

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

Revised December 2017 for use July 1, 2018 – June 30, 2019

**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 2.0, 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 instructors. Programs are encouraged to supplement standardized assessments with instructional-based, portfolio-based, employment/career-based, and/or teacher-created 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 demonstrate 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 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. 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 Danielle Jubanyik, Ed.D., Professional Development Coordinator, at 609-292-6640 or Danielle.Jubanyik@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 at 800-538-9547, ShelfCustomerService@DataRecognitionCorp.com, or www.tabetest.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, Option 1 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, casas@casas.org, or www.casas.org.

SECTION II: GENERAL ASSESSMENT REQUIREMENTS

A. Assessments Permitted

Approved assessments in New Jersey are:

- Tests of Adult Basic Education (**TABE 11 and 12**) (Literacy/English Language Arts and Mathematics) – approved for use on paper and through a computer-based delivery format through September 6, 2024 for *Adult Basic Education (ABE)* and *English Language Acquisition (ELA)* students.
- Tests of Adult Basic Education (**TABE 9 and 10**) (Reading, Math, and Language) or **TABE Survey** – approved for use on paper and through the computer-based delivery format through June 30, 2019 for *ABE*, 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 June 30, 2019 for *ELA* students.
- Basic English Skills Test (**BEST Plus 2.0**) (Speaking and Listening Skills) – forms D, E, and F are approved for use on paper and through computer-adaptive delivery format through February 2, 2019 for *ELA* students.
- Basic English Skills Test (**BEST Literacy**) (Reading and Writing Skills) – forms B, C, and D are approved for use on paper through June 30, 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 June 30, 2019 for *ABE* 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 June 30, 2019 for *ABE* 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 June 30, 2019 for *ABE 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 June 30, 2019 for *ABE 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 June 30, 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 pre-testing be done in multiple subject areas. Pre-testing in multiple subject areas is beneficial for guiding instruction as well as for improved performance outcomes.

***Beginning July 1, 2017 programs will receive credit for students making an EFL gain in any level-defining subject area. *The exception to this recommendation would be if a student specifically requests to only study one subject 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. It is important to let them know when they will have their results and that the meaning of those results is explained.

2. Educational Functioning Level (EFL) Placement

In LACES, students are tracked according to their lowest EFL and populated on NRS Table 4 in that EFL unless a local staff member manually changes the subject area. However, beginning July 1, 2017 programs will receive credit for students making an EFL gain in *any* of the level-defining subject areas if scores are entered into LACES. These levels are used to determine educational gains in post-tests for federal reporting.

3. Baseline for Returning Students

A returning student's post-test can be pushed forward and considered a pre-test provided the interim does not exceed 6 months. *All subject areas 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 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 *educational* outcome/Measurable Skills Gain (MSG) for students testing at the ASE High level is passing an HSE exam. In addition, if a student entering a program at *any* EFL takes and passes an HSE exam, the student will populate NRS Table 4 as having achieved a MSG. 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 any 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 11 and 12: **50-60** hours recommended

TABE CLAS-E:	40 hours minimum, 50-60 hours recommended
GAIN:	60 hours minimum
BEST Plus 2.0:	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 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 tests 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 agency 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 “How well do you know WIOA?” and LACES 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, or bi-weekly. All data should be collected and entered at least on a bi-weekly basis, with no more than a two-week 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) 9 & 10 and 11 & 12

TABE 9 & 10 and 11 & 12 are NRS approved assessments for Adult Basic Education NRS Levels 1-4 (ABE, Grade levels 0 – 8) and Adult Secondary Education NRS Levels 5 and 6 (ASE, Grade Levels 9 – 12) students. TABE subject areas are Reading, Math and Language. TABE 11 & 12 predicts how students may perform on the Test Assessing Secondary Completion (TASC) High School Equivalency Test (HSE) and measures the skills adults need to succeed on the job and in life. **The TABE 11 & 12 is 100% aligned to the new College and Career Readiness Standards.*

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

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

The TABE 9 & 10 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. *The Locator test is lengthened slightly for TABE 11 & 12 to make it more predictive in placing students into the new TABE 11 & 12.*

2. Parallel Forms

TABE 9 & 10 has 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 a pre-test should be administered as a post-test.

TABE 11 & 12 also has parallel forms, Forms 11 and 12, 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 **TABE 9/10** all EFLs except ASE (NRS Levels 5 and 6), post-testing should occur after a minimum of 40 hours; for ASE (NRS Levels 5 and 6) 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 (NRS Levels 5 and 6) students may be tested after 20 hours of instruction.

For **TABE 11/12** post-testing is recommended after at least 50-60 hours of instruction. *In rare and limited cases*, ABE students may be tested after 30 hours of instruction.

Please see Section II Post-Testing on page 8, 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

The purposes of modern educational assessment now extend beyond examinee-to-examinee comparisons under uniform conditions, and the inclusion of all examinees in educational assessment has become highly valued and required by law. Data Recognition Corporation (DRC) advocates and has adopted an approach to standardization that recognizes inclusiveness and accommodation as equally important, non-conflicting characteristics of modern assessment practice. DRC's norm group includes those examinees able to participate in the test administration with or without accommodations. TABE outlines a framework with assessment accommodations in three categories. These are not intended to be exhaustive, nor are the classifications of accommodations meant to be definitive. The classification of an accommodation may change for a particular test or subject area and may vary for different item types, such as selected-response and constructed-response.

➤ **Category 1 Accommodations**

Example - take the test alone or in a study carrel. This and similar accommodations comprise Category 1. These accommodations are not expected to affect the interpretation of individual examinee criterion- or norm-referenced scores. Both individual results and summaries can be treated in the same manner as those for examinees who do not use accommodations. Individual examinee scores can be interpreted directly, and examinee scores can be included in aggregate score reports with special notation of the accommodations.

Category 1 accommodations

Presentation

- Use visual magnifying equipment
- Use a Large Print edition of the test
- Use audio amplification equipment
- Use markers to maintain place

Response

- Mark responses in test book

- Mark responses on Large Print answer document
- For selected-response items, indicate responses to a scribe
- Record responses on audiotape (except for constructed-response writing tests)
- For selected-responses items, use sign language to indicate responses
- Use a computer, typewriter, Braille writer, or other machine (e.g. communication board) to respond
- Use a template to maintain place for responding
- Indicate responses with other communication devices (e.g., speech synthesizer)

Setting

- Take the test alone or in a study carrel
- Take the test with a small group or different class
- Take the test at home or in a care facility (e.g., hospital) with supervision
- Use adaptive furniture
- Use special lighting and/or acoustics

Timing/Scheduling

- Take more breaks (Note: breaks should not result in extra time for testing or opportunity to study information in a test already begun)
- Have flexible scheduling (e.g., time of day, days between sessions), which should not result in extra time for testing or opportunity to study information in a test already begun

➤ **Category 2 Accommodations**

Example of a Category 2 Accommodation: Use extra testing time for any timed test.

The accommodation “Use extra testing time” may have an effect on examinee performance, which should be considered when interpreting examinee scores. Category 2 includes accommodations that may affect the interpretation of individual examinee criterion- and norm-referenced scores. DRC recommends that individual examinee scores obtained with Category 2 accommodations be interpreted in light of the accommodation(s) used.

Category 2 Accommodations

Presentation

- Have directions read aloud
- Use a tape recording of directions
- Have directions presented through sign language
- Use directions that have been marked with highlighting
- Have stimulus material, questions, and/or answer choices read aloud, except for a reading comprehension test

- Use a tape recorder for stimulus material, questions, and/or answer choices, except for a reading comprehension test
- Have stimulus material, questions, and/or answer choices presented through sign language, except for a reading comprehension test
- Use communication devices (e.g., text-talk converter), except for a reading comprehension test
- Have a computer presentation of a test that is not otherwise available for computer presentation
- Use a calculator or arithmetic tables, except for a mathematics computation test

Response

- Use graph paper to align work
- Use a spell checker, except with a test for which spelling will be scored
- For constructed-response items, indicate responses to a scribe, except for a writing test

Timing/Scheduling

- Use extra time for any timed test
- Take more breaks (Note: breaks may result in extra time for any timed test)
- Extend the timed section of a test over more than one day, even if extra time does not result
- Have flexible scheduling that results in extra time

➤ **Category 3 Accommodations**

Category 3 accommodations are likely to change what is being measured and 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 (e.g., having a reading comprehension test read aloud). In the absence of research demonstrating otherwise, criterion- and norm-referenced test scores and any consequences or decisions associated with them should be interpreted not only in light of the accommodation being used, but also in light of how the accommodation(s) may alter what is measured.

Example Category 3 Accommodation: Use a calculator for a mathematical computation test.

The accommodation “Use a calculator for a mathematics computation test” may have an effect on examinee criterion- and norm-referenced scores and may change what is being measured. Consider the skills the examinee must demonstrate to solve the following problem without a calculator:

Subtract: 3,438 – 2,954 =

An examinee taking the item under default conditions, without a calculator, must demonstrate the ability to subtract and apply the concept of “regrouping”. An examinee using a calculator does not need to apply the concept of “regrouping” but instead must demonstrate the ability to perform subtraction on a calculator. The skill measured by this item is clearly different for examinees using a calculator than for those who do not, and both criterion- and norm-referenced scores must be interpreted accordingly.

Most Category 3 accommodations are specific to the test content. DRC recommends caution when interpreting individual examinee scores obtained using Category 3 accommodations. Score interpretations should consider the accommodation-assessment combination and whether the accommodation(s) will change what is being measured.

Presentation

- Use Braille or other tactile form of print
- On a reading comprehension test, have stimulus material, questions, and/or answer choices presented through sign language
- On a reading comprehension test, use a tape recording of stimulus material, questions, and/or answer choices
- Have directions, stimulus material, questions, and/or choices paraphrased
- For a mathematics computation test, use a calculator or arithmetic tables that change the construct being measured
- Use a dictionary when language conventions are assessed

Response

- For a constructed-response writing test, indicate responses to a scribe
- For a test for which writing will be scored, use a spell checker
- Use a dictionary to look up words on a writing test

For detailed information on TABE administration and accommodations please review the **TABE Guidelines to Inclusive Testing Accommodations** [http://tabetest.com/PDFs/TABE Guidelines to Inclusive Testing 2017.pdf](http://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf) or contact the test publisher directly. The evolution of inclusive testing practices has challenged traditional definitions and approaches to standardizing and norming educational tests. As schools and agencies continue to adopt inclusive test administration as standard practice, it is appropriate for publishers of educational assessments to adopt standardization and reporting practices that are more inclusive and informative. DRC urges using the accommodations guidelines and exercising professional care in developing policy and interpreting test results.

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 and by subject areas. With the number correct, testers can locate the scale score. Testing times for each subject area for the *TABE 9 & 10 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 9 & 10* are as follows: 25 minutes for Reading, 15 minutes for Math Computation, 25 minutes for Applied Math, and 25 minutes for Language.

TABE 11 & 12 will only be one length. Each subject area test will be approximately 40 questions per section. Math will only be one test, not a separate Math Comp and Applied Math as *TABE 9 & 10* has. The maximum allowable total time for Reading is 120 minutes, for Language is 60 minutes, and for Math is 75 minutes.

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. The test formats include multiple-choice and constructed-response items that address a wide range of language skills. Test items include realistic illustrations, contextualized reading passages, and contexts encountered at home, in the community, and in the workplace.

1. TABE CLAS-E Locator

A short locator must be given to ensure that ELA students start with the appropriate assessment level. The Locator Test includes an oral interview and additional multiple-choice items representative of the skill areas assessed in the four test levels.

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

The purposes of modern educational assessment now extend beyond examinee-to-examinee comparisons under uniform conditions, and the inclusion of all examinees in educational assessment has become highly valued and required by law. Data Recognition Corporation (DRC) advocates and has adopted an approach to standardization that recognizes inclusiveness and accommodation as equally important, non-conflicting characteristics of modern assessment practice. DRC's guidelines for inclusive test administration are intended to facilitate the valid interpretation of individual examinee results and valid comparisons of year-to-year and group-to-group summary data. They do not address the entire range of issues that must be considered when testing examinees who have Limited English Proficiency (LEP) or who are classified as English Language Learners (ELL).

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 or at [TABE Guidelines to Inclusive Testing Accommodations](#).

6. Administering and Scoring the TABE CLAS-E

TABE CLAS-E delivers number correct and scale scores for each skill area. The Reading (25 minutes), Listening (20 minutes) and Writing (47 minutes) skill areas consist of 75 items and take approximately 92 minutes. The optional Speaking skill area is administered individually and consists of 16 items and takes approximately 15 minutes per student. Please note that a student can only achieve an NRS ESL Level 6 on a TABE CLAS-E Level 4 test. The language demands in lower level TABE CLAS-E tests are not sufficiently difficult to reach the "Advanced ESL" (NRS ESL Level 6) functioning level. If a student scores at NRS Level 6 upon the first administration of the TABE CLAS-E Level 4 test, but has not reached the exit score, the student may still show gain if they meet the exit criteria on a second administration. However, if the student scores at the exit criterion or above on the first administration, a higher NRS ESL level could not be obtained on the second administration. In such cases, a different ESL assessment should be given or an ABE assessment should be given. Program staff must convert the number correct to the scale score for each sub-test and enter a scale score into LACES. Examiners can automatically scan, score, and report results quickly and accurately. Tests can also be scored manually by using stencils, the Scoring Tables book and the Individual Diagnostic Profile.

C. Basic English Skills Test (BEST Plus 2.0)

The BEST Plus 2.0 is an individually administered face-to-face adaptive oral interview designed to assess the English proficiency of adult English language learners (ELLs) that measures the full range of proficiency levels represented in adult education programs. The examinee's ability to communicate in English through questions is tied to authentic situations that arise in daily life in the United States such as going to the doctor, getting a job, housing, and community services. The test assesses interpersonal communication using everyday language.

BEST Plus 2.0 is a combined test of listening and speaking skills and is available in two formats: computer adaptive and semi-adaptive print based.

1. BEST Plus 2.0 Locator

- A. In the semi-adaptive print-based version of the BEST Plus 2.0, a quick locator test determines the level of the test form for the examinee. The BEST Plus 2.0 print version includes examinee test booklets (forms D, E, and F) and corresponding picture cue books.
- B. In the computer-adaptive version of BEST Plus 2.0, computer software selects test items appropriate to the examinee's ability after the locator items have been administered. The BEST Plus 2.0 software is available on USB, which includes the test administration software, score management guide, test transfer program, and practice software.

2. Parallel Forms

The print-based version has three parallel forms (D, E, and F) 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 2.0 trainer and be approved by that trainer to begin administering BEST Plus 2.0. CAL recommends annual refresher training. The local program is responsible for maintaining a record of all staff trained to administer the BEST Plus 2.0.

5. BEST Plus 2.0 Accommodations for Students with Disabilities

Laws such as the Americans with Disabilities Act of 1990 and other related federal, state, and local laws were enacted to guarantee equal opportunity for individuals with disabilities, including those in educational programs. Programs administering 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. Programs and test administrators may provide and allow accommodations in test administration procedures or in the testing environment for individuals with disabilities, provided that the accommodations do not compromise the purpose or results of the test.

The test administrator cannot show the prompts on the screen or in the test booklet to a person with a hearing impairment nor may a sign language interpreter be used. A permissible accommodation for BEST Plus 2.0 would be the use of hearing aids.

Likewise, a test administrator cannot explain the content of a picture cue prompt to a person with a visual impairment. An appropriate accommodation would be 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. Skipping picture questions is not a reasonable accommodation for individuals with visual impairments.

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

6. Administering and Scoring the BEST Plus 2.0

BEST Plus 2.0 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-based versions using the BEST Plus 2.0 Score Management Software (SMS). The software allows management of the data that reside in the secure, password-protected database used in the BEST Plus 2.0 Test Administration Program. The BEST Plus 2.0 Scores Database stores all data associated with test administrations. The semi-adaptive print-based version does not require a computer at the time of testing, however at least one computer must be available at the time of scoring in order to convert the raw scores from the test booklets into reportable scale scores using the score management software. The BEST Plus 2.0 takes 5-20 minutes to administer with an average of 6 to 8 minutes depending on the examinee's level of oral proficiency. Higher proficiency speakers usually take longer than speakers with lower proficiency because they are asked more questions and their responses tend to be longer and more complex.

D. Basic English Skills Test (BEST Literacy)

The BEST Literacy is a measurement tool designed to assess reading and writing skills in authentic situations specifically geared for English language learners (ELLs) in the U.S. such as reading dates on a calendar, addressing an envelope, and writing a short personal note.

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

Laws such as the Americans with Disabilities Act of 1990 and other related federal, state, and local laws were enacted to guarantee equal opportunity for individuals with disabilities, including those in educational programs. Programs administering the BEST Literacy are responsible for providing accessible service 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 that the accommodations do not compromise the purpose or results of the test.

Permissible accommodations related to test administration procedures for BEST Literacy include the use of eyeglasses or magnifying glasses, earplugs, color overlays or rulers. Testing environment accommodations might include frequent breaks or individual administration.

It is not an appropriate accommodation for someone to read the test questions to an examinee with sight impairment, as BEST Literacy is a test of reading, not listening.

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 in one hour or less. If an examinee pretests into the Advanced NRS level or SPL 8, a different ESL assessment that measures higher reading and writing skills more accurately should be used. Any examinee who falls into this category at the time of pretesting should be re-tested with another appropriate reading and writing adult ESL assessment.

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

Assessment accommodations provide students who have disabilities with an opportunity to demonstrate their skills and abilities without interference caused by the disability itself. Accommodations change the way an assessment is administered or how students may respond to the assessment situation. Appropriate accommodations meet students' needs without changing what a test is intended to measure. It is important to note that not all students with disabilities will need testing accommodations.

The accountability standards in the 2014 Workforce Innovation and Opportunity Act (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, English language learners, and those with disabilities. Other legislation addresses provisions related to testing accommodations for students with disabilities, including ADA Amendments of 2008, Section 504 in the Rehabilitation Act of 1973, and the Individuals with Disabilities Education Improvement Act of 2004.

Local agencies are responsible for providing fully accessible services and reasonable accommodations for students with documented disabilities. Students with disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after diagnosis. The need to use an accommodation should be documented in official student records. 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, and other clinical records. Programs can often contact the local division of vocational rehabilitation or a secondary school to request documentation of a disability.

For students with documented disabilities, local assessment staff may provide accommodations in administration procedures, such as allowing extra time, repeating directions, breaking an assessment into two sessions, using a separate room, giving frequent breaks, or providing a sign language interpreter (for test administration directions only). Accommodations in student response may include using a sound amplification device, using a reader and scribe to record answers, using a simple calculator for math, typing on a Braille keyboard, and using speech-to-text software. 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.