

2016-2017 Florida Adult Education Assessment Technical Assistance Paper

Rod Duckworth, Chancellor
Career and Adult Education



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

TABLE OF CONTENTS

SECTION I: INTRODUCTION

Overview of State Policy.....2
Need for the Assessment Policy.....3
Purposes and Uses of Assessment Policy.....4

SECTION II: GENERAL ASSESSMENT REQUIREMENTS

Assessing Students for NRS Reporting6
Tests for Adult Basic Education (TABE) 9 & 10.....13

SECTION III: NRS TEST BENCHMARKS FOR ADULT EDUCATIONAL FUNCTIONING LEVELS

NRS Test Benchmark for ABE and ASE Educational Functioning Levels.....15
Publisher Guidelines on Use of Test Scores from Previous Instructional Periods18

SECTION IV: ACCOMODATIONS FOR STUDENTS WITH DISABILITIES AND/OR SPECIAL NEEDS

Procedures to Identify Learners with Disabilities19
Procedures to Administer Assessments to Learners with Disabilities19
Accommodations Allowed During Assessments for Students with Disabilities.....21
Comprehensive Adult Student Assessment System (CASAS).....21
Wonderlic GAINS Tests.....22
Tests of Adult Basic Education (TABE).....23

SECTION V: TRAINING REQUIREMENTS

Timelines and Procedures for Training of Local Program Test Administrators25
Number of Local Staff Trained as Tester25
Record of Trained Test Administrators28
Quality Control Procedures28

SECTION VI: DISTANCE EDUCATION

NRS Reporting Procedures for Distance Education31
References.....33

APPENDIX A - Acronyms.....34
APPENDIX B - 6A-6.014 General Requirements for Adult General Education35
APPENDIX C - 6A-10.042 Test Administration and and Security.....37
APPENDIX D - Adult Education Assessment List.....40

SECTION I: INTRODUCTION

This technical assistance paper provides guidance to individuals with test administration responsibilities in adult education programs. These policies apply to the approved assessments that programs may use to report educational gains in compliance with the National Reporting System (NRS) requirements. The NRS is the accountability system for the federally funded adult education program, mandated by the Workforce Innovation and Opportunity Act (WIOA). NRS identifies twelve Educational Functioning Levels (EFLs) in its accountability measures. Four EFLs are in Adult Basic Education (ABE), two in Adult Secondary Education (ASE), and six in English for Speakers of Other Languages (ESOL). The descriptors of each EFL are entry-level descriptors and illustrate student performance expectations at the particular level.

The Florida assessment policy guidelines include the selection and use of appropriate student assessment and procedures for the following:

- Accurate student placement into appropriate program and instructional level
- Diagnostic information to guide instruction
- Pre- and post-testing to monitor progress toward goals
- Verification of level and program completion

These policy guidelines also include staff training and test security requirements for all staff who administer the standardized assessments and use the results from these assessments.

Overview of State Policy

An overview of state and federal policies is as follows:

- All newly enrolled students, except adult high school students and career and technical enrollees, must be pretested within the first 12 hours of instruction.
- Programs eligible for NRS reporting require assessments that are approved by the United States Department of Education (USDOE) and Florida Department of Education (FDOE).
- Programs must comply with test publishers' recommended timeframes for post testing (see Table 1 for FDOE and USDOE requirements).
- In certain limited cases, instructors and test administrators, based on their professional judgment, may request an exception to the test publishers' recommended time frames for post testing an adult learner, but the administrator or designee must approve and provide documentation.
- Students are not required to pretest or post-test for adult high school. Placement in ASE Low and ASE High is determined by the number of high school credits the student has earned in the traditional high school he/she previously attended. Students at the ASE High functioning level are not required to post-test once they have earned the standard

high school diploma or equivalency diploma. These students have completed the ASE High level.

- Students enrolling in GED® preparation must be pretested to determine ASE low or high. For ASE low, students must be post-tested to move to ASE high. Completion is determined by earning the high school equivalency diploma. The student is not post-tested once he/she tests at the level ASE high.
- Students who are tested in multiple skill areas must be placed as determined by scale scores on the standardized assessment (exception is reading and listening test for ESOL programs). For purposes of NRS, students are tracked in the area that places students in the lowest EFL.
- Students enrolled in Adult ESOL courses are required to test in reading and listening skill areas. Submit both reading and listening scale scores to the FDOE in accordance with FDOE instructions for reporting. For continuous enrollment students, use the reading score to determine the initial EFL and EFL completions when reporting to FDOE. For new enrollment students use the lower score of reading and listening to determine the initial EFL and EFL completions (see Section II).
- When a student's scale score exceeds the top score for the EFL range, the student has completed the EFL.
- TABE test scores that are out of range cannot be reported to the state except when initial testing is out of range twice and may not be used for placement to establish functioning level, or to determine literacy completion points (LCPs). Out of range scores are those that are greater than plus or minus two grade equivalents outside the content range of each level of the test. For initial placement students must be retested if test results are out of range. For post testing, agencies are not required to retest, but may retest. If the student tests out of range with a different version of the test, the student should not be tested more than two times. For initial placement the lower of the scores should be used. For all other students, the initial functioning level reported should be the same as the one previously reported. The teacher should monitor the progress of the student to determine the appropriate test to use when post-testing.
- CASAS policy is that scores below the accurate range are not usable for placement and reporting. CASAS policy is that scores above the accurate range are usable for placement and reporting. However, CASAS encourages programs to administer a test at the next more difficult level to determine a more accurate scale score estimate.

Need for the Assessment Policy

Standardized assessment of student progress is essential to ensure that all adult learners become proficient in literacy and language skills. To ensure accuracy and consistency, programs must use standardized assessments that are valid and reliable and approved by the USDOE and FDOE. The USDOE approves the assessments initially; FDOE submits the assessment to the Florida State Board of Education for approval. Programs may not use assessments for reporting purposes until both approvals have taken place. A complete list of approved tests can be found in Appendix D.

Reliability and Validity

Assessments must be reliable and valid. The test publishers and the USDOE reviews each of the assessments for reliability and validity.

Reliability - An assessment is reliable if it consistently measures the knowledge, skills and abilities for all intended examinees (ages, ethnicities, gender, location, etc.). Reliability is reliable or accurate if the test is administered to a large number of students and over time, it gives the same results consistently. If an assessment produces consistent results in a rural area but not an urban area, the assessment may not be reliable for use in all areas.

Validity - An assessment is valid if it accurately measures the skills and abilities for which it was developed. For example, to measure a person's understanding of calculating area, the assessment must provide questions that specifically require the test taker to calculate area. To establish the content validity with respect to the requirements of the NRS, there must be evidence that the items/tasks of the instrument measure the skills associated with the EFL.

Purposes and Uses of Assessment Policy

The purpose of educational assessment is to determine the educational functioning level for a learner, either when first enrolling in the program or after participating in the program for a specified period of instruction. This determination also establishes the learner's lowest functioning level at the time of the initial assessment, while post-tests measure educational gain from scale scores and possibly completion of the program.

Assessment Policy for Instruction

Programs can only use assessments approved by the USDOE and FDOE. Administering these assessments is necessary for several reasons:

- Measures the initial EFLs of students to place them in alignment with NRS levels.
- Measures the educational achievement of students as they progress through NRS levels.
- Improves student retention by documenting improvement.
- Accurately measures the initial functioning level and progress of students by using reliable and valid assessment measurements.
- Diagnoses the educational strengths and weaknesses of students accurately.
- Assists students in setting goals.

Assessment Policy for Accountability

Assessments provide an opportunity to statistically measure the performance of people and programs. The FDOE uses the results obtained from assessments to:

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

Data findings

The state collects and analyzes data on adult general education programs. Information is located at <http://fldoehub.org/cctcmis/pages/nrs.aspx>.

Non-NRS Assessments

In addition to the required standardized pre-assessment and post-assessment instruments, programs should continue to use a variety of informal instruments and procedures to collect valid, ongoing information regarding students' instructional needs and progress. Some examples include:

- Computerized assessments
- End-of-unit tests from textbooks
- Checklists
- Individual projects or products
- Small group projects
- Educator-made assessments
- Project/products with clearly defined criteria or performance standards
- Dated anecdotal records of teaching observations
- Performance samples, including writing samples, journals, audiotapes of student readings or interviews, and worksheets
- Role-playing
- Student interviews and self-evaluation

SECTION II: GENERAL ASSESSMENT REQUIREMENTS

Assessing Students for NRS Reporting

All students enrolled in the adult education courses or programs that are included in the NRS data submission must be pre-tested and post-tested with state designated assessments. Adult high school students are not required to be pretested or post tested. There are also exceptions for students who are unable to understand or respond to the test due to low literacy, lack of English proficiency, or due to a disability. Programs must provide an alternative assessment for such students, as explained in Appendix D. The FDOE requires that programs follow publisher guidelines on the recommended amount of time to allow between pretest and post-test. Students should not be post-tested until a significant instructional intervention has taken place. It is important to provide students with the time they need to learn the material so that they can make a level gain of one EFL or more when post-tested.

Pretest Guidelines

Assessments must meet the following standards:

- All (100%) students* enrolled in Adult Basic Education (ABE), GED® Preparation, and English for Speakers of Other Languages (ESOL) programs must be pretested within the first twelve (12) hours of instruction.
- Initial EFL must be determined by pretesting on an approved standardized test.
- Students functioning at different EFLs in different skills areas must be placed based on the EFL for the specific skill area.
- Students enrolling in GED® preparation must be pretested to determine ASE low or high. For ASE low, students must be post-tested to move to ASE high. However this is not a completion; completion is determined by earning the high school equivalency diploma. The student is not post-tested once he/she tests at ASE high.
- The initial placement in AHS is determined by number of credits rather than a pre-test. If the student has earned the number of credits to be placed at the 9.0 – 10.9 grade equivalent (GE), the student is placed in ASE low. If the student has earned the number of credits to be placed at the 11.0 – 12.9 GE, he/she is placed in ASE high. When the student earns the high school diploma or equivalency, he/she does not need to be post-tested.

*Note: Pursuant to Rule 6A-10.040 F.A.C., students enrolling in a career and technical education program with a basic skills requirement must test within six weeks after admission into a program and, if the student needs remediation, he/she should be enrolled in the adult education course, Applied Academics for Adult Education (AAAE), formerly Vocational Preparatory Instruction (VPI) if test results are 9.0 or above. If the student test below 9.0, he/she should be enrolled in ABE.

Establishing Entry Educational Functioning Level Based on Assessment Scores

The USDOE and FDOE require that for each program year programs establish a baseline, initial EFL for determining the NRS level for a student. If programs provide instruction in more than one skill area, USDOE and FDOE require that the students test in the skill area(s) most relevant to the students’ needs and to the program’s curriculum. For example, students enrolled in ABE must test with a test designed for ABE and in one or more of the skill areas relevant to ABE students, such as mathematics, reading, and language. For ABE students, if multiple skill areas are assessed and the student has different EFLs in different skill areas, the student would be placed into the NRS level of the skill area with the lowest functioning level with the exception described below for ESOL. For example, if a student scores at the beginning level in reading and the low intermediate level in mathematics, then the student is placed in the beginning level for NRS. FDOE requires that students enrolled in adult ESOL test with an assessment designed for adult ESOL and in two skill areas, reading and listening.

These new assessment policies are in effect beginning program year 2016-2017.

Determining EFLs and LCPs for New Enrollment Students and Continuous Enrollment Students

Examples of new enrollment students:

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

For examples of students who are considered continuously enrolled or new enrollment, please use the chart below.

Student	Enrollment Reported for 2013-14	Enrollment Reported for 2014-15	Enrollment Reported for 2015-16	New Student or Continuously Enrolled Student in 2016-17
A	No	No	No	New
B	Yes	No	No	New
C	Yes	Yes	No	New
D	No	No	Yes	Continuous
E	No	Yes	Yes	Continuous

New Student Enrollment

- The initial EFL is based on the student's pre-test score.
- EFL and LCP learning gains are calculated based on the test score in the same skill area used for the Initial EFL placement.
- Students who make an EFL and LCP learning gain are reported in the next higher EFL in the next reporting term.
- Students who do not make an EFL and LCP learning gain or score into a lower EFL should continue to be reported in the same EFL in the next reporting term.
- Students who test out of the program should be exited from the course based on the test date. For example, an Adult Basic Education (ABE) student who post-tests and scores above 8.9 should have an exit date that reflects the qualifying test score date. A student who takes and passes the GED® should have an exit date which reflects the diploma date.

New Student Enrollment (ESOL) – Being Assessed with CASAS

For students who enroll for the first time in the Adult ESOL course or ELCATE course:

- The EFL and learning gains will be determined by testing students in both **Reading and Listening (980 Series Listening tests)**.
- The Initial EFL will be based on the test score of the lower skill area (Reading or Listening).
- Learning gains will be based on the test score in the same skill area used for the initial EFL placement (Reading or Listening).
- Students who make an EFL and a learning gain are reported in the next higher EFL in the next reporting term.
- Students who do not make an EFL and a learning gain or score into a lower EFL should continue to be reported in the same EFL in the next reporting term.

Continuous Enrollment Students Being Assessed with CASAS

A continuously enrolled student is a student who has previously enrolled in agency/district/college in another term in either the same reporting year, or in the previous reporting year. For students enrolled in 2015-2016 and who continue into the 2016-2017 year:

- The EFL and learning gains of these continuing students will continue to be based on **only the reading score**.
- Students previously enrolled in Adult ESOL or ELCATE who tested out of these courses based on the reading score should not be re-enrolled in these programs using the listening score (see Students D and E in the above scenario). Students may receive additional English language instruction by enrolling in Adult ESOL College and Career Readiness (formerly Academic Skills for Adult ESOL Learners).

Post-test Guidelines

The state goal for post testing is to post-test a minimum of 70 percent of all eligible students according to the timeframe(s) specified in this assessment paper.

Educational gain is determined by comparing the student's initial pretest with the post-test. Guidelines for timeframes for administering post-tests are described in Table 1. It is important to note that if a student is not post-tested, a level of completion cannot be determined. Programs should not be pretesting and post testing with two different assessments. For example, you cannot pretest with the TABE and post-test with the CASAS.

CASAS:

- Students are post-tested in both listening and reading. The EFL should be based on the test used for the Initial EFL placement.
- Students who make an EFL and LCP learning gain are reported in the higher EFL in the next reporting term.
- Students who do not make an EFL or LCP learning gain or score into a lower EFL should continue to be reported in the same EFL in the next reporting term.
- Students previously or currently enrolled in ESOL or ELCATE who test out of the course based on the reading score should not be re-enrolled using the listening score.
- Programs must begin the transition process by using the 980 Series Listening test to post-test students who pre-tested on the 80 Series Listening test.

All Other Assessments:

- EFL and LCP learning gains are calculated based on the test score in the same skill area used for the Initial EFL placement.
- Students who make an EFL and LCP learning gain are reported in the higher EFL in the next reporting term.
- Students who do not make an EFL or LCP learning gain or score into a lower EFL should continue to be reported in the same EFL in the next reporting term.
- Students who have tested out of the program are exited from the course based on the test date. For example, Adult Basic Education (ABE) students who post-test and score above 8.9 should have an exit date that reflects the qualifying test score date. A student who takes and passes the GED® should have an exit date that reflects the diploma date.

TABLE 1: STATE APPROVED ASSESSMENTS AND POST TEST POLICIES

This table lists the tests that have been approved for NRS reporting, students to be assessed according to course(s) in which they are enrolled, use of locator tests, EFL levels and the state policy on the number of hours of instruction to be provided between pretest and post-test.

NAME OF TEST	SUBJECT AREAS	EFL	POST-TEST
<p>Basic English Skills Test (BEST) Literacy</p> <p>Approved for NRS reporting purposes until February 2, 2017</p>	<p>ESOL - Reading and Writing</p>	<p>1-5 Levels</p>	<p>After 80-100 hours of instruction; minimum of 60 hours of instruction.</p> <p>Less than 80 hours of instruction must be approved by site administrator or designee.</p> <p>Must not administer same form for both pretest and post-test.</p> <p>Post-test must be in the same skill area as the pretest.</p> <p>Post-test may be used as the new pretest for the next phase of instruction.</p> <p>BEST LITERACY does not use a locator.</p>
<p>Comprehensive Adult Student Assessment System (CASAS)</p> <p>Approved for NRS reporting purposes through February 2, 2017.</p> <p>Literacy Forms 27R, 28R</p> <p>Life and Work 80 Series Reading Tests Forms 81R, 82R, 81RX, 82RX, 83R, 84R, 185R, 186R, 187R, and 188R</p>	<p>ABE: Reading, Writing, Mathematics</p> <p>ESOL: Reading, Listening</p>	<p>1-6 Levels</p>	<p>After 70-100 hours of instruction; minimum of 40 hours of instruction.</p> <p>Less than 70 hours of instruction must be approved by site administrator or designee.</p> <p>Must not administer same form for both pretest and post-test.</p> <p>Post-test must be in the same skill area as the pretest.</p> <p>Post-test may be used as the new pretest for the next phase of instruction.</p> <p>Students in Adult ESOL (#9900040) and ELCATE (#9900050) must be pre-tested and post-tested in reading and listening.</p> <p>Compare the reading pretest score to the reading post-test score to determine initial EFL and learning gains for NRS reporting purposes.</p>

2016-2017 FLORIDA ADULT ASSESSMENT TECHNICAL ASSISTANCE PAPER

NAME OF TEST	SUBJECT AREAS	EFL	POST-TEST
<p>Life and Work 980 Series Listening Tests Forms 981L, 982L, 983L, 984L, 985L, and 986L</p>			<p>Agencies may use the lower of the reading and listening scale scores for instructional placement and to guide instruction.</p>
<p>Tests of Adult Basic Education (TABE)</p> <p>Complete Battery or Survey Forms 9 and 10 approved for NRS reporting purposes through February 2, 2017.</p>	<p>Adult Basic Education</p> <p>AAAE</p>	<p>1-6 Levels</p>	<p>Time 50-60 hours of instruction between testing with same level/different form of the TABE, NRS levels 1-4</p> <p>Permission and written documentation from Director if less than 40 hours of instruction unless enrolled in AAAE for 30-59 hours of instruction at NRS levels 5-6</p> <p>30-59 hours of instruction between testing with same level/different form of the TABE, NRS levels 5-6</p> <p>If moving between forms, staying at same level, 60 hours of instruction or 3 months between testing</p> <p>-Form 9, Level D → Form 10, Level D → Form 9, Level D</p> <p>If staying at the same level, same form, 60-80 hours of instruction or 6 months between testing</p> <p>-Form 9, Level D → Form 9, Level D</p> <p>It is not required to post-test on Level 6 – ASE High.</p> <p>Must not administer same test form (i.e. 9M to 10M) for both pretest and post-test</p> <p>Post-test must be in the same skill area as the pretest</p> <p>Post-test may be used as the new pretest for the next phase of instruction</p> <p>TABE 9/10 recommends using locator to determine which pretest to administer</p>

NAME OF TEST	SUBJECT AREAS	EFL	POST-TEST
<p>Tests of Adult Basic Education, Complete Language Assessment System – English (TABE CLAS-E)</p> <p>Forms A and B approved for NRS reporting purposes through February 2, 2017.</p>	<p>ESOL: Reading, Writing, Listening, Speaking</p> <p>Students in the ESOL Course #9900040 must be pretested in both reading and listening skill areas</p>	1-6 Levels	<p>After 50-60 hours of instruction is recommended when testing with an alternate form (i.e., A1 to B1); with minimum of 40 hours of instruction.</p> <p>60-80 hours of instruction is recommended when testing with the same form (i.e., A3 to A3)</p> <p>Less than 60 hours of instruction must be approved by site administrator or designee.</p> <p>Post-test must be in the same skill area as the pretest. Post-test may be used as the new pretest for the next phase of instruction.</p> <p>Compare the pretest score to the post-test score to determine learning gains and/or completion for NRS reporting purposes.</p>
<p>General Assessment of Instructional Needs (GAIN)</p> <p>English forms A and B and Mathematics forms A and B approved for NRS reporting purposes (paper and computer-based delivery formats) through February 2, 2017.</p>	<p>ABE Mathematics and English</p> <p>*Students are pretested to determine placement, however, when the student earns the high school diploma or GED®, they do not need to be post-tested.</p>	1-6 Levels	<p>After 60 hours of instruction.</p> <p>Less than 60 hours of instruction must be approved by site administrator or designee.</p> <p>Must not administer the same test form for both pretest and post-test.</p> <p>Post-test must be in the same skill area as the pretest.</p> <p>Post-test may be used as the new pretest for the next phase of instruction.</p> <p>Optional progress test should be on the same form as the pretest.</p> <p>GAIN does not require a locator test as all EFL levels are tested on the same form.</p>

Exceptions to Test Publisher-Recommended Post-test Guidelines

Exceptions to the post-test guidelines recommended by test publishers should be limited and rare. Only under special exceptions may students be post-tested at less than the time recommended by the test publisher. Factors to consider are those that impact learning gains, such as intensity/duration of instruction, learner motivation, quality of instruction, the link between learner goals and instruction, and whether a student must

leave the course of instruction for reasons beyond his or her control. If a student indicates he or she is leaving the program before the scheduled post-test time, the teacher, counselor and/or test administrator should consult with the student to determine if it would be appropriate to post-test the student before he or she exits the program. However, this in itself is not enough reason to post-test prior to publisher recommendations.

Programs must have documentation such as a portfolio of work or informal assessments that indicate the student has made progress before the program makes the decision to administer a post-test at less instructional hours than recommended by the test publisher.

Each exception to administering a post-test to a student before the publishers' recommended hours of instruction must be approved by the local administrator or designee, and must be noted in the program's data reporting system. The approval must be retained in the student's record and be made available for review upon request for FDOE monitoring purposes.

Tests for Adult Basic Education (TABE) 9 & 10

Grade Equivalents

Grade equivalents (GEs) are intended to indicate achievement levels in the educational structure of elementary and secondary schools. GE is a score developed to indicate the school grade (usually measured in months) that corresponds to an average chronological age, mental age, test score, or other characteristic of an elementary or secondary student. A GE of 6.4 represents a score that is average for a student in the fourth month of grade six. GEs do not compose a scale of equal intervals and cannot be added, subtracted, or averaged across test levels the way scale scores can. GEs do not have comparable meaning in programs that focus on the education and training of adults.

Scoring and Alignment with NRS

The following tables show the scale scores for placement and progression of ABE students using TABE 9 & 10. Scale scores are used for NRS reporting and represent a more meaningful measure than GEs to assess educational gain over time. Students should be placed in an initial EFL and considered for promotion to the next EFL based on scale scores rather than on GEs.

TABLE 2: TABE 9/10 SCORES

This table shows the NRS and GE levels as related to TABE reading, mathematics, and language scores.

NRS Levels GE Levels	FDOE LCPs*	TABE Level	Reading	Total Mathematics	Language
ABE Beginning Literacy (GE 0-1.9)	A, E, J	L/E	≤367	≤313	≤389
ABE Beginning Basic (GE 2.0-3.9)	B, F, K	E/M	368-460	314-441	390-490
ABE Intermediate Low (GE 4.0-5.9)	C, G, M	M/D	461-517	442-505	491-523
ABE Intermediate High (GE 6.0-8.9)	D, H, N	D/A	518-566	506-565	524-559

TABLE 3: TABE 9/10 GE AND CONTENT RANGES

The TABE 9/10 has a Standard Deviation of plus or minus two years when using grade-level equivalents. The chart below assists in making decisions as to whether the student was tested on an inappropriate level of the TABE, or if the content range of material is appropriate for the student using either grade equivalents or scale scores. If a student scores two grade levels above or below the content range of the test administered, it is good educational practice to re-test the student using a different test and form. Out of range test scores cannot be reported to the state (see exception below) and may not be used to establish functioning level, or to determine literacy completion points (LCPs). If the student continues to test out of range with a different version of the test, the student should not be tested more than two times. For initial placement the lower of the scores should be used. The teacher should closely monitor the student to determine the appropriate posttest to administer. TABE 9/10 recommends using the locator to determine which pretest to administer.

This table shows the relationship between the TABE levels and the GE and Content Ranges. If a student scores +or – two (2) grade levels outside the content range, the student should be retested on another level of the TABE.

TABE 9/10 Levels	Two GEs Below the content range	Content Range	Two GEs Above the content range
Level E	0.0	2.0 - 3.9	5.9
Level M	2.0	4.0 - 5.9	7.9
Level D	4.0	6.0 - 8.9	10.9
Level A	7.0	9.0 - 12.9	

Adult Education Programs/Courses

The programs/courses listed below are reported to the FDOE for NRS reporting unless otherwise noted.

- Adult Basic Education (ABE)
 - ABE Language
 - ABE Mathematics
 - ABE Reading
- Adult General Education for Adults with Disabilities*
- Adult High School (AHS)
 - AHS for Adult Education Students
 - AHS for Co-enrolled High School Students*
- GED® Preparation
- Adult English for Speakers of Other Languages (ESOL)
 - Adult ESOL (Levels 1-6)
 - Adult ESOL College & Career Readiness (formerly Academic Skills for Adult ESOL)*
 - Adult ESOL Literacy Skills*
 - Citizenship*
 - English Literacy for Career and Technical Education (ELCATE- Levels 5-6)**

*These courses are not reported to the NRS.

** When students test at level 5-6, they can be enrolled in either Adult ESOL or ELCATE. The student would be enrolled in ELCATE if he/she has a career and technical goal. The student cannot be enrolled in both courses.

SECTION III: NRS TEST BENCHMARKS FOR ADULT EDUCATIONAL FUNCTIONING LEVELS

Programs must use scale scores when reporting results of assessments. Scale scores linked to basic skill competencies provide more meaningful information than grade equivalents, which can carry a negative connotation for the adult education participants. Scale scores may aid interpretation by indicating how a given score compares to those of other test takers, by enhancing the comparability of scores obtained using different forms or a test or in other ways. Scale scores enhance comparability across different test forms of the same test. Scaling may be used to place scores from different levels of an achievement test on a continuous scale and thereby facilitate inferences about growth or development (*Standards for Educational and Psychological Testing*, American Educational Research Association (AERA), American Psychological Association, (APA) and National Council on Measurement in Education (NCME), 1999).

Level completion is determined when the student's scale score exceeds the highest end of an EFL range.

Table 4: NRS TEST BENCHMARK FOR ABE AND ASE EDUCATIONAL FUNCTIONING LEVELS

The following table shows the test benchmarks in scale scores for each of the NRS levels for students in ABE and Adult Secondary Education (AHS and GED® Preparation Program).

Beginning ABE Literacy (GE 0–1.9)	TABE 9/10: Reading: ≤367 Total Mathematics: ≤313 Language: ≤389	CASAS: Reading: ≤200 Mathematics: ≤200 Writing: ≤200	GAIN: English: 200-406 Mathematics: 200-314
Beginning Basic Education (GE 2.0–3.9)	TABE 9/10: Reading: 368-460 Total Mathematics: 314-441 Language: 390-490	CASAS: Reading: 201-210 Mathematics: 201-210 Writing: 201-225	GAIN: English: 407-525 Mathematics: 315-522
Low Intermediate Basic Education (GE 4.0–5.9)	TABE 9/10: Reading: 461-517 Total Mathematics: 442-505 Language: 491-523	CASAS: Reading: 211-220 Mathematics: 211-220 Writing: 226-242	GAIN: English: 526-661 Mathematics: 523-669
High Intermediate Basic Education (GE 6.0–8.9)	TABE 9/10: Reading: 518-566 Total Mathematics: 506-565 Language: 524–559	CASAS: Reading: 221-235 Mathematics: 221-235 Writing: 243-260	GAIN: English: 662-746 Mathematics: 670-775
Low Adult Secondary Education (GE 9.0-10.9)	TABE 9/10: Reading: 567-595 Total Mathematics: 566-594 Language: 560-585	CASAS: Reading: 236-245 Mathematics: 236-245 Writing: 261-270	GAIN: English: 747-870 Mathematics: 776-854
High Adult Secondary Education (GE 11.0–12.9)	TABE 9/10: Reading: 596 and above Total Mathematics: 595 and above Language: 586 and above	CASAS: Reading: 246 and above Mathematics: 246 and above Writing: 271 and above	GAIN: English: 871-1000 Mathematics: 855-1000

Note: Only LCPs reported for CASAS Reading and Mathematics tests are included for NRS reporting.

Table 5: NRS Test Benchmarks for ESOL Educational Functioning Levels

This table shows the test benchmarks in scale scores for each of the NRS levels for students in ESOL programs.

2016-2017 FLORIDA ADULT ASSESSMENT TECHNICAL ASSISTANCE PAPER

NRS EFLs FOR ESOL PROGRAMS	Test Benchmarks (in Scale Scores)			
Beginning Literacy (Foundations)	BEST Literacy: ≤ 20	CASAS: L&W Series 980L* Listening: 169-180	CASAS: L&W Series 80R and Literacy 27R/28R Reading 27R/28R: 153-180 80R: 170-180	TABE CLAS-E: Reading: 250-392 Listening: 230-389
Low Beginning	BEST Plus : 401-417 BEST Literacy: 21-52	CASAS: L&W Series 980L* Listening: 181-189	CASAS: L&W Series 80R Reading: 181-190	TABE CLAS-E: Reading: 393-436 Listening: 390-437
High Beginning	BEST Literacy: 53-63	CASAS:L&W Series 980L* Listening: 190-199	CASAS: L&W Series 80R Reading: 191-200	TABE CLAS-E: Reading: 437-476 Listening: 438-468
Low Intermediate	BEST Literacy: 64-67	CASAS:L&W Series 980L* Listening: 200-209	CASAS: L&W Series 80R Reading: 201-210	TABE CLAS-E: Reading: 477-508 Listening: 469-514
High Intermediate	BEST Literacy: 68-75	CASAS:L&W Series 980L* Listening: 210-218	CASAS: L&W Series 80R Reading: 211-220	TABE CLAS-E: Reading: 509-557 Listening: 515-549
Advanced	BEST Literacy: 76-78 Note: BEST Literacy does not have high enough scores to exit students out of Advanced ESOL.	CASAS:L&W Series 980L* Listening: 219-227 Exit from advanced level: 228 and above	CASAS: L&W Series 80R Reading: 221-235 Exit from advanced level: 236 and above	TABE CLAS-E: Reading: 558-588 Listening: 550-607 Score of R 589 and L 608 = Course Completion

*The 980L and 80L series listening test results were used for instructional purposes only and not for NRS purposes for 2015-2016. For continuous enrollment students, the 980L will continue to be used for instructional purposes and not NRS reporting purposes. Programs need to discontinue use of 80L series for 2016-2017.

Publisher Guidelines on Use of Test Scores from Previous Instructional Periods

Post-test scores may be used for re-enrollment purposes. The FDOE recommends that programs follow publisher guidelines for length of time a post-test score is valid for reenrollment or placement. Gaps in program attendance are likely to affect the student's EFL.

Wonderlic/GAIN

A student's English and mathematics skill levels can be expected to be relatively stable, unless those skills are in the process of being further developed. Under normal circumstances, Wonderlic indicates it is reasonable to reuse GAIN results for up to 1 year. If, however, the individual is pursuing skill-development activities within that period, then a follow-up administration would be advisable to better inform training placement decisions.

CAL BEST Literacy

Post-test scores are valid for a limited time within the program year. If there is a significant gap in attendance (e.g., for longer than one month) due to student absence, or a break in the instructional program, the student should be retested. However, CAL acknowledges that it is not feasible to test students every time they are absent from the program for a period of time.

CASAS

Post-test scores obtained at the end of a semester or other reporting period may serve as a pretest for the next semester or reporting period, provided the date of the last test taken by the student does not exceed four months.

Program personnel may retest students returning the following semester or reporting period, if they have reason to believe that during the learner's absence or summer recess, a significant learning intervention occurred that may invalidate the learner's previous assessment results. In such circumstances, retesting is always an option. The CASAS policy can be downloaded at the CASAS website: <http://www.casas.org>.

Data Recognition Corporation/CTB/TABE and TABE CLAS-E

CTB does not publish an expiration or valid date for scores. CTB's position is that the score you received on a certain date is your score/level and after that date, your score can be affected by outside influences.

SECTION IV: ACCOMODATIONS FOR STUDENTS WITH DISABILITIES AND/OR OTHER SPECIAL NEEDS

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

Procedures to identify learners with disabilities

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

Adult education programs should provide ongoing counseling to all adult general education students with disabilities, as part of a system that promotes open communication of available services, including providing contacts to service agencies. It is also important to encourage students who may require accommodations to obtain the type of assistance that will assist them to achieve academic success. Once students self-identify their disability, documentation of the disability is essential to obtain in order for the staff to provide optimal advising. Documentation may include a variety of records, including a diagnostic assessment by a licensed medical professional (e.g., psychologist, psychiatrist, neurologist), other relevant records that confirm the diagnosis (i.e., an Adult Education Plan [AEP]), a diagnostic evaluation purchased by the Division of Vocational Rehabilitation or records from the Division of Blind Services. It is recommended that staff work closely with students with disabilities to develop current education plans (e.g., career plan or 504 Plan), and monitor their progress, interests and abilities. See the [Rehabilitation Act of 1973, Section 504 and 34 C.F.R. Part 104](#).

Procedures to administer assessments to learners with disabilities

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

Testing accommodations may include, but are not limited to, the following:

- Flexible schedule - Several brief testing sessions during a day, frequent rest breaks, testing at a different time of day, additional time

- Flexible seating - Individually or in small groups with proctor, study carrel or separate room, special lighting, equipment, acoustics
- Flexible response - Oral response, signed response, response on word processor, or Braille response
- Flexible presentation - Mechanical aids, revised formats such as Braille, large print, signed or oral presentations for directions, and items other than reading items
- Assistive device - Assistive devices typically used in classroom instruction such as visual magnification or auditory amplification devices, calculators (if authorized in test administration manual)
- Flexible Timing - Extended timing for a timed test based on documentation described below extended time does not mean “unlimited” time and typically refers to “time and a half,” or “double time.”

Documentation on adult education students with disabilities

Appropriate types of documentation should be kept by local adult educational programs for learners with disabilities who require accommodations. Documentation of the need for specific testing accommodations must be maintained in the learner’s confidential records and be revealed only to authorized individuals (Family Educational Rights and Privacy Act).

Alternative assessments for learners with disabilities (Rule 6A-6.014, F.A.C.)

If an adult student has a documented disability and the assessments listed in this paper and with accommodations are not an accurate measure of the student’s ability, one of the following tests shall be used for placement in an adult general education program (not for NRS reporting):

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

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

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

Accommodations Allowed During Assessments for Students with Disabilities

In addition to the state policies previously described, the following is a brief description of the assessments and information on accommodations for students with disabilities.

The Center for Applied Linguistics (CAL) provides a range of research-based information, tools, and resources related to language and culture. Assessments available through CAL include BEST Literacy and BEST Plus 2.0. Best Plus 2.0 has been approved by USDOE, but not by FDOE.

BEST Literacy assesses reading and writing skills. It is administered individually or to groups. The test is timed for one hour. Examinees write directly on the test booklets, and a test administrator scores the responses on the answer sheet. The BEST Literacy Test Manual is needed to administer and score the test. The raw scores received on all three forms are scaled using the tables provided in the Test Manual.

BEST Literacy Accommodations for Students with Disabilities

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

Comprehensive Adult Student Assessment System (CASAS)

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

CASAS Accommodations for Students with Disabilities

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

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

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

Additionally, CASAS test forms that may be appropriate for learners with a disability include CASAS eTests, computer-adapted and computer-based tests, and large-print tests. CASAS large-print tests include Beginning Literacy Reading Assessment, ECS test booklets, Life and Work test booklets, and Secondary Level Assessment test booklets in mathematics. Large-print answer sheets are also available. A Life and Work test form in Braille format measures basic literacy skills for learners 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 learner with low literacy skills or blindness. The Guidelines for Providing Accommodations Using CASAS Assessment for Learners with Disabilities provides more detailed information on providing accommodations. This document is available at <http://www.casas.org>.

Wonderlic GAIN Tests

The GAIN is designed to evaluate English and mathematics skills as described in the six Educational Functioning Levels (EFLs) defined by the NRS. GAIN assesses skills ranging from basic literacy and numeracy to the more advanced skills that are typically taught as part of secondary education.

GAIN Accommodations for Students with Disabilities

The GAIN Administrator Guide states as follows: “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 accommodation is not effectively addressed by a general policy; rather 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

Tests of Adult Basic Education (TABE)

TABE 9/10 focuses on assessing the basic literacy and numeracy skills that will help a person function well in society. These tests provide information about the relative ranking of examinees against a norms group, as well as specific information about the instructional needs of examinees. In addition, results provide prescriptive information about individual students that allows instructors to easily identify and implement meaningful remediation strategies.

TABE 9/10 tests enable teachers and administrators to evaluate and successfully place examinees in ABE programs. Other uses of TABE 9/10 scores include pre-testing and post testing to measure educational growth, determine correct placement of new examinees in instructional programs, and the evaluation of adult educational programs.

TABE Accommodations for Students with Disabilities

TABE outlines a framework with assessment accommodations in three categories.

Category 1 accommodations are not expected to influence examinee performance in a way that alters the interpretation of either criterion or norm-referenced test scores. Scores from examinees in this category should be interpreted and reported in the same way as scores of examinees who take the test under standard conditions. No notation is necessary. Category 2 accommodations may have an effect on examinee performance that should be considered when interpreting and reporting scores. Category 3 accommodations may also have an effect on examinee performance that should be considered when interpreting and reporting scores. For additional information on these categories, refer to the Data Recognition Corporation/CTB document “TABE 9/10 Survey Test Directions” booklet or <http://www.ctb.com>.

Examples of the types of accommodations in each category include:

- Category 1: Take the test alone or in a study carrel.
- Category 2: Use extra testing time for a timed test.
- Category 3: Use a calculator for a mathematical computation test.

TABE 9/10 is available in large print, Braille, and audio.

TABE CLAS-E

TABE CLAS-E assesses English proficiency levels to measure accurately students' reading, listening, writing, and speaking skills. TABE CLAS-E may be administered to students enrolled in the Adult ESOL Course #9900040, which is supported with federal funds. It is also approved for use in the following courses funded with State Workforce Education funds: Citizenship, Academic Skills, and Workplace Readiness for ESOL. TABE CLAS-E is not appropriate for use with students enrolled in the ELCATE Course. ELCATE students who take TABE CLAS-E would likely not be able to demonstrate the knowledge and skills they have learned because the course competencies do not align to that test.

TABE CLAS-E Accommodations for Students with Disabilities

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

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

SECTION V: TRAINING REQUIREMENTS

Timelines and Procedures for Training of Local Program Test Administration Staff

All persons who administer state-approved assessments must first receive training on how to administer them. The test publishers are responsible for the content and the training materials. However, in some cases as noted below, the FDOE will provide either local training or virtual training options.

The FDOE requires that programs follow test publisher's guidelines regarding the initial training, as well as the length of time that test administrators or staff should take refresher trainings. Table 6 describes the recommendations of each test publisher for each state-approved assessment. In addition to the information in Table 6, the FDOE recommends that test administrators and persons who report NRS data receive supplemental training, as appropriate, when new instruments or forms are added to the acceptable assessments list.

Number of local staff trained as testers

The FDOE recommends that LEAs and CBOs plan appropriately to ensure that an adequate number of test administrators are available to administer pretests and post-tests to the students who need them. Certain times of the program year may require that more students be pretested or post-tested than at other times. Local program administrators should contact the adult education office to plan for training opportunities for local test administrators and staff. Check the training opportunities on the training calendar at <http://www.floridaipdae.org> on a regular basis.

TABLE 6: Training Requirements for Administering Each Assessment

Assessment	Trainees	Initial Training	Refresher Training	Contact for more information Or purchasing
BEST LITERACY	All persons who administer, score, and/or interpret the test	Center of Applied Linguistics (CAL) requires one person at a program to complete initial training before the program can purchase materials. Trainee studies BEST Literacy test	Trained persons review BEST Literacy test administration manual as needed.	202-362-0700 www.cal.org

2016-2017 FLORIDA ADULT ASSESSMENT TECHNICAL ASSISTANCE PAPER

Assessment	Trainees	Initial Training	Refresher Training	Contact for more information Or purchasing
		<p>administration manual provided by CAL, and does 3-4 practice administrations.</p> <p>CAL certifies trainer.</p>		
CASAS	<p>All persons who administer, score, and/or interpret the test</p>	<p>Trainees must complete online or in-person training before administering tests to students.</p> <p>In person: Provided by a CASAS certified trainer.</p> <p>Online: Two parts: 1) "Implementation Training" at http://www.casas.org. 2) "FDOE Policies for CASAS Users" at www.floridaipdae.org.</p> <p>CASAS requires programs to have at least one certified test administrator before selling test materials to the program.</p> <p>CASAS certifies trainer.</p>	<p>Certified test administrators must complete online or in-person training every two years.</p> <p>In person: Provided by a CASAS certified trainer.</p> <p>Online: Two parts: 1) "Beyond Implementation Training" at http://www.casas.org. 2) "FDOE Policies for CASAS Users" at www.floridaipdae.org.</p> <p>CASAS certifies trainer.</p>	<p>Linda Taylor, Director of Assessment Development 800-255-1036, ext. 186 ltaylor@casas.org; www.casas.org</p>
TABE 9/10	<p>All persons who administer, score, and/or interpret the test</p>	<p>DRC does not require, but does recommend that test administrators be trained before purchasing materials or administering the test.</p>	<p>DRC and FDOE recommend trained persons take refresher training every two years.</p> <p>DRC certifies trainer.</p>	<p>Mike Johnson, National Manager Data Recognition Corporation-CTB 630-995-6712 mike_johnson@ctb.com www.ctb.com</p>

2016-2017 FLORIDA ADULT ASSESSMENT TECHNICAL ASSISTANCE PAPER

Assessment	Trainees	Initial Training	Refresher Training	Contact for more information Or purchasing
		<p>The FDOE requires all test administrators to be trained in TABE 101 initial training.</p> <p>DRC certifies test administrators that complete TABE and state training courses (TABE 101).</p> <p>FDOE maintains records of those certified.</p> <p>DRC certifies trainer.</p>		
TABE CLAS-E	All persons who administer, score, and/or interpret the test	<p>DRC does not require, but recommends that test administrators receive training before purchasing materials or administering the test.</p> <p>The FDOE requires all test administrators to take TABE CLAS-E training before administering the test.</p> <p>DRC certifies test administrators that complete TABE CLAS-E training.</p> <p>DRC certifies trainer.</p>	<p>DRC and FDOE recommend trained persons take refresher training every two years.</p> <p>DRC certifies trainer.</p>	<p>Mike Johnson, National Manager Data Recognition Corporation-CTB 630-995-6712 mike_johnson@ctb.com www.ctb.com</p>
GAIN	All persons who administer, score, and/or interpret the test	<p>Wonderlic requires completion of training and certification before releasing permission to the program's test administrators.</p> <p>Trainee completes and returns GAIN Test</p>	<p>Wonderlic GAIN trainings are available as needed through regularly scheduled trainings and 24/7 via Wonderlic Online.</p>	<p>Marlee Kuhn 800-205-9366 marlee.kuhn@wonderlic.com www.wonderlic.com</p>

Assessment	Trainees	Initial Training	Refresher Training	Contact for more information Or purchasing
		Administrator Certification Kit to Wonderlic. Wonderlic certifies trainer.		

Record of trained test administrators

FDOE follows the test publisher’s training requirements unless otherwise noted in the Table 6. The FDOE may impose stricter training requirements as noted with the TABE. For trainings required by the publisher, please note in Table 6 if the publisher certifies the trainer. Please refer to the publisher’s website for more information about training requirements. Publishers maintain certification records of all persons trained. FDOE maintains records of persons trained by certified state TABE trainers. Districts should maintain a copy of each test administrator’s certification.

Quality Control Procedures

Maintenance of Test Security

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

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

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

Recording Test Data

Testing data should be entered into the program database as soon as possible after completion of the test. It is strongly recommended that the data be entered no later than the time the student completes the initial 12 hours of instructional activity for state enrollment purposes. In

addition, learning gains resulting from the administration of post-assessments should be entered into the program database as soon as possible after completion of the post-test.

Data quality checks

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

- Data integrity checks
- System logic to prevent inappropriate assessments being entered
- Incorrect score gains
- Data verification procedures
- Records of trained test administrators
- Orientation to tests for students

Training of program staff involved in NRS reporting activities

FDOE will provide training via webinars or other virtual means for teachers and other program staff involved in gathering, analyzing, compiling, and reporting data for NRS purposes. The training schedule will be listed at <http://www.floridaipdae.org>. These trainings may include the following topics:

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

Use of Test Administration Manuals

The FDOE requires local programs to follow the test administration guidelines in each Test Administration Manual (TAM) furnished by the assessment publishers. All local programs should maintain copies of TAMs on site for all assessments used with the program. TAMs provide quality-control guidelines to ensure proper test use, administration, scoring, and interpretation of results.

Program Assessment Procedures Manual

All programs are recommended to establish an assessment procedures manual to ensure that all program staff are aware of FDOE policies and adhere to the program's assessment procedures. Any procedures developed by the local program must be in alignment with FDOE assessment policies.

The assessment procedures should include at a minimum:

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

SECTION VI: DISTANCE EDUCATION

NRS Reporting Procedures for Distance Education

Distance Education is a formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communications via mail, telephone, e-mail or online technologies and software.

Distance learners are students who receive over 51% of their instruction online and as defined above. For learners who receive both distance education and traditional classroom instruction during a program year (such as a blended distance/classroom approach or concurrent enrollment in both types of instruction), the student should be counted either as a distance education student or a traditional student, not both, based on which instructional modality was used the majority of the time.

Criteria for enrollment and federal reporting purposes – 12 hour rule

Students in distance education courses, like those in courses using traditional instructional methods, must have 12 hours of contact within those courses before they can be counted for federal reporting purposes. Contact hours for distance learners can be a combination of actual contact and contact through telephone, video, teleconference or online communication, where student and program staff can interact and through which learner-identity is verifiable.

Note: The FDOE does not require that instructional contact hours for distance learners be reported to the FDOE for state Full-Time Equivalency (FTE) tracking purposes. Florida does not collect and report proxy hours.

NRS implementation guidelines for assessment of distance education students

Programs must administer all pretests and post-tests used to measure the educational gain of distance education students for NRS reporting in person, at a proctored program site, in accordance with the FDOE policies outlined in this technical assistance paper. Assessments not conducted through face-to-face interaction with a trained test administrator in a secure setting are not allowed for NRS reporting. Students in distance education should be post-tested after the same amount of instructional time as other students.

Reporting assessment data of distance education students for NRS purposes

Data on distance education students should be included in overall totals for all NRS tables as appropriate. Students who complete more than 51 percent of their instruction online will be reported in NRS Table 4C. Students enrolled in courses using traditional instructional methods 50% or more are reported in NRS Table 4. However, data on distance educational programs must be disaggregated and reported separately in NRS Table 4C and NRS Table 5A to the FDOE. Only distance education students are to be reported in these tables, and all contact hours associated with distance education students are to be reported in NRS Table 4C.

Online curricula for distance learning

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

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

TABLE 7: FATDEC Instructional Programs Available to Consortium Members

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

References

Center for Applied Linguistics – CAL

- BEST Literacy Test Manual; 1984

Comprehensive Student Assessment System – CASAS

- Assessment Policy Guidelines; 2005
- Technical Manual; 3rd Edition; 2004
- Test Administration Manual – Life and Work Listening; 2009
- Test Administration Manual – Life and Work Reading; 2005

National Reporting System for Adult Education Implementation Guidelines; USDOE

Standards for Educational and Psychological Testing; American Education Research Association, American Psychological Association and National Council on Measurement in Education; 1999

Tests of Adult Basic Education; (TABE 9/10) Technical Report; Data Recognition Corporation/CTB

[Florida Adult and Technical Distance Education Consortium \(FATDEC\) http://www.fatdec.com](http://www.fatdec.com)

APPENDIX A**ACRONYMS**

ACRONYMS	
AAAE	Applied Academics for Adult Education (formerly VPI)
ABE	Adult Basic Education
AGE	Adult General Education
AHS	Adult High School
ASE	Adult Secondary Education
BEST	Basic English Skills Test
CAL	Center for Applied Linguistics
CASAS	Comprehensive Adult Student Assessment System
CBO	Community-Based Organization
CFR	Code of Federal Regulations
EFL	Educational Functioning Level
ELCATE	English Literacy for Career and Technical Education
EL/Civics	English Literacy and Civics Education
ESOL/ESL	English for Speakers of Other Languages/English as a Second Language
F.A.C.	Florida Administrative Code
FDOE	Florida Department of Education
FTE	Full Time Equivalency
GAIN	General Assessment of Instructional Needs
GED®	GED® is copyrighted by GED® Testing Services and no longer stands for General Educational Development
LCP	Literacy Completion Point
LEA	Local Educational Program
NRS	National Reporting System
OCTAE	Office of Career, Technical and Adult Education (USDOE)
TABE	Tests of Adult Basic Education
TABE CLAS-E	Tests of Adult Basic Education, Complete Language Assessment System - English
USDOE	United States Department of Education

APPENDIX B

Rule 6A-6.014 General Requirements for Adult General Education Program

6A-6.014 General Requirements for Adult General Education Program.

In the operation of adult general education programs, the following general requirements shall apply:

(1) Facilities. Instructional facilities should be consistent with the number and nature of adults served, as well as instructional methods and objectives.

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

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

(4) Academic skills tests for adults.

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

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

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

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

4. Students completing the required course work to earn the adult high school diploma or passing the State of Florida High School Equivalency Diploma examinations are not required to post-test.

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

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

2. Comprehensive Adult Student Assessment System (CASAS);

3. General Assessment of Instructional Needs (GAIN) – test of English skills, Forms A & B (expires June 30, 2015); and,

4. General Assessment of Instructional Needs (GAIN) – test of Math skills, Forms A & B (expires June 30, 2015).

(c) The following tests, English language versions only, are approved to pre-test students to determine educational functioning level and post-test for documentation of learning gains of a

student enrolled in the adult English for Speakers of Other Languages program and shall be used with appropriate accommodations for students with disabilities, as specified in Section 1004.02(6), F.S., and with the necessary accommodations for English Language Learners.

1. Comprehensive Adult Student Assessment System (CASAS);
2. Basic English Skills Test (BEST) Plus;
3. Basic English Skills Test (BEST) Literacy;

4. Tests for Adult Basic Education Complete Language Assessment System – English (TABE CLAS-E).

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

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

(e) If an adult student has a documented disability and the instruments listed in this rule are not an accurate measure of the student’s ability, documentation must be kept showing an attempt was made to assess the student, and the results of this attempt should be kept in the student’s record for audit purposes.

(5) Student progress will be measured by progression through Literacy Completion Points (LCPs) using one or more of the following:

- (a) Grade level/scale score improvements measured by an approved test.
- (b) Attainment of State of Florida High School Equivalency Diploma or Adult Standard High School Diploma.

(c) Students who are tested in multiple skill areas must be placed in their lowest Educational Functioning Level, as determined by scale score on the approved pre- and post-tests, with the exception of reading and listening tests for students enrolled in the adult English for Speakers of Other Languages (ESOL) program.

(d) Students enrolled in the adult ESOL program are required to test in reading and listening skill areas. Use the reading score to establish and report to the Florida Department of Education (Department). Use the lower score of reading or listening to assign the student to a classroom that provides instruction at the level of the lower score. Submit both reading and listening test information to the Department.

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

APPENDIX C

Rule 6A-10.042 Maintenance of Test Security

6A-10.042 Test Administration and Security.

(1) Tests implemented in accordance with the requirements of Sections 1004.93, 1008.22, 1008.30, 1012.55 and 1012.56, F.S., shall be maintained and administered in a secure manner such that the integrity of the tests shall be preserved.

(a) Test questions shall be preserved in a secure manner by individuals who are developing and validating the tests. Such individuals shall not reveal in any manner, verbally or in writing, the test questions under development.

(b) Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test.

(c) Examinees shall not be assisted in answering test questions by any means by persons administering or proctoring the administration of any test.

(d) Examinees' answers to questions shall not be interfered with in any way by persons administering, proctoring, or scoring the examinations.

(e) Examinees shall not be given answer keys by any person.

(f) Persons who are involved in administering or proctoring the tests or persons who teach or otherwise prepare examinees for the tests shall not participate in, direct, aid, counsel, assist in, or encourage any activity which could result in the inaccurate measurement or reporting of the examinees' achievement.

(g) Each person who has access to tests or test questions during the development, printing, administration, or scoring of the tests shall be informed of specifications for maintaining test security, the provisions in statute and rule governing test security, and a description of the penalties for breaches of test security.

(h) During each test administration, school district and institutional test administration coordinators and contractors employing test administrators and proctors shall ensure that required testing procedures are being followed at all test administration sites. Officials from the Department are authorized to conduct unannounced observations of test administration procedures at any test administration site to ensure that testing procedures are being correctly followed.

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

(2) Test materials, including all test booklets and other materials containing secure test

questions, answer keys, and student responses, shall be kept secure and precisely accounted for in accordance with the procedures specified in the examination program administration manuals and other communications provided by the Department. Such procedures shall include but are not limited to the following:

(a) All test materials shall be kept in secure, locked storage prior to and after administration of any test.

(b) All test materials shall be precisely accounted for and written documentation kept by test administrators and proctors for each point at which test materials are distributed and returned.

(c) Any discrepancies noted in the number or serial numbers of testing materials received from contractors shall be reported to the Department by designated institutional or school district personnel prior to the administration of the test.

(d) In the event that test materials are determined to be missing while in the possession of an institution or school district, designated institutional or school district personnel shall investigate the cause of the discrepancy and provide the Department with a report of the investigation within thirty (30) calendar days of the initiation of the investigation. At a minimum, the report shall include the nature of the situation, the time and place of occurrence, and the names of the persons involved in or witness to the occurrence. Officials from the Department are authorized to conduct additional investigations.

(e) In those cases where the responsibility for secure destruction of certain test materials is assigned by the Department to designated institutional or school district personnel, the responsible institutional or school district representative shall certify in writing that such destruction was accomplished in a secure manner.

(f) In those cases where test materials are permitted by the Department to be maintained in an institution or school district, the test materials shall be maintained in a secure manner as specified in the instructions provided by the Department. Access to the materials shall be limited to the individuals and purposes specified by the Department.

(3) In those situations where an employee of the educational institution, school district, or contractor, or an employee of the Department suspects a student of cheating on a test or suspects other violations of the provisions of this rule, a report shall be made to the department or test support contractor, as specified in the test administration procedures, within ten (10) calendar days. The report shall include a description of the incident, the names of the persons involved in or witness to the incident, and other information as appropriate. Officials from the Department are authorized to conduct additional investigations.

(4) Violations of test security provisions shall be subject to penalties provided in statute and State Board Rules.

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

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

(b) School district or educational institution use of third-party contractors (including contracted affiliates, such as franchises) shall not relieve the district or institution of its obligation

to provide access to statewide testing for Florida Virtual School or virtual charter school students pursuant to Sections 1002.33(20), 1002.37 and 1002.45(6)(b), F.S.

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

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

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

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

APPENDIX D

ADULT EDUCATION ASSESSMENT LIST

Tests that have been approved to use in the National Reporting System (NRS) are listed below. Adult education programs must use only the approved forms and computer-based delivery formats for the tests. If a particular test form or computer delivery format is not explicitly specified for a test in this notice, it is not approved for use in the NRS. General requirements for the tests are included in State Board Rule 6A-6.014, F.A.C.

The following tests are approved for use in the NRS through February 2, 2017.

- (1) Comprehensive Adult Student Assessment Systems (CASAS) Reading Assessments (Life and Work, Life Skills, Reading for Citizenship, Reading for Language Arts—Secondary Level). The tests are suitable for use at all Adult Basic Education (ABE) and Adult Secondary Education (ASE) levels and at all English-as-a-Second-Language (ESL) levels of the NRS. Forms 27R, 28R, 81R, 82R, 81RX, 82RX, 83R, 84R, 85R, 86R, 185R, 186R, 187R, and 188R of this test are approved for use on paper and through the computer-based delivery format.
- (2) Comprehensive Adult Student Assessment Systems (CASAS) Life and Work Listening Assessments (LW Listening). Forms 981L, 982L, 983L, 984L, 985L, and 986L are approved by the USDOE for use on paper and through the computer-based delivery format.

Note: Literacy Level Reading Test Forms 27/28 may be used with students unable to test on 80 Series Reading tests.

The following tests are suitable for use at all ABE and ASE levels of the NRS.

- (1) Comprehensive Adult Student Assessment Systems (CASAS) Life Skills Math Assessments—Application of Mathematics (Secondary Level). Forms 31, 32, 33, 34, 35, 36, 37, 38, 505, and 506 of this test are approved for use on paper and through the computer-based delivery format.
- (2) Tests of Adult Basic Education (TABE 9/10). Forms 9 and 10 are approved for use on paper and through the computer-based delivery format.
- (3) Tests of Adult Basic Education Survey (TABE Survey). Forms 9 and 10 are approved for use on paper and through the computer-based delivery format.

The following tests are suitable for use at all ESL levels of the NRS.

- (1) Basic English Skills Test (BEST) Literacy. Forms B, C, and D are approved for use on paper.
- (2) Tests of Adult Basic Education Complete Language Assessment System-English (TABE/CLAS-E). Forms A and B are approved for use on paper.

The following tests are newly determined to be suitable for use at all ABE and ASE levels of the NRS until February 2, 2017

- (1) General Assessment of Instructional Needs (GAIN)—Test of English Skills. Forms A and B are approved for use on paper and through the computer-based delivery format.
- (2) 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.