education and literacy classes shall be of such duration and intensity so that learners are afforded the opportunity to achieve one or more of the core indicators of performance as identified in the National Reporting System for Adult Education (NRS).

Program officials must enter all student data into AAESAP by the 15th day of each month following the month being reported.

The NRS approved assessment instruments are used to diagnose, evaluate, and place adult learners in the proper educational functional level (EFL) or in the case of ESL learners, a Student Performance Level (SPL).

D. Resources for Information and Assistance:

David Walters   State Director
David.walters@accs.edu   Adult Education and GED® Testing
334/293-4561

Danielle Smith   Administrative Assistant
Danielle.smith@accs.edu
334/293-4567

Wendy Roberts   Education Specialist
Wendy.roberts@accs.edu
334/293-4567

Dr. Naomi Scales   Education Administrator
naomi.scales@accs.edu
334/293-4563

Paula Thompson   Education Specialist
paula.thompson@accs.edu
334/293-4564

Toni White   Education Specialist
Toni.white@accs.edu
334/293-4567

Kimberly Atkins   Adult Education Accountant
kimberly.atkins@accs.edu
334/293-4624

Marilyn Johnson   Adult Education Accountant
marilyn.johnson@accs.edu
334/293-4625

2. General Assessment Requirements

A.   Students to be Assessed

All adult education and literacy programs receiving adult education federal and state funds from the Alabama Community College System must report student data for enrolled students using the state student management information system, Alabama Adult Education System for Accountability and Performance (AAESAP). All students who have 12 or more contact hours of service within a program year, (July 1 to June 30) are considered enrolled students.

All students must be pre-tested using a state approved standardized test at intake/orientation or within 12 contact hours of attendance. All students included in the state's NRS data submission must be tested.   Individuals shall be officially enrolled upon completion of an assessment and in compliance with the eligibility requirements.

Exceptions may be made for students who are unable to understand or respond to the test due to low literacy or English proficiency or due to a disability. An alternative assessment for such students is explained in the section on special populations.

B.   Assessments Permitted

ABE/ASE: TABE

ESL: BEST Literacy, BEST Plus 2.0, CASAS. TABE CLAS-E

The Alabama approved assessments meet the NRS requirements:

- Be appropriate for measuring literacy and language development of adult students
- Have standardized administration and scoring procedures
- Have alternate, equivalent, forms for pre & post-testing
- Have evidence linking them to NRS educational functioning level

Assessments should match the appropriate skill areas that are the focus of instruction for the student. Pre-testing shall be completed at intake/orientation or as soon as possible thereafter. If a test has a locator or other placement instrument associated with it, that test should be administered first and the results of the placement test used to inform the form or difficulty level of the pre-test to be administered. Proper use of the TABE Locator Test as a determinant of appropriate content level testing is mandatory.

The Alabama Adult Education Division discourages random and frequent testing as it will not present valid gain scores and could create a practice effect. Instructional intervention between testing periods is necessary in order to maximize academic gain. **All instructors**

must follow the test publisher's recommended timeframe for pre- and post- testing as stated in this document.

Assessment for the adult learner may be in all three learning areas, a combination of two areas, or any one of the three focus areas, reading, language, or math. The assessment should be the area(s) most relevant to the students' needs. If the learner is functioning in different levels in different areas, the lowest functioning level will be the basis for the NRS entering educational functioning level placement. To determine gain, the learner must be post tested on a different form of the same test.

Alabama Adult Education Program requires that a minimum of 70% of the students be post-tested. For students who have "stopped out" of the program, no new pre-test is required for re-enrollment. Additional testing may occur as the mandatory instructional hours will allow.

Local eligible providers shall use the following entry and progress levels for ABE/ASE, Corrections Education, Family Literacy, and Workplace Education:

Educational Functioning Levels

ABE/ASE

TABE Scale Scores		Initial EFL (NRS Educational Functioning Level)
Reading	0-367	Beginning ABE Literacy 0-1.9
Math	0-313	
Language	0-389	
Reading	368-460	Beginning Basic Education 2-3.9
Math	314-441	
Language	390-490	
Reading	461-517	Low Intermediate 4-5.9
Math	442-505	
Language	491-523	
Reading	518-566	High Intermediate 6-8.9
Math	506-565	
Language	524-559	
Reading	567-595	Low Adult Secondary 9-10.9
Math	566-594	
Language	560-585	
Reading	=>596	High Adult Secondary 11-12.9
Math	=>595	
Language	=>586	

ESL

BEST Plus 2.0 Scale Scores	BEST Literacy Scale Scores	Initial EFL (NRS Educational Functioning Level)	TABE CLAS-E Scale Scores	CASAS Scale Scores
88-361	0-20	Beginning ESL Literacy 0-1	Reading & Writing 225-394 Listening & Speaking 230-407	Reading 0-180 Listening 0-180
362-427	21-52	Low Beginning ESL 2	Reading & Writing 395-441 Listening & Speaking 408-449	Reading 181-190 Listening 181-190 Writing 136-145
428-452	53-63	High Beginning ESL 3	Reading & Writing 442-482 Listening & Speaking 450-485	Reading 191-200 Listening 191-200 Writing 146-200
453-484	64-67	Low Intermediate ESL 4	Reading & Writing 483-514 Listening & Speaking 486-525	Reading 201-210 Listening 201-210 Writing 201-225
485-524	68-75	High Intermediate ESL 5	Reading & Writing 515-556 Listening & Speaking 526-558	Reading 211-220 Listening 211-220 Writing 226-242
525-564	76-78	Advanced ESL 6	Reading & Writing 557-600 Listening & Speaking 559-600	Reading 221-235 Listening 221-235 Writing 243-260
=>565	=>79	ESL 7+ If pre-test score, re-test in ABE/ASE If post-test score, exit criteria (level completion) for ESL 6		Reading =>236 Listening =>236 Writing => 261

Publisher Recommended Timeframes for Pre- and Post-testing Adult Education Assessments

Test Name	Recommended Pre- and Post-testing Timeframes	Contact/Notes
Basic English Skills Test (BEST) Literacy BEST Plus 2.0	60 hours minimum: 80-100 hours recommended If the hours for a course of instruction exceed the recommended number of hours, post-testing may most appropriately take place at the end of the instructional session. Because program-related factors such as intensity of instruction, class size, teacher training and experience, and use of appropriate curricula and materials will affect language learning proficiency gains, programs should consider these factors when determining timing for pre-and post-testing.	Daniel Lieberson BEST Plus Project Manager Center for Applied Linguistics 4646 40th Street, NW Washington, DC 20016-1859 dlieberson@cal.org 202-362-0700 or Bryan Woerner bwoerner@cal.org 202-355-1577
CASAS	40 hours minimum; 70-100 hours recommended Allow exceptions for courses with different schedules and intensity, e.g., allow more time for courses that meet infrequently or not intensively and for very intensive courses wait longer than the recommended number of hours to post-test. Programs offering high intensity courses (e.g., class meets more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hours of instruction. Programs offering low intensity courses with less than 70 hours in a semester, quarter, term, or other block of instruction, may choose to post-test at the end of the instructional period.	Linda Taylor, Director of Assessment Development, CASAS ltaylor@casas.org (800)255-1036 ext. 186 www.casas.org

TABE, Forms 9 and 10	CTB/McGraw-Hill recommends 50-60 hours of instruction when testing with an alternate form (i.e., 9 M to 10 M) for students that test into NRS levels 1-4 (ABE) with a minimum of 40 hours. For students testing into NRS Levels 5 and 6 (ASE Low and High), 30-59 hours of instruction is recommended.	Data Recognition Corp.-CTB 13490 Lake Rd. Maple Grove, MN 55311 800/538-9547 www.ctb.com
	CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is required.	Mike Johnson Product Manager, Adult Assessment Products CTB/McGraw-Hill Michaeld_johnson@ctb.com (800)789-4586
TABE CLAS-E	For alternate form testing, CTB recommends 60-95 hrs. of instruction (A1- B2) with a minimum of 50 hrs. CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.	Data Recognition Corp.-CTB 13490 Lake Rd. Maple Grove, MN 55311 800/538-9547 www.ctb.com Mike Johnson Product Manager, Adult Assessment Products CTB/McGraw-Hill Michaeld_johnson@ctb.com (800)789-4586

C.   Training, Dissemination, and Monitoring of Assessment Policy

The OVAE approved Alabama Assessment Policy will be disseminated in written form to all sub-recipient's testing and instructional staff.   A copy will also be placed on Alabama Community College System's website, http://www.accs.cc/adultedudivision.aspx. Program administrators will be trained annually at a state director's staff meeting or webinar. Each director will use the posted Assessment Policy information located on the

website in order to provide local staff training. Adherence to correct post-testing protocols is essential to ensure that the test results realistically reflect student achievement. The purpose of the training will be to ensure that all program administrators and instructional staff are knowledgeable and coherent with the current approved Assessment Plan policy. This will in turn increase the reliability and validity, as well as, the integrity of data reported. A requirement field is current in AAESAP to make certain that post testing of students is not occurring prior to the publisher's recommended number of instructional hours. Accurate data will serve as a catalyst for continuous program improvement.

Each year, a training schedule will be provided to all sub-recipients indicating the required dates by which mandatory training must occur. The schedule will be disseminated immediately to all program administrators who are successful applicants of the Request for Proposal process. It will be made available in person at the provider training workshop, electronically, as well as, to be included in the initial approved budget mail-out.

Plans for disseminating, training, and monitoring the policy include but are not limited to the following:

- Current program administrators will be trained on the Assessment Policy procedures by the Adult Education Management Information System Specialist at a state director's staff meeting or webinar. The presentation will be provided electronically to each administrator for use during local in-service staff meetings and individual training sessions

- Assessment Policy training will be provided to all successful applicants in the Request for Proposal process

- Subsequent training for all local program instructional staff will be provided within 30 days of the program administrator receiving training

- All instructional staff will receive a written copy of the OVAE approved assessment policy

- The 2017-18 Assessment Policy will be posted to the Alabama Community College System's website 30 days prior to the beginning of the Program Year 2017-18

- A trainee certification form for documentation of Assessment Policy training will be maintained locally and an updated log sheet will be forwarded to the State Regional Specialist

- All instructional staff must be trained within 14 days of hire date

- As requested by the program administrator or as the need is identified by state staff, the Assessment Policy training will be provided by the State Regional Specialists

- On-site evaluation of sub-recipients, with one third of the programs being evaluated each year, will include validation that the sub-recipient is complying with the Assessment Policy
- Ongoing technical assistance will be provided via desktop, phone, and on-site by the Regional Specialists to ensure Assessment Policy compliance and program improvement

Local program directors will monitor for assessment policy compliance by:

1. Conduct Assessment Policy training, with each instructor throughout the year as needed
2. Provide each instructor with a written copy of the Assessment Policy
3. Maintain copies of instructional staff's Assessment Policy Certification form
4. Submit required Assessment Policy participant signed certification log sheets to state staff as often as updated

State Regional Specialists will conduct regional meetings and provide Assessment Policy training at the annual state conference. These meetings will include seminars and workshops on assessment policies and procedures, accommodations for assessing students with disabilities, NRS policy, data collection procedures, definitions of measures, and specific training for conducting assessments used in the program.

State Regional Specialists, along with local program directors, will monitor for assessment policy compliance by:

1. Performing ongoing desktop monitoring for validation of the Assessment Policy
2. Maintaining an updated participant certification log sheet for all local programs
3. Monitoring programs for compliance of the Assessment Policy during technical assistance site visits

Administration of Assessment Instrument

All sub-grantee adult education test administrators must be trained in proper use and procedures during the administration of the assessment instrument. Guidelines appearing in the publisher's test administration manual must be followed, particularly those related to hours of instruction that should occur prior to post-testing. Test must be accurately timed during administration and results must be properly graded and recorded.

The learner will be reassessed using an alternate and equivalent version of the state and NRS approved standardized assessment instrument, and according to the publishers recommended timeframe as written in this document.

BEST Literacy and BEST Plus 2.0 Assessment Training:
The state provides opportunities throughout the year for instructors to become certified in the administration of the BEST Plus 2.0 assessment. A state BEST Plus trainer, certified by the Center for Applied Linguistics, will conduct the training for the test administration and the refresher course. The training sessions are scheduled annually plus on an as needed basis for new personnel. Records of trained personnel are maintained by the state trainer and by the Center for Applied Linguistics.

TABE and TABE CLAS-E Assessment Training:
Testing coordinators and instructional personnel using TABE and TABE CLAS-E (Complete Language Assessment System-English) materials are required to use the training video, "Introduction to TABE" and the accompanying workbook prior to administering the test. This includes information on how to use the system, examples of test items and score reports. This training is administered by the local program director. Training records are maintained by the local program director,

CASAS Assessment Training:
Instructors will learn to administer CASAS tests and interpret results from a certified trainer. CASAS requires agencies to complete a training workshop before ordering and administering most test. Training is available at the annual CASAS National Summer Institute, through regional training workshops, or in a distance training format. Records of training are maintained locally and also by CASAS.

D.   Accommodating for Students with Disabilities or Other Special Needs

Students with diagnosed and documented disabilities from a licensed professional will be granted reasonable accommodations upon request during pre and post-testing.   The publisher's manuals of the NRS approved assessment tests are consulted to determine proper accommodation procedures for special populations for the administration of individual tests.

It is the responsibility of the local program to accommodate the individual needs of special populations, such as disabilities, language barriers, and limited literacy skills. These accommodations are made to allow the test taker with a disability to demonstrate his or her skills and abilities more accurately than if no modifications were made. In all cases, accommodations must meet the needs of the examinees without changing what the test is intended to measure.

Regional and statewide professional development meetings are held with program staff for the purpose of sharing current information about learning disabilities issues. This information is disseminated to all local programs to ensure that students are informed about availability of accommodations as part of their enrollment/orientation process. Adult learners with disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after professional diagnosis while enrolled.

Documentation of the need for specific testing accommodations must be maintained in the learner's files as confidential information. The documentation must show that the disability interferes with the student's ability to demonstrate performance on the test. The information can come from a doctor's report, a diagnostic assessment from a certified professional, documentation from a vocational rehabilitation agency, or student's secondary school record. Appropriate accommodations meet the needs of learners without changing what a test is intended to measure.

Assessment Accommodations

CASAS: Local agencies are responsible for providing fully accessible services and reasonable accommodations for learners with documented disabilities. Accommodations may alter the conditions for administering a test such as changes in timing, setting or responding, or they may change the format of the test such as the use of a Braille version or text enlarger.. Identified students may be allowed to take only one test per day or to test in an alternate quiet room. Learners may also use a variety of strategies when they take a test, such as a plain, straight-edge ruler, magnifying strips or glass, colored overlays, ear plugs, or other devices as deemed appropriate. Other accommodations may include extended time, alternate schedule, frequent supervised breaks, scribe/writer, computer with spelling and grammar check disabled, simple calculator, sign language interpreter for test directions only, head phones for those taking a listening test, magnifier/template, text-to-speech software video magnifiers, limited testing per day, and one-on-one administration of the assessment. Any testing accommodation should be consistent with documentation in the student learning plan.

TABE: Accommodations must minimize any advantage or disadvantage of completing the test. If the accommodations under consideration are not used in instruction, then it should not be used in the testing situation. For TABE testing, a large print edition, Braille version, and audio version are available. For the Braille version, the answers must be transferred to standard CompuScan or Scoreze answer sheets, depending on the preferred scoring method. Accommodations suggestions for TABE are available in the CTB Assessment Accommodations Guide which can be ordered from CTB/McGraw-Hill.

BEST Plus 2.0 and BEST Literacy: In the computer adaptive version, computer software selects test items appropriate to the examiner's ability after the locator items have been administered. In the print-based version, a quick locator determines the appropriate level of the test form for the examiner.

Use of a straight edge, use of colored overlays, removal from fluorescent lights, use of graph paper, or taking individual tests on different days are interventions that do not require disability accommodations.

TABE-PC is appropriate for some students who have difficulty taking paper and pencil tests. Accommodations such as allowing extra time to complete the test or letting students mark answers in test booklets rather than on separate answer sheets may also be considered for students with special needs.

3.   Guidelines for Each Assessment

Administration procedures for each assessment that Alabama Adult Education endorses must be followed in order to maintain the reliability and validity of each test.

Assessment Name: **Basic English Skills Test (BEST) Literacy**

Applicable Program	ESL
Subject	Reading and Writing
Administration Procedure	Individual or group
Expiration Date	Feb.2, 2019
Scoring Procedures	Reviewers rate responses using rubrics on a specific part of the assessment. A raw score is generated and converted to a scale score.
Scores linked to NRS levels	ESL Beginning Literacy 0-20 ESL Low Beginning 21-52 ESL High Beginning 53-63 ESL Intermediate Low 64-67 ESL Intermediate High 68-75 ESL Advanced *76-78 *Learners who pre-test at the ESL advanced level should be assessed on a different ESL assessment to more accurately measure reading and writing skills
Post-test time	60 hours minimum, 80-100 hours recommended
Training Requirements	Training will be held under the supervision of a CAL qualified assessor. Training sessions will be held annually at the state conference and also on an as needed basis during the year.
Forms Available	B,C, and D
Locator Required	No

Assessment Name: **Basic English Skills Test (BEST) Plus 2.0**

Applicable Program	ESL
Subject	Speaking and Listening
Administration Procedure	Individual
Expiration Date	Feb. 2, 2019
Scoring Procedures	Computer assisted and Print: Learner responses are identified, rated on a scoring rubric by the reviewer, and entered into the computer.
Scores linked to NRS levels	ESL Beginning Literacy 88-361 ESL Low Beginning 362-427 ESL High Beginning 428-452 ESL Intermediate Low 453-484 ESL Intermediate High 485-524 ESL Advanced *525-564 • Learners who pre-test at the ESL advanced level should be assessed on a different ESL assessment to more accurately measure reading and writing skills
Post-test time	60 hours minimum, 80-100 hours recommended
Training Requirements	Training will be held under the supervision of a CAL qualified assessor. Training sessions will be held annually at the state conference and also on an as needed basis during the year.
Forms Available	Computer Assisted: Adaptive questions respond to the learner's ability Print: D, E,, & F
Locator Required	Yes, for print only.

Assessment Name: **Comprehensive Adult Student Assessment
System (CASAS)**

Applicable Program	ESL
Subject	Listening & Reading
Administration Procedure	Individual or group
Expiration Date	Feb. 2, 2019
Scoring Procedures	Printed answer keys and scoring charts are available for administrators. Scoring software is also available. Raw scores of correct responses are converted into scale scores.
Scores linked to NRS levels	ESL Beginning Literacy 0-180 ESL Low Beginning 181-190 ESL High Beginning 191-200 ESL Intermediate Low 201-210 ESL Intermediate High 211-220 ESL Advanced *221-235 • Learners who pre-test at the ESL advanced level should be assessed on a different ESL assessment to more accurately measure reading and writing skills
Post-test time	70-100 hours recommended
Training Requirements	All qualified assessors for CASAS Life and Work Series must complete the training workshop provided by CASAS.
Forms Available	Listening-Forms 51-56, 63-66, Levels A.B, :& C Reading- Forms 27R, 28R, 81-86R, Levels A-D
Locator Required	Yes, Appraisal Form 80

Assessment Name: **Test of Adult Basic Education (TABE)**
Forms 9 & 10   Reading

Applicable Program	ABE; ASE
Subject	Reading
Administration Procedure	Individual
Expiration Date	Feb. 2, 2019
Scoring Procedures	Raw scores are determined by counting the number correct. The number correct is converted into a scale score for reporting.
Scores linked to NRS levels	ABE Beginning Literacy 367 and below ABE Beginning Basic 368-460 ABE Intermediate Low 461-517 ABE Intermediate High 518-566 ASE Low 567-595 ASE High 596 and above
Post-test time	50-60 hours for learners pre-testing in NRS levels 1-4; 30-59 hours for learners pre-testing in NRS levels 5 & 6 using the same level, different form.
Training Requirements	All test administrators must take "Introduction to TABE" and be familiar with the CTB/McGraw-Hill training video and accompanying workbook on administering the TABE
Forms Available	9 & 10
Locator Required	Yes

Assessment Name: **Test of Adult Basic Education (TABE)**
Forms 9 & 10   Total Mathematics

Applicable Program	ABE; ASE
Subject	Total Mathematics
Administration Procedure	Individual
Expiration Date	Feb. 2, 2019
Scoring Procedures	Raw scores are determined by counting the number correct. The number correct is converted into a scale score for reporting.
Scores linked to NRS levels	ABE Beginning Literacy 313 and below ABE Beginning Basic 314-441 ABE Intermediate Low 442-505 ABE Intermediate High 506-565 ASE Low 566-594 ASE High 595 and above
Post-test time	50-60 hours for learners pre-testing in NRS levels 1-4; 30-59 hours for learners pre-testing in NRS levels 5 & 6 using the same level, different form.
Training Requirements	All test administrators must take "Introduction to TABE" and be familiar with the CTB/McGraw-Hill training video and accompanying workbook on administering the TABE
Forms Available	9 & 10
Locator Required	Yes

Assessment Name: **Test of Adult Basic Education (TABE)**
Forms 9 & 10   Language

Applicable Program	ABE; ASE
Subject	Language
Administration Procedure	Individual
Expiration Date	Feb. 2, 2019
Scoring Procedures	Raw scores are determined by counting the number correct. The number correct is converted into a scale score for reporting.
Scores linked to NRS levels	ABE Beginning Literacy 389 and below ABE Beginning Basic 390-490 ABE Intermediate Low 491-523 ABE Intermediate High 524-559 ASE Low 560-585 ASE High 586 and above
Post-test time	50-60 hours for learners pre-testing in NRS levels 1-4; 30-59 hours for learners pre-testing in NRS levels 5 & 6 using the same level, different form.
Training Requirements	All test administrators must take "Introduction to TABE" and be familiar with the CTB/McGraw-Hill training video and accompanying workbook on administering the TABE
Forms Available	9 & 10
Locator Required	Yes

Quality Control Procedures:

To ensure the reliability and validity of testing results, the sub-recipients must provide test takers with the following:
- an appropriate sized room to properly accommodate the number of test takers
- a room location with reduced noise and distractions
- proper room lighting,
- a comfortable room temperature
- Visible clock or timing device
- Appropriate sized tables and chairs
- Access to a rest room

When submitting a student update form for data entry of post-test information, the number of contact hours since the last test are required on the form as well as the signature of the instructor that certifies adherence to the Assessment Policy for validity and reliability of standardized assessment data. All records must be maintained in a central location and are subject to audit by the regional coordinator and other monitoring/evaluation team members.

Program officials have until the 15th day of the month following the month being reported to enter data into AAESAP, the management information system. All sub-recipients must follow the state procurement policies when purchasing assessment materials.

Distance Education-Specific Assessment Policy:

Distant Learners in the Alabama Adult Education Program are students who are separated from the instructor by geography, time, or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs, and other online technology. Teachers support distance learners through communication via mail, telephone, email, or online technologies and software.

Students in distance education must have at least 12 hours of contact with the program before they can be counted for federal reporting purposes. Teachers support distance learners via mail, phone, e-mail, or online technologies and software communication.

During a program year, if a student is dually enrolled in a traditional classroom and distance education, for NRS reporting, the student can only be counted once. The person that is assigned to a traditional class in addition to distance learning is counted as a traditional student. On-line education serves as supplemental learning. Students enrolled in a strictly Distance Learning class are counted in the Distance Education category

Programs must administer all pre-and post-assessments used to measure educational gain of distance education students in person at a proctored program site. Alabama uses only NRS approved assessment instruments. Tests must be accurately timed during administration and results must be properly graded and recorded. Appropriate records documenting assessment results, assignments, and progress shall be maintained for each learner.

Distance education instructors will follow the guidelines stated in this document when determining instructional time mandated prior to administering a post-test. A Clock Time Model is used for determining instructional contact hours. The software used for distance education must calculate the time the learner spends interacting with the instructional material. The program should disconnects after a preset period of inactivity. The number of contact hours are determined by the data collected in the on-line curriculum management database. One example of a model used: MHC GED Integrated Online