

New Jersey Department of Labor and Workforce Development

Adult Education & Literacy

New Jersey Assessment Policy

*Adult Basic Skills/English Language Acquisition
Workforce Innovation and Opportunity Act, Title II
Adult Education and Family Literacy Act*



Standardized Testing Policy Guidelines

**New Jersey Department of Labor and Workforce Development
Adult Education and Literacy
State Assessment Policy**

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SECTION I: INTRODUCTION AND CONTEXT

A. Need for the State Assessment Policy

New Jersey provides and requires assessments to measure the achievement of literacy and language skills for adult students and ties achievement to quality and performance. The passage of the Adult Education and Family Literacy Act (AEFLA) in 1998 placed a focus on the development of an accountability system for Adult Education. As a result, the National Reporting System (NRS), an outcome based reporting system, for the State-administered, federally funded adult education program, was developed to meet the requirements for program accountability. The NRS guidelines mandate that the only way a program can report educational gain is by demonstrating that a student has moved from one NRS level to the next based on their standardized assessment scores.

In addition, a comprehensive performance accountability system is required by the Workforce Innovation and Opportunity Act (WIOA) of 2014 (P.L. 113-128). The assessments used in New Jersey were chosen for reliability and validity as an accurate way to measure student progress. The assessment policy standardizes the process of determining student progress and completion of Educational Functioning Levels (EFLs). Every funded program is responsible and held accountable for the integrity of the data entered into the State's management information system – Literacy Adult Community Education System (LACES).

The NRS (www.nrsweb.org) EFLs are determined using approved standardized assessments (TABE, TABE CLAS-E, BEST Plus, BEST Literacy, GAIN, and CASAS). All students are placed into an appropriate EFL as determined by the standardized assessments chosen by the State. A subsequent post-test shows students' progress. Results of the pre- and post-test data determine the state's performance targets negotiated annually with the United States Department of Education's Office of Career, Technical and Adult Education (OCTAE), professional development planning, and the need for program improvement.

B. Purposes and Uses of Assessment

In addition to using required standardized assessments for NRS reporting and accountability, programs use assessments for instructional purposes. Assessment data should be used to inform program evaluation and instructional design to better meet the needs of students and the instructors. Programs are encouraged to supplement standardized assessments with instructional-based, portfolio-based, employment/career-based, and/or teacher-made assessments. Quality assessment data plays a major role in many areas to:

1. Inform students about skill levels and place them in the most appropriate instructional program;
2. Help students determine short and long term goals;
3. Use information as a diagnostic guide to instruction;
4. Pre- and post-test to record progress and certify EFL completion;
5. Plan and develop professional development activities; and

6. Manage program improvement and planning and assess comparability across local programs.

Another purpose of assessment is to assist students in exploring their strengths and weaknesses and developing an understanding of where their strengths lie and what areas may need further development to obtain or retain employment, attain their High School Equivalency (HSE), or enter postsecondary education or vocational/occupational training. A full assessment profile includes background on work and educational experiences, interests, motivation/drive and outside support needs.

The assessment process includes testing along with a collection of other information, including the student's life, work, and educational experiences, their educational and employment goals, and their current support needs. Whenever possible, an interview should be conducted with the student by program intake personnel and/or by the student's teacher. States must report to NRS/OCTAE the required measures on all students who receive 12 or more hours of instruction funded through WIOA Title II AEFLA.

C. Summary and Overview

All tests approved by the state of New Jersey for use in Adult Education and Literacy programs are selected from those approved by the NRS. These standardized tests are designed to assess learning along a continuum from beginning literacy and English language acquisition through completion of secondary level skills. Programs should select the test instrument based on the student's goals and the instructional focus of the program.

General assessment practices include pre-test and post-test procedures and appear in Section II of this document. Data quality control is also addressed in Section II. Section III describes each approved instrument for use in New Jersey with information concerning locators, parallel forms, minimum and recommended hours between pre- and post-testing, test administrator training, accommodations, and administration and scoring procedures.

D. Resources for Information and Assistance

- Individuals requiring information on training for assessments should contact Kate Heil, Professional Development Coordinator, at 609-292-3119 or Kathleen.Heil@dol.nj.gov.
 - Individuals requiring information or assistance related to the assessment policy should contact Cheyenne Frenz at 609-633-8135 or Cheyenne.Frenz@dol.nj.gov.
1. For specific or additional information about **TABE** assessments or to order TABE products, contact Data Recognition Corporation-CTB at 800-538-9547 or www.ctb.com.
 2. For specific or additional information about **BEST** assessments or to order BEST products, contact Center for Applied Linguistics (CAL) at 866-845-2378 or www.cal.org.

3. For specific or additional information about **GAIN** assessments or to order GAIN products, contact Wonderlic, at 877-605-9496 or www.wonderlic.com.
4. For specific or additional information about **CASAS** assessments or to order CASAS products, contact CASAS at 800-255-1036 or www.casas.org.

SECTION II: GENERAL ASSESSMENT REQUIREMENTS

A. Assessments Permitted

Approved assessment in New Jersey are:

- Tests of Adult Basic Education (**TABE 9/10**) (Reading, Math, and Language) or **TABE Survey** – approved for use on paper and through the computer-based delivery format through February 2, 2019 for *Adult Basic Education (ABE)*, *Adult Secondary Education (ASE)*, and *English Language Acquisition (ELA) students*.
- TABE Complete Language Assessment System – English (**TABE/CLAS – E**) (Listening, Speaking, Reading, and Writing) – forms A and B are approved for use on paper through February 2, 2019 for *ELA students*.
- Basic English Skills Test (**BEST Plus**) (Speaking and Listening Skills) – forms A, B, and C are approved for use on paper and through computer-adaptive delivery format through June 30, 2016. *Beginning July 1, 2016 BEST Plus 2.0 forms D, E, and F is approved for use on paper and through the computer-adaptive delivery format through February 2, 2019 for *ELA students*.

**Note: programs cannot pre-test with BEST Plus and post-test with BEST Plus 2.0.*
- Basic English Skills Test (**BEST Literacy**) (Reading and Writing Skills) – forms B, C, and D are approved for use on paper through February 2, 2019 for *ELA students*.
- General Assessment of Instructional Needs (**GAIN**) Test of English Skills (English/Reading) - forms A and B are approved for use on paper and through the computer-based delivery format through February 2, 2019 for *ABE and ASE students*.
- General Assessment of Instructional Needs (**GAIN**) Test of Math Skills – forms A and B are approved for use on paper and through the computer-based delivery format through February 2, 2019 for *ABE and ASE students*.
- Comprehensive Adult Student Assessment Systems (**CASAS**) – **Reading Assessments (Life and Work, Life Skills, Reading for Citizenship, Reading for Language Arts-Secondary Level)** – forms 27, 28, 81, 82, 81X, 82X, 83, 84, 85, 86, 185, 186, 187, 188, 310, 311, 513, 514,

951, 952, 951X, and 952X are approved for use on paper and through the computer-based delivery format through February 2, 2019 for *ABE, ASE and ELA*.

- **CASAS – Life Skills Math Assessments - Application of Mathematics (Secondary Level)** - forms 31, 32, 33, 34, 35, 36, 37, 38, 505, and 506 are approved for use on paper and through the computer-based delivery format through February 2, 2019 for *ABE, ASE and ELA students*.
- **CASAS – Life and Work Listening Assessments (LW Listening)** – forms 981L, 982L, 983L, 984L, 985L, and 986L are approved for use on paper and through the computer-based delivery format through February 2, 2019 for *ELA students*.

B. Students to be Assessed

All students in adult education programs must be pre-tested using a state-approved standardized test at intake/orientation or within 12 hours of attendance; these 12 hours may include up to 3 hours of assessment time. It is recommended that Math and Reading subject areas of the TABE and GAIN assessments be administered at pre-testing. The exception to administering the Math and Reading subject areas is if a student specifically requests to study one area as determined through the case management process.

C. Assessment of Distance Learning Students

Students enrolled in distance learning classes must be assessed according to the same policies and procedures as students who are not enrolled in distance learning classes. All assessments for distance learning students shall be administered face-to-face following the test-publisher's guidelines.

D. Pre-testing

1. Student Orientation to Testing Procedures, Purposes, and Results

The testing process should be transparent and explained in advance to students. Before testing, students should be told why they will be tested and what the test results will be used for. Students should quickly know their scores, so it is important to let them know when they will have their results and that the meaning of those results is explained.

2. Placement by the Lowest EFL

Per the NRS, students are tracked according to their lowest EFL. LACES only tracks the lowest EFL. This level is used to determine education gain in post-tests for federal reporting.

3. Baseline for Returning Students

A returning student's post-test from the current program year or the previous program year can be pushed forward and considered a pre-test for the new program year provided the interim does

not exceed 6 months. Only the subject area that the student will be tracked in should be pushed forward. Re-testing is an option if staff believe it would be in the best interest of the student.

E. Post-testing

1. Post-test Rate

Programs are required to post-test a minimum of 60% of their students at least one time during the program year with the exception of students who pre-tested at ASE High. No progress test is available if the student places in ASE High upon program entry that will result in an educational functioning level gain. The only *educational* outcome for students testing at the ASE High level is passing the HSE exam. If a student who entered the program at the ASE High level takes and passes an HSE exam, the student will populate NRS Table 5, not NRS Tables 4 and 4B once they exit. Although New Jersey requires a 60% post-test rate, it is recommended that *all* students meeting the minimum numbers of hours needed for post-testing be tested during the program year.

Devising an effective testing schedule is critical to program success. Being able to post-test a high percentage of students is important for two reasons. First, post-test scores determine educational gain, which is an important NRS measure. Second, the percentage of students post-tested is also used to measure student retention. A low percentage may indicate that a program is unable to retain its students long enough for them to be post-tested.

2. Minimum Hours between Pre- and Post-Test

Students may not be post-tested until they accrue *at least* the minimum hours of instruction established by the test publisher. Students may accrue hours in excess of the minimum hours of instruction. A movement up from one EFL to the next in the subject area being tracked in LACES will be shown as a positive outcome on the federal report.

3. Required Instructional Hours Between Pre- and Post-Tests

TABE 9 and 10:	40 hours minimum for ABE students, 50-60 hours recommended
	30 hours minimum for ASE students, 30-59 hours recommended
TABE CLAS-E:	40 hours minimum, 50-60 hours recommended
GAIN:	60 hours minimum
BEST Plus:	60 hours minimum, 80-100 hours recommended
BEST Literacy:	60 hours minimum, 80-100 hours recommended
CASAS:	40 hours minimum, 70-100 hours recommended

4. Exception to the Minimum Number of Hours between Pre- and Post-Test

In limited cases, *as an exception*, not a program rule, students who have a valid pre-test and have indicated that they must leave the program before receiving the test publisher recommended minimum number of hours of instruction for post-testing may be administered a post-test if at least 30 hours of instruction has occurred (20 hours for ASE Low and High students who have taken TABE) and; the instructor has reasonable evidence to suggest that a post-test will result in an educational gain. A note must be entered into the student's comments folder in their LACES record for auditing purposes.

F. Training for Administering Assessments

New Jersey requires that test administrators be properly trained before administering standardized assessments. All programs must comply with all training requirements established by the publishers of the assessment instrument, including education and other minimum requirements. Local programs can train their staff as test administrators through the test publisher or by contracting with a certified or qualified test administration trainer.

Programs must maintain at least one test administrator for each test instrument in use at the program and should develop a plan to determine how many testers are required to pre- and post-test the maximum number of students efficiently and effectively. Programs are responsible for maintaining records of staff trained to administer tests in their programs. These records must be readily available for monitoring and audit purposes.

G. Accommodating Students with Disabilities or Other Special Needs

Testing accommodations provide students with disabilities an opportunity to demonstrate their skills and abilities without interference from sensory, motor, language, or psychological skills caused by the disability itself. Accommodations may alter the conditions for administering the test such as changes in timing, setting or responding, or they may change the format of the test such as use of a Braille version or text enlarger. Appropriate accommodations meet the needs of students without changing what a test is intended to measure.

The accountability standards in WIOA include the Rehabilitation Act Amendments of 1998. WIOA, effective, July 2015, focuses on students most in need, such as students with a low level of literacy skills, ELA students, and those with disabilities. Reasonable accommodation has long been recognized as an essential component of the testing process. Further, it is legally mandated under the Americans with Disabilities Act (ADA).

While the ADA does not define reasonable accommodation, it provides a list of examples of what might constitute a reasonable accommodation. With respect to testing, the ADA requires that test be given to students with impaired sensory or manual skills in a format and manner that minimize the impact of any impaired skill on the test results, unless the test is designed to measure that particular skill. Once it has

been determined that the test taker has a disability that is covered by the ADA, the test administrator should initiate discussion with the test candidate to help identify an appropriate and reasonable accommodation.

Students with documented disabilities who require accommodations may request assessment instruments in alternative formats and alterations in test administration procedures. Documented disabilities mean that the individual can present a formal document provided by a qualified professional (physician, educational counselor, psychologist, special education teacher, or a rehabilitation counselor) such as a doctor's report, a diagnostic assessment, or other formal record of disability that includes a diagnosis of the disability, whether it is a medical, psychological, learning, developmental, and/or attention deficit disorder. Test administrators must follow accommodation guidance provided by the test publisher. It is important to note that not all students with disabilities will need testing accommodations. **Programs should contact the specific test publisher should they have questions regarding accommodations.*

H. Quality Control Procedures

1. Test Security

- a) The local program's operational procedures must address test security.
- b) Questions or answers that appear on any test may not be used for instruction.
- c) Assessment materials must be safeguarded, including test administration manuals, actual student paper-based or electronic tests, and answer sheets that contain marks or responses or student digital test results.
- d) If test materials become defaced or not usable, contact the publisher for instructions for disposal.
- e) No duplication of any test form or any portion of any test form is permitted unless explicit permission to do so is in writing from the test publisher. Reproducing test materials is a violation of federal copyright law.
- f) Program staff must adhere to all test security procedures and policies provided by the test publisher.
- g) Original score sheets from test and/or electronic score reports with results of student' pre- and post-test scores must be stored and/or backed up on appropriate media or printed out and filed in hard copy and be available for local, state, and federal monitoring.
- h) Test administrators must remain in the testing room throughout the entire test session to ensure that students follow all testing rules. Examinees must refrain from talking during the test session or seeking help from other students in any way, including the use of electronic devices.

2. Error-Checking and Quality Control - Identifying Missing and Inaccurate Data

Programs must have procedures for checking data for completeness and accuracy following a schedule with clear deadlines. An appropriate number of staff should be assigned to perform these data checking

functions. Staff assigned to these duties should review all data forms as soon as possible for completeness and accuracy. To do their job effectively, these staff members must have access to all staff – teachers, intake staff, counselors, and administrative staff – and have the authority to obtain cooperation.

3. Ongoing Training for Data Collection

Lead agency and partner program directors are required annually to be up-to-date on NRS policy, accountability policies, data collection processes, definitions of measures, Notice of Grant Opportunity information, State Policies, Contract requirements and on assessment administration. Quality data collection procedures will result in valid and reliable data only if staff understand and follow them. Therefore, part of the program’s data collection process must include training of all data collection staff on their roles and responsibilities, as well as the importance of data collection. Teachers should also have a basic understanding of data reporting requirements. Programs are responsible for providing basic LACES and data collection training for all staff.

Technical assistance is available by completing the LACES User News page *Technical Support Form*, or via email at helpdesk@literacypro.com or by phone at 888-714-9464. In addition, the State contracts with LiteracyPro to provide several levels and types of LACES training each program year, including Targeted Training focused on, and specific to each consortiums’ strengths and weaknesses and Technical Assistance.

4. Clear and Timely Data Entry Procedures

Program procedures for data entry should specify at least one person whose job is to enter the information from forms into LACES. All staff members should know this person’s role and he or she should have the authority to request clarification or resolution of errors. In addition, data entry should be scheduled at frequent, regular intervals – such as daily, weekly, bi-weekly, or monthly. All data should be collected and entered at least on a monthly basis, with no more than a one month delay between actual activity and activity reported in LACES. Without frequent data entry, not only will there be a backlog of forms to enter, but programs may not become aware of errors and missing data until it is too late to correct them. Part of the data entry procedure should also include a prompt, organized way to identify and resolve errors.

SECTION III: GUIDELINES FOR EACH ASSESSMENT

A Brief Description for each Approved Assessment is provided in this Section.

A. Tests of Adult Basic Education (TABE) Complete Battery and Survey

TABE is an NRS approved assessment for Adult Basic Education (ABE, Grade levels 0 – 8) and Adult Secondary Education (ASE, Grade Levels 9 – 12) students. TABE subject areas are Reading, Math and

Language. TABE 9 & 10 accurately predicts how students may perform on the GED Tests and measures the skills adults need to succeed on the job and in life.

The TABE Complete Battery is composed of various skill areas or levels. The levels are:

- Literacy (L)
- Easy (E)
- Medium (M)
- Difficult (D)
- Advanced (A)

**The TABE Survey offers all of the levels above with the exception of Literacy (L). The Survey tests the same content areas as the Complete Battery, though diagnostic information is less detailed.*

1. TABE Locator

Programs must use the TABE Locator Test to determine the correct level of each test to be administered.

2. Parallel Forms

TABE has two parallel forms, Forms 9 and 10 which must be used alternately to ensure valid results when re-testing the same student. A different form from that of the pre-test should be administered as a post-test.

3. Minimum Hours between Pre- and Post-test

For all EFLs except ASE, post-testing should occur after a minimum of 40 hours; for ASE post-testing should occur after a minimum of 30 hours. *In rare and limited cases*, ABE students may be tested after 30 hours of instruction and ASE students may be tested after 20 hours of instruction. Please see Section II Post-Testing on page 5, for detail regarding the post-testing exception.

4. Test Administrator Training

All staff administering the TABE must be trained before administering the test. The local program is responsible for maintaining a record of all staff trained to administer the TABE.

5. TABE Accommodations for Students with Disabilities

TABE 9/10 is available in large print and audio. TABE outlines a framework with assessment accommodations in three categories.

- **Category 1 accommodations** are not expected to influence the examinee's performance in a way that alters the interpretation of either criterion or norm-referenced test scores. Scores from examinees in this category should be interpreted and reported in the same way as scores of

examinees who take the test under standard conditions. No notation is necessary. Example Category 1 accommodation: Take the test alone or in a study carrel.

- **Category 2 accommodations** may have an effect on examinee’s performance that should be considered when interpreting and reporting scores. Example Category 2 accommodation: Use extra testing time for a timed test.
- **Category 3 accommodations** may also have an effect on the examinee’s performance that should be considered when interpreting and reporting scores. Example Category 3 accommodation: Use a calculator for a mathematical computation test.

For additional information on these categories, refer to the test publisher’s directions or contact the test publisher directly.

6. Administering and Scoring the TABE

TABE may be administered individually or in a group setting and may be administered in either paper and pencil form or by computer (TABE Online or TABE-PC). TABE is either locally hand-scored, machine scored, or scored with TestMate TABE software. Regardless of the type of administration, the raw scores must be converted to Scale Scores before entering score information into LACES. TABE provides a Norms book for paper and pencil scoring to convert the raw score or number correct into a Scale Score. The Norms book is divided into sections for each form (TABE 9 and TABE 10) and by subject areas (e.g. Reading, Math, Language, etc.). With the number correct, testers can locate the scale score. Testing times for each subject area for the Complete Battery are as follows: 50 minutes for Reading, 24 minutes for Math Computation, 50 minutes for Applied Math, and 55 minutes for Language. Testing times for each subject area for the TABE Survey are as follows: 25 minutes for Reading, 15 minutes for Math Computation, 25 minutes for Applied Math, and 25 minutes for Language.

B. TABE Complete Language Assessment System – English (TABE CLAS-E)

TABE CLAS-E provides teachers with a reliable, easy-to-use system that accurately identifies the instructional needs of English Language Acquisition (ELA) students. TABE CLAS-E assesses English proficiency levels to accurately measure students’ reading, listening, writing, and speaking skills. The optional speaking test gives teachers maximum flexibility in how they assess their students.

1. TABE CLAS-E Locator

A short locator ensures that ELA students start with the appropriate assessment level.

2. Parallel Forms

Pre- and post-tests are available at four levels to ensure that students test within the correct range for their abilities. TABE CLAS-E has two parallel forms, Forms A and B which must be used alternately to

ensure valid results when re-testing the same student. A different form from that of the pre-test should be administered as a post-test.

3. Minimum Hours between Pre- and Post-test

Post-testing should occur after a minimum of 40 hours of instruction.

4. Test Administrator Training

All staff administering the TABE CLAS-E must be trained before administering the test. The local program is responsible for maintaining a record of all staff trained to administer the TABE CLAS-E.

5. TABE CLAS-E Accommodations for Students with Disabilities

TABE CLAS-E provides large-print editions to accommodate students 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

Additional information can be obtained by contacting the test publisher directly.

6. Administering and Scoring the TABE CLAS-E

TABE CLAS-E delivers number correct and scale scores for each skill area, as well as for the two composite skill areas – Reading/Writing and Listening/Speaking – and for the total battery of assessments. The optional Speaking test is administered individually. Program staff must convert the number correct to the scale score for each sub-test and enter a scale score into LACES. TABE CLAS-E offers scoring with TestMate TABE.

C. Basic English Skills Test (BEST Plus)

The BEST Plus assesses interpersonal communication using everyday language. BEST Plus assesses speaking and listening skills. The test is delivered in an individual, face-to-face interview format.

1. BEST Plus Locator

- A. In the print-based version of the BEST Plus, a brief locator test determines the level of the test items (level 1, 2, and 3) that will be most appropriate for the ability level of the student.
- B. In the computer-adaptive version of BEST Plus, items are selected by the computer program, choosing the most appropriate question for the student’s demonstrated ability level; therefore the BEST Plus computer-adaptive version does not have a locator test

2. Parallel Forms

The print-based version has three parallel forms (A, B, and C) for pre- and post-testing purposes. Different forms must be used for pre- and post-testing.

3. Minimum Hours between Pre- and Post-test

Post-testing should occur after a minimum of 60 hours of instruction.

4. Test Administrator Training

CAL requires test administrators to complete a six-hour training with a CAL-certified BEST Plus trainer and be approved by that trainer to begin administering BEST Plus. CAL recommends annual refresher training. The local program is responsible for maintaining a record of all staff trained to administer the BEST Plus.

5. BEST Plus Accommodations for Students with Disabilities

Programs that administer BEST Plus are responsible for providing accessible services for ensuring that requests for accommodations are considered and handled in a manner consistent with applicable laws and regulations. Test administrators may provide and allow accommodations in test administration procedures or in the testing environment for individuals with disabilities, provided that the accommodation does not compromise the purpose or results of the test.

For example, the test administrator cannot explain the content of the picture cue prompts to a person with a visual impairment because BEST Plus is not designed to assess the communicative language skills of students with hearing or speech disabilities. A permissible accommodation for BEST Plus would be the use of hearing aids. BEST Plus can be used with students who can see the picture cue prompts with appropriate accommodations (e.g. the use of a magnifying glass to enlarge the image). BEST Plus is not appropriate for use with individuals whose visual impairment prevents them from seeing the picture cue prompts even when enlarged or otherwise enhanced. Additional information can be obtained by contacting the test publisher directly.

6. Administering and Scoring the BEST Plus

BEST Plus is available in three delivery formats: CD-ROM, USB, and Network to provide maximum flexibility for test administration based on the needs of a program. BEST Plus is administered face-to-face for both the computer-adaptive version and the semi-adaptive print based version. Informative score reports are generated for both the computer and print versions using the BEST Plus Score Management Software. The semi-adaptive print-based version does not require a computer at the time of testing. The BEST Plus takes 3-20 minutes to administer.

D. Basic English Skills Test (BEST Literacy)

The BEST Literacy is a measurement tool designed to assess reading and writing literacy skills for limited English proficient students.

1. Locator

The BEST Literacy assessment *does not* provide or require a locator test although some adults entering an ELA program may have limited knowledge of written English and will struggle with or be unable to complete a literacy assessment such as BEST Literacy.

2. Parallel Forms

BEST Literacy is available in three parallel forms (B, C, and D) for pre- and post-testing. Use of different forms for pre-testing and post-testing is required.

3. Minimum Hours between Pre- and Post-test

Post-testing should occur after a minimum of 60 hours of instruction.

4. Test Administrator Training

To ensure the accurate use and scoring of BEST Literacy as a standardized assessment, all test administrators should read and follow the instructions in the *BEST Literacy Test Manual* (2008). The local program is responsible for maintaining a record of all staff trained to administer the BEST Literacy.

5. 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. Test administrators may provide and allow accommodations in test administration procedures or in the testing environment for individuals with disabilities, provided that 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. Additional information can be obtained by contacting the test publisher directly.

6. Administering and Scoring the BEST Literacy

BEST Literacy can be administered individually or to groups of students. One hour is given for completion of the test.

E. General Assessment of Instructional Needs (GAIN)

GAIN is an all-in-one assessment developed by Wonderlic, Inc. It is designed to assess basic English, reading and math proficiency and to streamline and optimize the student and teacher experience. GAIN is an assessment designed for students enrolling in Adult Basic Education (ABE) grade levels 0-8; and Adult Secondary Education (ASE) grade levels 9-12 programs.

1. Locator

A locator test is not needed to administer GAIN.

2. Parallel Forms

The English and Math tests have two forms each, Forms A and B, and are available in paper and pencil and online administration modes. The test items in paper and pencil and online modes are identical and thus facilitate the use of one mode in pre-test situations and the other mode in post-test situations if desired. Different forms must be used for pre- and post-testing.

3. Minimum Hours between Pre- and Post-test

Post-testing should occur after a minimum of 60 hours of instruction.

4. Test Administrator Training

The publisher requires completion of training and certification for all test administrators. Trainees complete and return GAIN Test Administrator Certification Kits to Wonderlic and Wonderlic certifies the trainers. Certification and training for test administrators is available through Wonderlic at no charge. The local program is responsible for maintaining a record of all staff trained to administer the GAIN.

5. GAIN Accommodations for Students with Disabilities

The GAIN Administrator Guide states the following: “A reasonable accommodation should allow the test score to reflect the test taker’s skills rather than reflect the test taker’s impairment, and should allow the test taker with a disability (or disabilities) to demonstrate his or her skills and abilities more accurately than if no accommodations were allowed. Additionally, a major focus of the ADA is that reasonable accommodations are best addressed only on a case-by-case basis”. The GAIN Administrator Guide provides the following examples of reasonable accommodations:

- Providing extra time to complete the GAIN
- Providing rest breaks for test takers

- Assuring that the test site is accessible to a person with a mobility issue

Additional information can be obtained by contacting the test publisher directly.

6. Administering and Scoring the GAIN

GAIN can be administered in either a group or individual setting. Both the English and the Math test take 45 minutes to administer. GAIN can be administered online by computer or in paper and pencil format. The online GAIN report is available immediately after online test completion. The paper and pencil GAIN report is available within minutes using fax-back or template scoring, providing teachers with diagnostic profiles for each student.

F. Comprehensive Adult Student Assessment System (CASAS)

1. Locator/Appraisal

CASAS provides appraisals for paper test booklets. An appraisal test ensures that adult learners start with the appropriate assessment level. CASAS eTests (computerized testing) administers a short locator test that automatically transitions students into the correct pretest option.

2. Parallel Forms

Different forms must be used for pre- and post-testing. Please find detailed information below regarding CASAS approved forms.

- **Reading Assessments (Life and Work, Life Skills, Reading for Citizenship, Reading for Language Arts-Secondary Level)** – forms 27, 28, 81, 82, 81X, 82X, 83, 84, 85, 86, 185, 186, 187, 188, 310, 311, 513, 514, 951, 952, 951X, and 952X are approved for use for **ABE**, **ASE** and **ELA** students.
- **Life Skills Math Assessments - Application of Mathematics (Secondary Level)** - forms 31, 32, 33, 34, 35, 36, 37, 38, 505, and 506 are approved for use for **ABE**, **ASE** and **ELA** students.
- **Life and Work Listening Assessments (LW Listening)** – forms 981L, 982L, 983L, 984L, 985L, and 986L are approved for use for **ELA** students.

3. Minimum Hours between Pre- and Post-test

Post-testing should occur after a minimum of 40 hours of instruction.

4. Test Administrator Training

Each person who gives, scores, or orders CASAS assessments must complete *Initial Implementation Training*. The local program is responsible for maintaining a record of all staff trained to administer CASAS.

5. CASAS Accommodations for Students with Disabilities

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

- accommodations in testing time or breaking an assessment into two sessions;
- giving frequent 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; and
- allowing extended time.

Accommodations in student response include using a sound amplification device, using a scribe to record answers, using a simple calculator for math, typing on a Braille keyboard, and using speech-to-text software. Additionally, CASAS test forms that may be appropriate for students who have a disability include CASAS eTests, computer-adapted and computer-based tests, and large-print tests. CASAS large-print test booklets 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.

Additional information can be obtained by contacting the test publisher directly.

6. Administering and Scoring CASAS

Post-tests are administered at the same level or higher, depending on the student's pre-test score. The test publisher recommends an alternate test form within the same test series for post-testing. Additionally, the post-test must be in the same skill area as the pre-test.