How To Make Data Work for You (Part 1)

Resources for the Adult Education Practitioner

How To Make Data Work for You

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Introduction

This Companion Resource Handbook supports IPDAE's live training titled "How To Make Data Work for You, Part 1." The content addresses the following topics:

- Key terms you need to know

- Identifying the data you need to use and why this is important

- Locating the data you need to move your student performance numbers in the right direction

- Understanding your students' standardized test scores in adult education programs

- Knowing what to teach and when to teach it

- Creating data-driven lessons for better student outcomes

In Part 1 of this training, we will address key skills and concepts for locating and using the right data when planning lessons. Participants will learn to use data to map instruction effectively within given time constraints and develop lessons that lead to better student outcomes.

Training Objectives

This training addresses the following objectives:

1. Define the acronyms NRS, EFL, MSG, and LCP and their application in conversations regarding student performance in adult education programs.

2. Identify what data is critical to adult ESOL, ABE and GED students and explain why this data is so important.

3. Locate standardized student assessment data for ESOL, ABE, and GED programs.

4. Understand and interpret CASAS and TABE 11/12 student assessment data/results.

5. Determine what required content to teach in your ESOL or ABE classroom and identify the content that should be emphasized.

6. Create a planning calendar that includes ALL content that needs to be emphasized during instruction within the time constraints of the course.

7. Identify the types of activities that should be incorporated during ESOL and ABE classroom instruction.

As you read through this handbook, remember that the content presented is tailored to the new ESOL, ABE, or GED teacher.

Overview

There are 6 parts to this training. Each part will be addressed by addressing 1-2 key questions.

Part 1: Key Terms

What are some key terms I need to know for this training?

As you join the ranks of ESOL, ABE, and GED educators, there are a few terms with which you should familiarize yourself. These terms are repeatedly used by adult educators and administrators, and are central to any conversation regarding adult education, specifically student assessment and data reporting.

Part 2: Identifying What Data To Use

What data should I be looking at?

Today's world is bombarded by all types of data, and adult education is no exception. As a newcomer to the adult education world, you need to be able to not just decipher the data, but also decide what data is truly important.

Why is the data important?

To select the correct data that can help you address your students' deficiencies and help them improve their testing performance, you also need to understand why the data is important.

Part 3: Locating the Data

Where do I find standardized assessment data for my adult students?

Student data can be obtained from numerous sources, but what we are going to focus on for this training is strictly standardized assessment data for adult ESOL, ABE, and GED students.

Part 4: Understanding Test Scores

What do my students' test scores mean?

Data is just data unless you truly understand what it means. In this section, we will explore just that. We will take a brief look at the scale score ranges attached to ESOL and ABE course levels as well as GED.

Part 5: What To Teach and When To Teach It

What content am required to cover in class?

Teachers need to ask themselves two questions regarding their course content. First of all, they need to fully understand the specific competencies or standards that are required for their courses.

What content should I emphasize to ensure better student performance?

Apart from required content, teachers must also ask themselves what content they should "emphasize" during instruction. Where sometimes content to be emphasized may be the same as the required content, there are times when this is not the case. For example, there may be some content which is assessed on a particular standardized test level yet is not identified as required under the curriculum framework for the corresponding course.

Part 6: Data-driven Lessons for Better Student Outcomes

How can I cover all content that needs to be emphasized within the time constraints of my course?

Finally, in the final part of this training, we will look at an easy way for you to plan instruction for all assessed competencies and standards within the course start and end dates. This is a challenge, particularly for new teachers to world of adult education.

What types of activities should I incorporate during instruction?

When developing lessons that incorporate required content as well as content that will be assessed at the time of post-testing and that should, as a result, be emphasized; you still have to consider what the instructional activities will look like. We will explore several options here as well.

Part 1: Key Terms

Take a look at the initialisms below and their meanings.

KEY TERMS	
NRS	**NATIONAL REPORTING SYSTEM** The **National Reporting System** for Adult Education (**NRS**) is the accountability system for the Federally funded adult education program.
EFL	**EDUCATIONAL FUNCTIONAL LEVEL** In the NRS, the EFL descriptors are intended to guide teaching & assessment.
MSG	**MEASURABLE SKILL GAINS** The purpose of the **Measurable Skill Gains** (**MSG**) indicator is to track and measure important progressions and achievements made by WIOA
LCP	**LITERACY COMPLETION POINT** **LCPs** indicate student progress. School districts report LCPs earned by adult education students to the FDOE.

These Adult Education (AE) initialisms are frequently used when discussing student progress, assessment, and reporting. The first initialism is NRS which refers to the National Reporting System for Adult Education. This is the accountability system for the federally funded AE program.

Next is EFL which is the Educational Functional Level. In NRS, the EFL descriptors are intended to guide teaching and assessment. I will show you how this works a little further on in this training. Sometimes a student's NRS level and EFL is used interchangeably, but there is a slight distinction which I will soon address. MSG or Measurable Skill Gain refers to an indicator that is used to track and measure student progress or growth from one functional level to the next. In the AE Program, the indicator that we use to measure student progress is referred to as an LCP or Literacy Completion Point.

Now, let us make sense of how these terms work together. Refer to the diagram below.

❶ **EFL** Educational Functional Level	❷ **MSG** Measurable Skill Gains	❸ **LCP** Literacy Completion Point	❹ **NRS** National Reporting System
A student takes a pre-test and is placed in the correct course based on his/her EFL.	When the student post-tests, check to see if s/he made an MSG.	In AE programs (ESOL, ABE, & GED), a gain from one functional level to the next is reported in LCPs.	LCPs earned are reported to the NRS as a measure of student performance.

When you get a new student, this student has to be pre-tested. The pre-tests results are what is used to determine the student's EFL which is, in turn, used to place the student in the appropriate course. Now, let's say the student is registered in your ESOL 3 class. The minimum goal is to move that student from ESOL 3 to ESOL 4. This means that the student will need to score sufficiently high the CASAS reading and the CASAS listening tests in order to move to the next level (ESOL 4). This growth is what we refer to as the MSG or Measurable Skill Gain. In the AE program, the MSG is reported in LCPs. If your student is in ESOL 3, you have to see if s/he gained enough LCPs in both the reading and listening tests in order to move to ESOL 4. LCPs earned are reported to the State and then the State reports it to the USDOE. They are reported to the NRS as a measure of student performance and actually make up part of the funding formula for AE programs. Keep in mind that you don't need to overly concern yourself about these terms other than to understand that the more LCPs your students earn, the faster they are progressing through the program and the more gains they are making.

Part 2: Identifying What Data To Use

What data should I be looking at?

You now understand that the goal is to move each student to the next higher functional level. You also know that this information is recorded and reported in the form of LCPs. Next, you need to locate the data that is used to measure when a student actually makes a measurable skill gain or earns an LCP.

In keeping this training as simple and understandable as possible, we are going to focus on the two pieces of data that cause the greatest impact on your students' overall performance: their pre- and post-test scores. When I refer to pre- and post-tests, I'm referring to standardized testing. The Florida Department of Education (FDOE) has approved various standardized tests for AE programs. Look at a brief summary provided in the charts below.

ESOL EDUCATIONAL FUNCTIONING LEVELS

EFL LEVELS	FDOE LCP	BEST		CASAS Life & Work Series			TABE CLAS-E	
		BEST Plus 2.0	BEST Literacy	Reading 27/28R	Reading 80R	Listening 980L	Reading A&B	Listening A&B
ESOL Level 1	A	88-361	0-20	153-180	170-180	169-180	250-392	230-389
ESOL Level 2	B	362-427	21-52	N/A	181-190	181-189	393-436	390-437
ESOL Level 3	C	428-452	53-63	N/A	191-200	190-199	437-476	438-468
ESOL Level 4	D	453-484	64-67	N/A	201-210	200-209	477-508	469-514
ESOL Level 5	E	485-524	68-75	N/A	211-220	210-218	509-557	515-549
ESOL Level 6	F	525-564	76-78	N/A	221-235	219-227	558-588	550-607

ELCATE EDUCATIONAL FUNCTIONING LEVELS

| EFL LEVELS	FDOE LCP	BEST		CASAS Life & Work Series			TABE CLAS-E	
		BEST Plus 2.0	BEST Literacy	Reading 27/28R	Reading 80R	Listening 980L	Reading A&B	Listening A&B
ESOL Level 1	B	485-524	68-75		211-220	210-218	509-557	515-549
ESOL Level 2	C	525-564	76-78		221-235	219-227	558-588	550-607

For the ESOL Program (ESOL + ELCATE), the FDOE has approved the BEST Plus 2.0, BEST Literacy, CASAS Life & Work Series and TABE Clas-E. The overwhelming majority of AE programs throughout the state use the CASAS test to assess ESOL students, so this is the standardized test we will highlight for ESOL throughout this training.

ABE EDUCATIONAL FUNCTIONING LEVELS				
SUBJECT	**EFL LEVELS**	**FDOE LCP**	**TABE 11 & 12**	**CASAS**
Math	ABE Level 1	A	300-448	178-193
	ABE Level 2	B	449-495	194-203
	ABE Level 3	C	496-536	204-214
	ABE Level 4	D	537-595	215-225
Reading	ABE Level 1	E	300-441	165-203
	ABE Level 2	F	442-500	204-216
	ABE Level 3	G	501-535	217-227
	ABE Level 4	H	536-575	228-238
Language	ABE Level 1	J	300-457	N/A
	ABE Level 2	K	458-510	N/A
	ABE Level 3	M	511-546	N/A
	ABE Level 4	N	547-583	N/A
GED EDUCATIONAL FUNCTIONING LEVELS				
Math	ABE Level 5		596-656	226-233
	ABE Level 6		657-800	236-249
Reading	ABE Level 5		576-616	239-248
	ABE Level 6		657-800	249-262
Language	ABE Level 5		584-630	N/A
	ABE Level 6		631-800	N/A

For the ABE Program and GED (ABE Levels 5 & 6), the FDOE has approved the TABE 11/12 for Math, Reading, and Language; and the CASAS for Reading and Math. The overwhelming majority of AE programs throughout the state use the TABE 11/12 test to assess ABE and GED students, so this is the standardized test we will highlight for ABE throughout this training.

Regardless of which tests we have selected to highlight during this training, all you really need to ask is, "What test is used to assess students in my program at my school site/educational location?" All of the information presented in this training can be adapted to fit your specific school site needs.

Look at the diagram below. This summarizes the pre- and post-tests that we will be using as examples throughout the rest of this training.
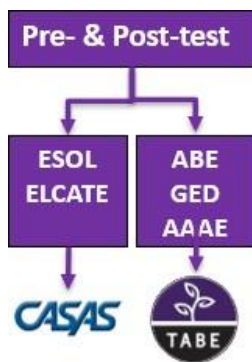
What data should I be looking at?

- Use each student's initial, valid pre-test score to determine what you need to target.
- Use the student's valid post-test score to determine growth/mastery.
- Use other formative assessments (quizzes, assignments, projects, etc.) to measure ongoing mastery.

Why is the data important?

Before addressing how to locate the student assessment data that you need, it is important to consider why the data is so necessary in the first place. If you use the wrong data to drive instruction and assess mastery, then you will not be able to show student growth and mastery as reported to the state. If you are asking yourself, "Why?"; the answer is because the tools that are used to assess students and measure LCPs are the identified, approved standardized tests. You need to focus on moving your students from one functional level to the next; but to even begin to do this, you need to be sure that you are using student data obtained from these standardized assessments.

Part 3: Locating the Data

Where do I find standardized assessment data for my adult students?

A common question in most education-related data trainings is, "Where can I find my students' assessment data?" It sounds like such a basic question, but it can be very challenging when no one knows who has this coveted information. First, ask yourself who would have access to your students' pre- and post-test data. In most school sites, there are four key people to ask.

- **Your Administrator?**

- **Your Test Chair?**

- **Your Department Head?**

- **Your Lead Teacher?**

- **Other?**

Start with your administrator. Ask him/her who gets students' pre- and post-test results. You know the test chair definitely has access to this information, so that would be the second person to ask. At school sites where there are clear, established procedures for disseminating student assessment data to teachers, the department chair or lead teacher may have the information you need.

Now, don't just stop at locating where to access the data. Familiarize yourself with the testing process at your school site. You don't just need pre-test data. You need access to current student assessment data. This means that if you have a student who tested three times during a trimester, you will need to access his/her data each of these times. Ask your supervisor or administrator about the procedures

in place for obtaining student test scores. If there aren't any set procedures, sit with your administrator and help develop them. You want to be sure that every time your student tests, you get his/her test results.

Finally. be sure to follow through with any missing results. If you don't get a student's test results, go back and request them. You may even want to keep a simple spreadsheet where you document student assessment information. Here's a sample template you can create for your class in order to record all of your students' assessment scores. The top example is for an ESOL class. The bottom one is for an ABE class.

Sample Student Assessment Results Template

Student Name	ID	Current Course	Test	Test Date	Test Form	Test Level	Scale Score	LCP(s) Earned	Next Placement
Jose Garcia	1234567	ESOL 1	CASAS Reading	12/15/2021	81 R	A	174	N/A	N/A
Jose Garcia	1234567	ESOL 1	CASAS Listening	12/15/2021	981 L	A	170	N/A	N/A
Jose Garcia	1234567	ESOL 1	CASAS Reading	2/4/2022	82R	A	184	1	ESOL 2
Jose Garcia	1234567	ESOL 1	CASAS Listening	2/4/2022	981 L	A	181	1	ESOL 2

Student Name	ID	Current Course	Test	Test Date	Test Form	Test Level	Scale Score	LCP(s) Earned	Next Placement	NRS Level
Maria Gutierrez	3456789	ABE Reading B	TABE 11/12 Reading	12/15/2021	11	E	352	N/A	N/A	1
Maria Gutierrez	3456789	ABE Language B	TABE 11/12 Language	12/15/2021	11	E	348	N/A	N/A	1
Maria Gutierrez	3456789	ABE Math A	TABE 11/12 Math	12/15/2021	11	E	428	N/A	N/A	1
Maria Gutierrez	3456789	ABE Reading B	TABE 11/12 Reading	2/4/2022	12	E	440	0	ABE Reading B	1
Maria Gutierrez	3456789	ABE Language B	TABE 11/12 Language	2/4/2022	12	E	446	1	ABE Language C	2
Maria Gutierrez	3456789	ABE Math A	TABE 11/12 Math	2/4/2022	12	M	512	2	ABE Math C	3

Part 4: Understanding Test Scores

What do the test scores mean?

You managed to gather all of your students' standardized testing data. You set up your spreadsheet and are sure that no scores are missing, but it's time to ask, "What do these test scores mean?" As we move forward with Part 4, refer to the chart on the following page. This chart contains two examples, one for an ESOL student and another for an ABE student. We will look at each example separately.

ESOL Program

ESOL Level	EFL	CASAS Level	CASAS Scale Score Range	
			Reading	**Listening**
1	Basic Literacy/Foundation	A	180 and below	180 and below
2	Low Beginning	B	181-190	181-189
3	High Beginning	B	191-200	190-199
4	Low Intermediate	C	201-210	200-209
5	High Intermediate	D	211-220	210-218
6	Advanced	E	221-235	219-227

ABE Program

ABE Level	EFL	TABE 11/12 Scale Score Ranges		
		Mathematics	**Reading**	**Language**
1	ABE A	300-448	310-441	310-457
2	ABE B	449-495	442-500	458-510
3	ABE C	496-536	501-535	511-546
4	ABE D	537-595	536-575	547-583
5	ASE Low	596-656	576-616	584-630
6	ASE High	657-800	617-800	631-800

ESOL Scenario:

Pre-test Scores:
Reading: 182
Listening: 178

- Student placed in ESOL 1.
- To move to the next functional level (ESOL 2), this student must increase the listening score to a minimum of 181.

ABE Scenario:

Pre-test Scores:
Math: 342
Reading: 442
Language: 500

- Student placed in ABE A in Math, ABE B in Reading, and ABE B in Language.
- To move to the next functional levels, this student must score a minimum of 449 i8n math, 501 in reading, and 511 in Language.

For the ESOL Program, we are focusing on the CASAS test as this is what the majority of all AE ESOL programs across the state are using. On the top part of the chart above, you have each ESOL level (1-6) with the corresponding scale scores for reading and for listening. Remember that ESOL students are placed according to the lowest of the two scores (reading or listening) and that they are required to pass both subjects in order to be promoted to the next functional level. In the ESOL Scenario depicted to the right of the chart, the student scored a 182 in reading and a 178 in listening. Since the listening score was the lowest, the student was placed in ESOL 1. To move to ESOL 2, this student has to increase his listening score to a minimum of 181. His reading score is already at a level 2, and though you want him to continue to show progress in both subjects, he really only needs to increase his listening to be eligible for ESOL 2.

On the bottom part of the chart, you have the ABE Program with the first four levels plus the additional two (Levels 5 & 6) for GED. In the ABE Scenario depicted to the right of the chart, the ABE student scored a 342 in math which put him in ABE Level A in math; a 442 in reading which put him in ABE Level B in reading; and a 500 in Language which put him in an ABE Level B Language Class. To move to the next higher level in ABE Math, (Level B in this case); the student needs to score a minimum of 449. To move to the next higher level in ABE Reading (Level C in this case); the student needs to score a minimum of 501. To move to the next higher level in ABE Language (Level C in this case); the student needs to score a minimum of 511.

Be sure to keep the previous chart handy for future reference. Use it to identify the score each of your students must attain on his/her post-tests in order to move up to the next functional level.

Part 5: What To Teach When

What content am I required to cover in my class?

You have the data you need, and you understand it. Now, you just need to figure out what to teach. There are two questions you have to answer, and the first one has to do with required content. The FDOE has curriculum frameworks for every AE course that identify the competencies and/or standards that every teacher must each in every course and every level. To access this information, all you need to do is copy the link below. Then, select the corresponding framework for your program and course level.

Adult Education Curriculum Frameworks:
https://www.fldoe.org/academics/career-adult-edu/adult-edu/2020-2021-adult-edu-curriculum-framewo.stml

What content should I emphasize to ensure better student performance?

The next question you need to address regarding what to teach and when to teach it has to do with identify the content that you should be "emphasizing" during instruction in order to ensure better student performance. The response to this second question requires a little more thought. Refer to the diagram below in order to better understand the response.
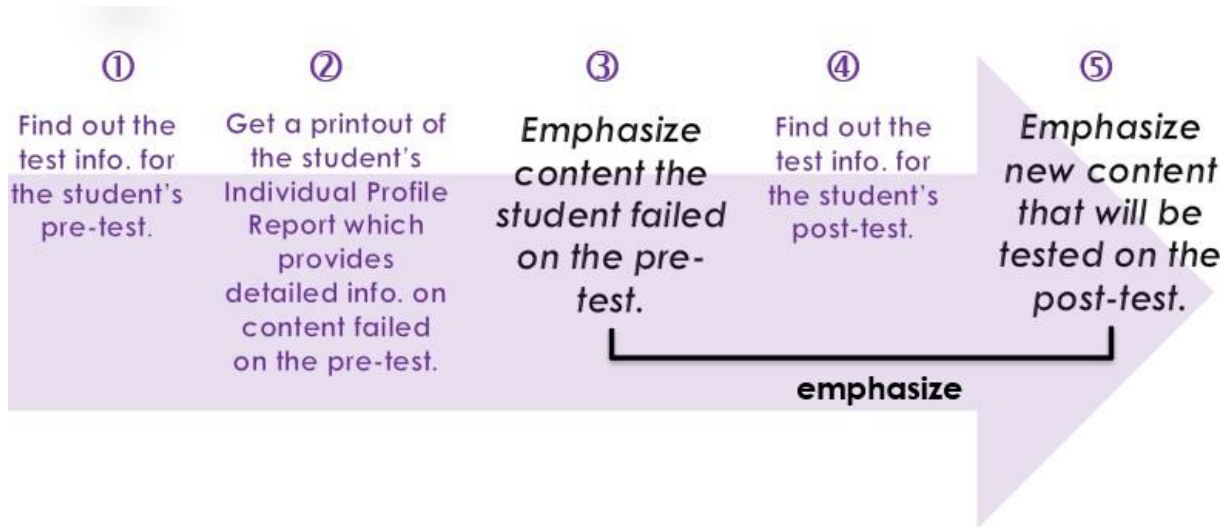
1. The first thing you must do is obtain the student's post-test information. This refers to the subject area, test level, and test form.
2. Next, request a printout of each student's individual test report, frequently called an *Individual Profile Report*. This report does not just give you the students' scores. It gives you detailed information about what the student passed and failed on his/her pretest.
3. You are aware that you need to focus instruction on any content that the student failed on his/her pretest. It may be a good idea to highlight what was NOT mastered.
4. Now that you know what the student failed to master, you need to figure out what content is going to be assessed on the student's post-test. This is a little tricky, but I'll provide you with more information in a bit.
5. Finally, once you know what the student failed and what is going to be on the next test, you can add new content on your list of competencies/standards to emphasize during instruction.

Let's dig a little deeper into ESOL and ABE. On subsequent pages, you will learn to identify the content that you should "emphasize" in your ESOL class or your ABE class. We begin with ESOL.

What ESOL content should I emphasize to ensure better student performance?

CASAS has an *Individual Skills Profile* report which includes a student's overall test performance as well as more detailed information such as competencies mastered/failed. There is a lot more information on the report, but Part 1 of this training will only address the two main pieces of information: the reading competencies and the listening competencies. Once you have mastered this, then you can move on to addressing other data on the report.

Refer to the sample snip below.

CASAS
01/14/2022
11:46:01

Individual Skills Profile

SAMPLE STUDENT

ID#   92649295

Agency: 0013 - Miami-Dade County Pu..
Program: ESL/ELL

Most Recent	Form	Date	Scale Score	NRS Level	Form Level	Number of Items		
						Total	Correct	Attempted
Listening	982L	01/10/2022	190	3	A	38	19	38
Reading	084R	01/10/2022	209	4	B	32	17	32

Reading Competencies	N	Correct
Basic Communication	1	100 %
Consumer Economics	10	30 %
Community Resources	6	33 %
Health	6	83 %
Employment	12	66 %
Government and Law	2	50 %
Learning and Thinking Skills	15	46 %

CASAS Reading Content Standards (2009)	N	Correct
Vocabulary	26	57 %
General reading comprehension	32	53 %
Text in format	19	63 %
Reference materials	4	75 %
Reading strategies	29	58 %
Reading and thinking skills	7	57 %

Listening Competencies	N	Correct
Basic Communication	24	58 %
Consumer Economics	12	16 %
Community Resources	10	60 %
Health	6	50 %
Employment	7	57 %

CASAS Listening Content Standards (2009)	N	Correct
Grammar	34	47 %
Strategies and Critical Thinking	23	43 %
Informational Discourse	5	60 %
Vocabulary	38	50 %
General Discourse	27	40 %
Phonology	29	51 %

Reading Tasks	N	Correct
Forms	3	100 %
Charts, maps, consumer billings, matrices, graphs, tables	6	66 %
Articles, paragraphs, sentences, directions, manuals	17	41 %
Signs, price tags, advertisements, product labels	6	50 %

Listening Tasks	N	Correct
Picture Prompt	10	70 %
Comprehension question	15	66 %
Predict next line of dialogue	13	15 %

To find out pre-test testing information, have your test chair pull the *Individual Skills Profile* for **each** and **every** student in your class. The report provides general testing results as well as more detailed information on what the student passed and failed on his/her pre-test. Again, for now, just focus on the reading and listening competencies. Again, this contains the student's "pre-test" results, so it

helps you to target any and all content that this student did not master. This is what you will "emphasize" during instruction from this report.

Next, you need to identify the content on which the student will be post-tested. CASAS has another report titled the *Next Assigned Test* report. (See below.) This report provides the post-test form that will be used to post-test each student. Ask your Test Chair to pull this report for you.

In summary, the *Individual Skills Profile* report provides you detailed information on content mastered and not mastered on each student's pre-test, and the *Next Assigned Test* indicates the test form with which each of your students will be post-tested. What you are probably still asking yourself is, "How do I know what content is going to be assessed on each student's post-test?" Fortunately, CASAS has several Test Competency Content documents that specifically identify the competencies that are tested on each of the CASAS Life and Work Reading and CASAS Life and Work Listening test forms. You can access these documents at the link provided on the following page.

Test Competency Content

Reading

File	Type	Size	Download
Life and Work Reading Competency Content Forms 81-86; 81X, 82X, 185-188	PDF	19.66 KB	Download
Employability Reading Series Competency Content Forms 11-18; and 114, 116	PDF	16.38 KB	Download
Life Skills Reading Series Competency Content Forms 27-28; and 32X, 34X	PDF	15.71 KB	Download
Workforce Learning System (WLS) Reading Series Competency Content Forms 213-216	PDF	11.08 KB	Download

Listening

File	Type	Size	Download
Life and Work Listening Competency Content Forms 981-986	PDF	60.75 KB	Download
Life and Work Listening Competency Content Form 81-86	PDF	15.05 KB	Download
Employability Listening Competency Content Forms 51-52; 63-66	PDF	11.32 KB	Download
Life Skills Listening Competency Content Forms 51-56	PDF	11.27 KB	Download

Take a minute to review the sample excerpt of a reading competency content form. Notice that the test levels and form numbers are located at the top. Under each you have the total number of questions for that particular test form, and under the number of items you have a column listing all of the competencies that are assessed on that form. Some competencies have a number in parentheses ( ). This number tells you the maximum number of questions that are associated with this particular competency.

Example:	*2.2.1 (6)*
Explanation:	There may be up to 6 questions assessing competency 2.2.1 on this form of the test.

Beg. Literacy		Test Level A				Test Level B	
27	28	81	82	81X	82X	83	84
30 items	30 items	24 items	24 items	28 items	28 items	32 items	35 items
0.2.2 (8)	0.2.2 (8)	0.2.1	0.2.1 (2)	0.2.2 (2)	0.1.4	0.2.1 (3)	0.2.1
		0.2.2 (3)	0.2.2 (2)		0.1.8	0.2.4	1.1.6
		0.2.4	0.2.4		0.2.1 (2)		
1.1.4	1.1.4	1.1.6 (2)	1.1.6 (2)	1.2.1	1.1.4	1.1.6 (2)	1.4.1
1.1.6	1.1.6	1.2.1	1.2.1	1.2.2	1.1.6 (5)	1.2.2	1.4.2 (2)
1.2.1 (2)	1.2.1 (2)	1.2.8	1.2.8	1.9.1 (3)	1.2.1 (3)	1.3.1 (3)	1.4.6 (2)
1.7.3 (2)	1.7.3 (2)	1.2.9	1.2.9		1.2.2	1.3.3 (3)	1.7.1 (2)
1.9.1 (2)	1.9.1 (2)	1.4.1 (2)	1.4.1 (2)		1.3.1	1.4.2	
		1.4.2	1.4.2		1.4.1 (2)	1.4.3 (3)	
		1.4.7	1.4.7		1.8.1 (2)	1.4.7 (3)	
			1.8.1		1.9.1		
			1.9.1		1.9.2 (2)		
2.2.1 (3)	2.2.1 (3)	2.2.1 (4)	2.2.1 (4)	2.1.2	2.2.1 (3)	2.2.5 (2)	2.2.3
2.2.2	2.2.2	2.2.2	2.2.2	2.1.7 (2)	2.2.2	2.3.1	2.2.5 (2)
2.3.1	2.3.1	2.3.1 (3)	2.3.1 (2)	2.2.1 (6)	2.2.5	2.3.2	2.3.1
2.3.2 (4)	2.3.2 (3)	2.3.2 (2)	2.3.2 (3)	2.2.2	2.3.1 (2)		2.3.2 (2)
		2.5.2	2.5.2	2.2.5 (2)	2.3.2 (4)		2.8.3 (2)
		2.8.5 (2)	2.8.2	2.3.1	2.6.4 (2)		
			2.8.5 (2)	2.3.2 (5)			

Sample snip of the CASAS Life & Work Reading Competency Content Forms 81-86; 81X, 82X, 185-188

What ABE content should I emphasize to ensure better student performance?

We are now going to explore the same process for ABE. We begin by gathering each student's pre-test information. DRC Insight Corporation provides and *Individual Profile Report* for each student who is TABE tested. The report includes a student's overall test performance on every subject tested as well as more detailed information such as student performance by domain and subdomain. All of this information is found on the first page of the report. See the sample snip on the following page.

Individual Profile: STUDENT, SAMPLE

Report Criteria		
ID: 12345	State:	
Test Name: TABE 11 ALL	District:	SAMPLE DISTRICT
Report: ALL	School:	SAMPLE SCHOOL
Report Date: 10-18-2019		

Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level	MSG
			Total	Obtained					
Reading	10/25/2018	M	47	44	40	575+	52	4	Y
Mathematics	10/26/2018	M	39	31	35	570	20	4	Y
Language	10/26/2018	M	39	30	35	552	19	4	N

If a student scores more than one NRS level above the targeted level, then a (+) sign will appear next to the scale score and their score will be set to the highest possible scale score, which is one above the targeted level. In this case, students may want to test with a higher TABE test in order to better assess their ability.

Scale scores with a minus (-) sign next to them are indicators that the student performed at the lower end of the performance range of that level of TABE and the student will likely need to have extended instruction to be ready to demonstrate an NRS Gain on a post test.

The Measurable Skills Gain (MSG) is designed to measure interim progress made by students during an academic year. N denotes the student either did not have enough data to measure a gain or did not receive a gain; and Y denotes the student received an MSG in the academic year.

Performance on Domains	Number of Items	Number of Points		Performance Category		
		Total	Obtained	Non-Proficiency	Partial Proficiency	Proficiency
Reading						
Key Ideas and Details	18	18	17			✓
Craft and Structure	17	20	19			✓
Integration of Knowledge and Ideas	5	9	8			✓
Mathematics						
Measurement and Data	6	6	5			✓
Numbers and Operations - Fractions	7	7	5		✓	

Let's move on to the second page of this report. On the second page, the report provides more detailed information on the specific skills which the student mastered or did NOT master for each of the domains and subdomains. Take a minute to look at the sample snip of Page 2 of this report on the following page.

Individual Profile: STUDENT, SAMPLE

Report Criteria

ID:	12345	State:	
Test Name:	TABE 11 ALL	District:	SAMPLE DISTRICT
Report:	ALL	School:	SAMPLE SCHOOL
Report Date:	10-18-2019		

FORM	DOMAIN	PERFORMANCE	DEMONSTRATED SKILLS	AREAS FOR NEXT FOCUS
M	**Reading**			
	Key Ideas and Details	Proficiency	• Summarize an informational text • Identify the main idea of a very complex text • Make an inference connecting ideas in a text • Make an inference based on a section of text • Use details to support inferences regarding connections in a text	• Support an inferred central idea with evidence from a moderately complex text • Make distinctions between ideas in a moderately complex text • Analyze the connections among ideas in a very complex text • Use evidence to support the analysis of connections among ideas in a very complex text
	Craft and Structure	Proficiency	• Describe the structure of multiple paragraphs of a moderately complex text • Describe the structure of a section of very complex text (technical document) • Describe the structure of very complex text • Use evidence to support comparisons of the structure of moderately to very complex texts • Use evidence to support the comparison of points of view across multiple texts on the same topic	• Analyze the function of a text feature • Determine the point of view of a moderately-very complex text • Use evidence to support the determination point of view • Determine authors' purposes across complex texts

Let's go over the information in the area above that is boxed in red.

- The reading domain is "Key Ideas and Details."
- This student demonstrated "proficiency" on this domain.
- The specific TABE skills that were mastered are listed under the title "Demonstrated Skills."
- The specific TABE skills that require additional instruction are listed under the title "Areas for Next Focus."

Page 2 of the *Individual Profile* gives you a pretty clear picture of the instruction that you need to provide to each of your students, but let's not stop here. You still need to know the form on which your student will be post-tested. Let's start by looking at the TABE 11/12 Validity Chart on the following page.

TABE 11/12 READING

E — Range: 310/535+		M — Range: 442-/575+		D — Range: 501-/616+		A — Range: 538-/800	
NRS	SS	NRS	SS	NRS	SS	NRS	SS
1	310-441						
2	442-500	2	442-500				
3	501-535	3	501-535	3	501-535		
		4	536-575	4	536-575	4	536-575
				5	576-616	5	576-616
						6	617-800

TABE 11/12 LANGUAGE

E — Range: 310/546+		M — Range: 459-/583+		D — Range: 512-(11) & 514(12)/630+		A — Range: 551-(11) & 548-(12)/800	
NRS	SS	NRS	SS	NRS	SS	NRS	SS
1	310-457						
2	458-510	2	458-510				
3	511-546	3	511-546	3	511-546		
		4	547-583	4	547-583	4	547-583
				5	584-630	5	584-630
						6	631-800

TABE 11/12 MATHEMATICS

E — Range: 310/536+		M — Range: 454/595+		D — Range: 497-(11) & 496-(12) /656+		A — Range: 537-/800	
NRS	SS	NRS	SS	NRS	SS	NRS	SS
1	300-448						
2	449-495	2	449-495				
3	496-536	3	496-536	3	496-536		
		4	537-595	4	537-595	4	537-595
				5	596-656	5	596-656
						6	657-800

Request the post-test form/level for each of your ABE students from your test chair. Then, use the validity chart above for reference. You will note that each TABE test level covers 3 NRS levels. A student must score within the provided scale score ranges for the test to be valid. As with ESOL, it is strongly recommended that you maintain a simple spreadsheet with the names and basic testing information for all of your students. This will help you to quickly identify any students with missing testing information or missing tests as well as the next minimum target score for the next higher functional level.

When you confirm the post-test form and level for your students with your test chair, be sure to share this information with the students. Allow me to explain why this is so important. When you know the form and level on which each of your students will be post-tested, you can then access specific information on the assessed content correlated to each form. This will, in turn, provide you with details on content to "emphasize" during instruction. This content can be found on the TABE 11/12

Blueprint that correlates to the course subject and test level. First of all, you can access these blueprints at the link listed below.
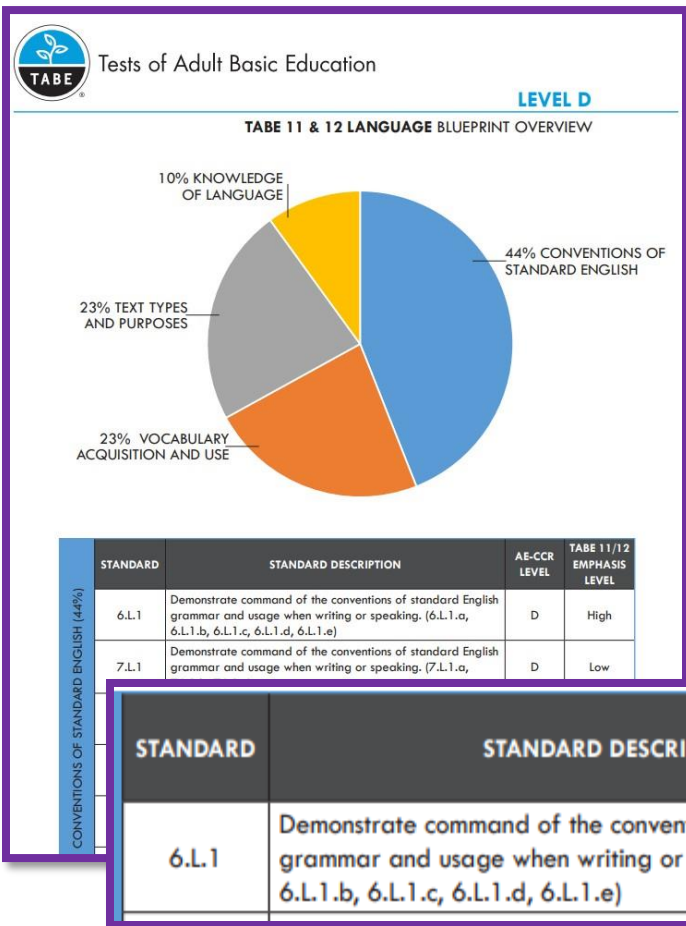
Sample snip of the Blueprint for the TABE 11/12 Language Level D Test (with blowup)

Take a minute to review the snip above. On this blueprint, you have a full breakdown of the TABE 11/12 Language Level D test. You can see how much of the test is dedicated to each domain, and you can even identify which standards are tested. If you look even closer, see the blowup of standard 6.L.1. Within the description of the standard, you also have the specific sub standards that are assessed (e.g., 6.L.1.a, 6.L.1.b, 6.L.1.c, 6.L.1.d, 6.L.1.e). You can also see the CCR level (D in this case) and the emphasis level. Anything listed as "high" emphasis, as shown in this example, is definitely a priority and should be heavily emphasized during instruction because it is heavily tested.

Now, you are ready to develop data-driven lessons that will yield higher student achievement in your ESOL or ABE classrooms!

Part 6: Data-driven Lessons for Better Student Outcomes

How can I cover all content that needs to be emphasized within the time constraints of the course?

Now that you clearly understand the content that needs to be "emphasized" during instruction, it's time to figure out how to actually tie this information into developing your lessons so that they yield higher student outcomes. The first question that we will address is, "How can I cover all content that needs to be emphasized within the constraints of the course?" This is a question every teacher asks at the start of every course. When we think about the curriculum frameworks, the content that the students failed on their pre-tests, plus any new content that will be assessed on the post-test; we can get quite overwhelmed. Don't worry, IPDAE is here to help!

Remember, the focus is to make sure that you "emphasize" instruction that will directly positively impact your students' post-testing performance. You must be clear about this because your students' post-test results are what primarily determines when they are ready to move to the next higher functional level.

Let's consider a very simple way for you to map out essential content that will be assessed on your students' post-test. We begin with a simple calendar that you can easily create in any spreadsheet program such as Excel. Follow the sample that follows for an ESOL 2 class.

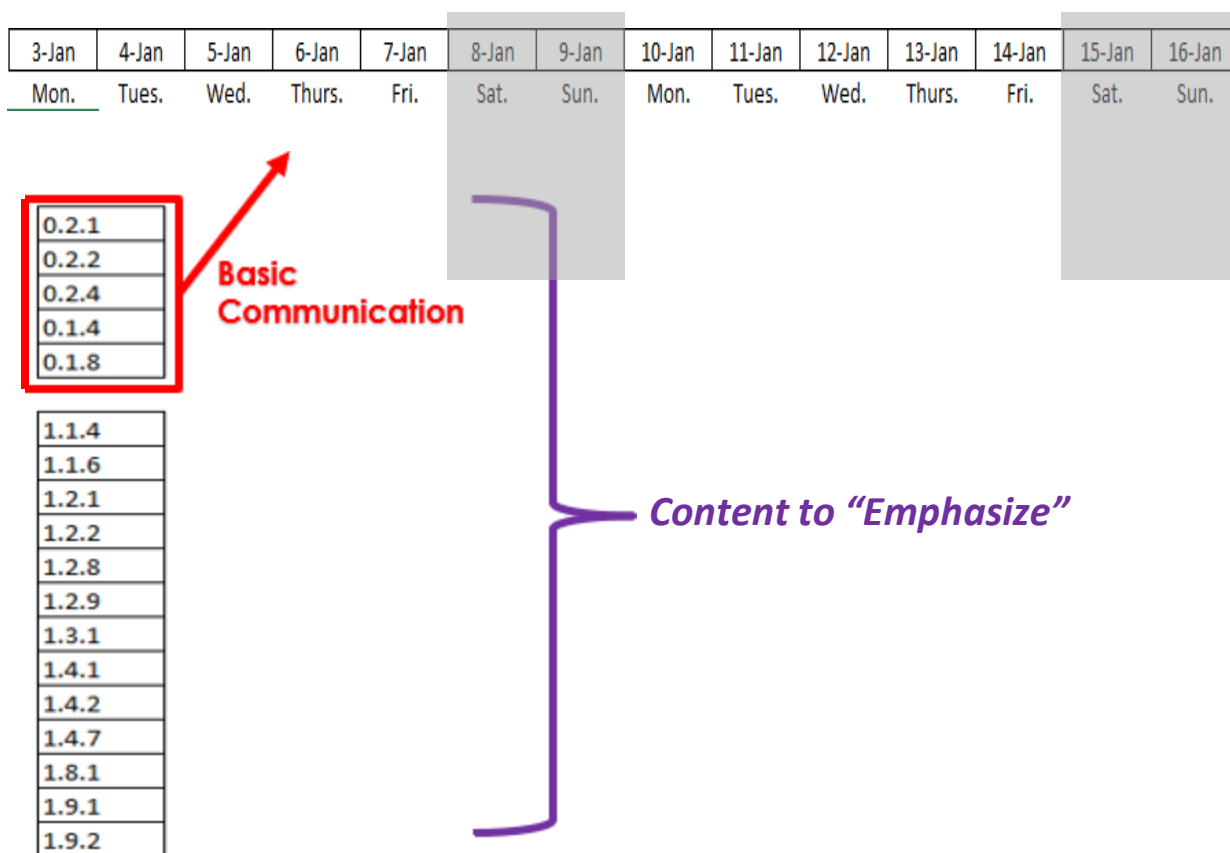*ESOL 2 – Planning Calendar Example (Graphic A):*

3-Jan	4-Jan	5-Jan	6-Jan	7-Jan	8-Jan	9-Jan	10-Jan	11-Jan	12-Jan	13-Jan	14-Jan	15-Jan	16-Jan
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

Test Level A

81	82	81X	82X
24 items	24 items	28 items	28 items
0.2.1	0.2.1 (2)	0.2.2 (2)	0.1.4
0.2.2 (3)	0.2.2 (2)		0.1.8
0.2.4	0.2.4		0.2.1 (2)
1.1.6 (2)	1.1.6 (2)	1.2.1	1.1.4
1.2.1	1.2.1	1.2.2	1.1.6 (5)
1.2.8	1.2.8	1.9.1 (3)	1.2.1 (3)
1.2.9	1.2.9		1.2.2
1.4.1 (2)	1.4.1 (2)		1.3.1
1.4.2	1.4.2		1.4.1 (2)
1.4.7	1.4.7		1.8.1 (2)
	1.8.1		1.9.1
	1.9.1		1.9.2 (2)
2.2.1 (4)	2.2.1 (4)	2.1.2	2.2.1 (3)
2.2.2	2.2.2	2.1.7 (2)	2.2.2
2.3.1 (3)	2.3.1 (2)	2.2.1 (6)	2.2.5
2.3.2 (2)	2.3.2 (3)	2.2.2	2.3.1 (2)
2.5.2	2.5.2	2.2.5 (2)	2.3.2 (4)
2.8.5 (2)	2.8.2	2.3.1	2.6.4 (2)
	2.8.5 (2)	2.3.2 (5)	

Look at the example above (Graphic A). Start with the first day of the trimester, and just run through all the way to the last day of the trimester. In the example on this slide, I'm only showing you two weeks, but you would repeat this for all weeks in the trimester. Next, you want to gray out (or delete, whichever you prefer) all non-instructional days. Be sure to gray out planning days, holidays, etc. Now, remember a few slides back when I told you that you needed to ask your test chair to provide you with the post-test form and level for each of your students? That's what we're focusing on next.

Earlier in this handbook, I talked about the *CASAS Test Competency Content* report. Here's a sample of the reading one. For the purpose of this example, let's say that the students in your class will be post-testing on CASAS reading form 81, 82, 81X, and 82X. Again, this chart gives you a full list of all of the CASAS competencies that are tested under each form. Some of the competencies repeat across forms, and some do not. The idea here is to make this as easy as possible, so let's focus on mastering this first. In Part 2 of this webinar series, I will provide you with a more detailed or targeted example of how you can set up this information. Take each competency and just make a list under your calendar. Delete any duplicated competencies. Now, you are ready to plug the competencies on your calendar.

ESOL 2 – Planning Calendar Example (Graphic B):

3-Jan	4-Jan	5-Jan	6-Jan	7-Jan	8-Jan	9-Jan	10-Jan	11-Jan	12-Jan	13-Jan	14-Jan	15-Jan	16-Jan
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

0.2.1
0.2.2
0.2.4
0.1.4
0.1.8

Basic Communication

1.1.4
1.1.6
1.2.1
1.2.2
1.2.8
1.2.9
1.3.1
1.4.1
1.4.2
1.4.7
1.8.1
1.9.1
1.9.2

Content to "Emphasize"

Look at Graphic B above. Again, only the reading competencies have been included in this example, however, be sure to include both reading and listening when you are creating the full trimester calendar for your class. Decide which of the identified competencies will be covered each week throughout the trimester. One way that you can organize your instruction is by addressing one CASAS competency area at a time. For example, if you decide to cover Basic Communication competencies during the first week of class, then just plug them into your spreadsheet under the corresponding dates for Week 1. If you're using a spreadsheet program such as Excel, you can easily drag and drop

the competencies. Be mindful that any remaining that do not quite fit into your instruction will still need to be addressed. I want to draw attention to this. You are "emphasizing" instruction to cover these competencies because these are the competencies that will be assessed on your students' post-tests. They must master this content if they are to make sufficient measurable skill gains in order to move to the next functional level. The example provided here is a brief one, so you will have to repeat the process until you have mapped out all tested competencies throughout the remainder of the instructional days for the trimester.

Let's briefly go over a similar example for ABE. We begin with the same calendar using a spreadsheet program like Excel. This time, however, you are going to ask your test chair to provide you with a list of the TABE 11/12 test forms with which your students will be post-tested. It doesn't really matter if the students are using Form 11 or Form 12 of the test. All you need to know is the level: E, M, D, or A. Refer to the example below.

ABE Reading Level B – Planning Calendar Example (Graphic A):

3-Jan	4-Jan	5-Jan	6-Jan	7-Jan	8-Jan	9-Jan	10-Jan	11-Jan	12-Jan	13-Jan	14-Jan	15-Jan	16-Jan
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

TABE 11/12 READING

E Range: 310/535+		M Range: 442-/575+		D Range: 501-/616+		A Range: 538-/800	
NRS	SS	NRS	SS	NRS	SS	NRS	SS
1	310-441						
2	442-500	2	442-500				
3	501-535	3	501-535	3	501-535		
		4	536-575	4	536-575	4	536-575
				5	576-616	5	576-616
						6	617-800

Students in ABE Reading B are in NRS Level 2.
◆ ◆ ◆
They must move to NRS Level 3 to gain an LCP.

If your students are in ABE Reading Level B, this means they are in NRS Level 2. To make a measurable skill gain or to earn an LCP, they have to move up one functional level to an NRS level 3. If you look at the above example, you can see that to move to NRS Level 3, students could take a Level E, a Level M or a Level D test. This is why you need to ask your test chair to provide you with every students' post-test level.

Back to our calendar. Look at Graphic B on the following page. Once you know the post-test levels represented in your class, then you can look at the standards that will be post-tested and you can plug

them in just like we did in the previous example for ESOL. Remember, the TABE 11/12 *Individual Profile Report* for every student will show you the areas for next focus.

ABE Reading Level B – Planning Calendar Example (Graphic B):

3-Jan	4-Jan	5-Jan	6-Jan	7-Jan	8-Jan	9-Jan	10-Jan	11-Jan	12-Jan	13-Jan	14-Jan	15-Jan	16-Jan
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

DRC
DATA RECOGNITION
CORPORATION

TABE

Individual Profile: STUDENT, SAMPLE

Report Criteria

ID:	12345		State:	
Test Name:	TABE 11 ALL		District:	SAMPLE DISTRICT
Report:	ALL		School:	SAMPLE SCHOOL
Report Date:	10-18-2019			

FORM	DOMAIN	PERFORMANCE	DEMONSTRATED SKILLS	AREAS FOR NEXT FOCUS
M	**Reading**			
	Key Ideas and Details	Proficiency	• Summarize an informational text • Identify the main idea of a very complex text • Make an inference connecting ideas in a text • Make an inference based on a section of text • Use details to support inferences regarding connections in a text	• Support an inferred central idea with evidence from a moderately complex text • Make distinctions between ideas in a moderately complex text • Analyze the connections among ideas in a very complex text • Use evidence to support the analysis of connections among ideas in a very complex text
	Craft and Structure	Proficiency	• Describe the structure of multiple paragraphs of a moderately complex text • Describe the structure of a section of very complex text (technical document) • Describe the structure of very complex text • Use evidence to support comparisons of the structure of moderately to very complex texts • Use evidence to support the comparison of points of view across multiple texts on the same topic	• Analyze the function of a text feature • Determine the point of view of a moderately-very complex text • Use evidence to support the determination point of view • Determine authors' purposes across complex texts

Let's now move to Graphic C on the following page.

| 3-Jan	4-Jan	5-Jan	6-Jan	7-Jan	8-Jan	9-Jan	10-Jan	11-Jan	12-Jan	13-Jan	14-Jan	15-Jan	16-Jan
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

Key Ideas & Details

Key Ideas & Details	Support an inferred central idea with evidence from a moderately complex text.
Key Ideas & Details	Make distinctions between ideas in a moderately complex text.
Key Ideas & Details	Analyze the connections among ideas in a very complex text.
Key Ideas & Details	Use evidence to support the analysis of connections among ideas in a very complex text.

"Emphasize"

In the above example, we are only looking at the Key Ideas & Details domain. Let's say that we have identified these four standards that our students need to focus on for their post-test. If the instructional focus for the week of January 10th – 14th is on Key Ideas and Details, then going to focus on Key Ideas & Details during the week of Jan. 10-14th, then need to plug in these standards under the corresponding days for that week.

Bonus for ABE Teachers at…

www.ipdae.org
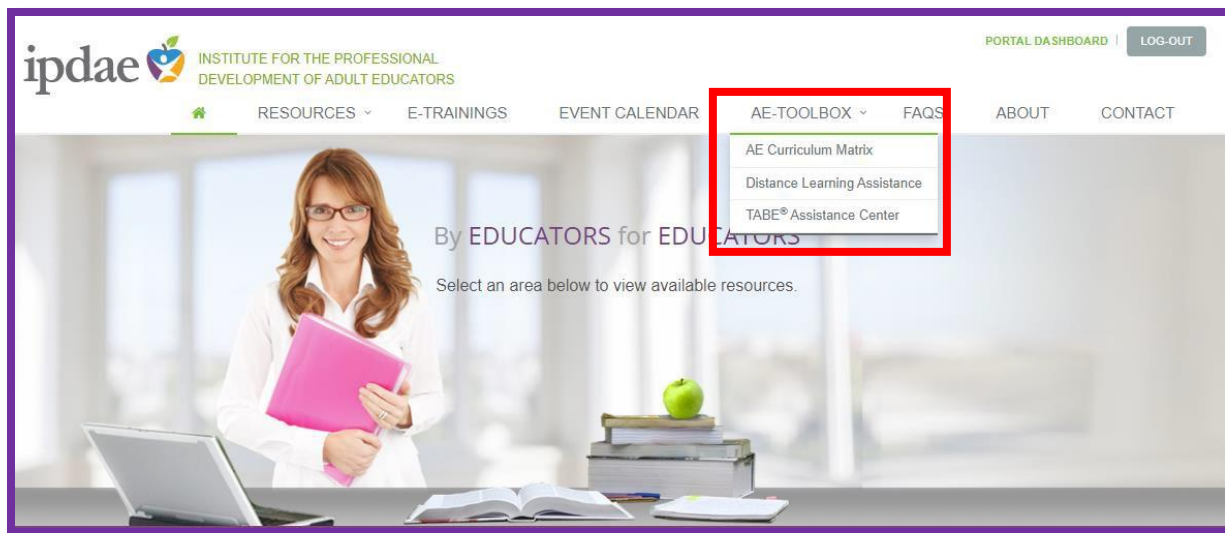
If you are an ABE teacher, here is an added bonus for you. Seasoned ABE teachers who regularly visit the IPDAE website are aware of numerous resources available for differentiating and targeting instruction in their classrooms. Since the focus group for this training is new AE teachers, it is time to

share the treasure chest that is the IPDAE website. Log onto www.ipdae.org and click on the AE-TOOLBOX tab. Then, select "TABE Assistance Center."

Below is a snip of the IPDAE TABE Assistance Center at the IPDAE website.

Check out the three boxed areas above. These are three amazing tools that you can access for free. First, there's the *Individualized Instructional Student Plans* (IISPs) for **ALL** ABE subjects and test levels. If you have a student who will be post-testing on a TABE Reading Test Level M, for example, then you would select the TABE Reading Level M IISP for that student. These plans are absolutely amazing and already detail everything that your student will need to master in preparation for his/her post-test. You also have some amazing common planning tools; and if you need some straight answers, you can always ask the "Ask a TABE Advisor". You will receive a response within 72 hours.

Again, this training is a beginner's training for new teachers, so focus first on the content being provided in this handbook. In Part 2, we will provide you with more detailed information and ways in which you can use these additional resources.

What types of activities should I incorporate during instruction?

We are now ready to address the second question under Part 6: "What types of activities should I incorporate during instruction?" The answer to this question for both ESOL and ABE teachers is a simple one. Just log onto the CASAS and TABE 11/12 websites and access sample questions for each part of the test. These sample questions offer a great insight as to how these post-tests are structured. It's very important for students to understand how the instruction they are receiving in class is going to be assessed. Let's just briefly look at an ESOL example.

Sample Test Items
for ESOL teachers: www.casas.org
for ABE teachers: https://tabetest.com/

It is essential for every ESOL, ABE, and GED teacher to learn how each subject test, level, and form is broken down. We will not get into a heavy in-depth analysis of either the CASAS or TABE tests in Part 1 of this training series. This will be addressed in Part 2. Nonetheless, I will go over a brief sample breakdown of the CASAS tests for ESOL in order for you to grasp the importance of getting to know the tests that will be used to assess your students' progress and to report learning gains to the state.

Here's a sample break down of the CASAS tests for ESOL.

CASAS TEST BREAKDOWN														
LISTENING						**READING**								
Level A		Level B		Level C		Level A				Level B		Level C		Level D
981	982	983	984	985	986	81	82	81x	82x	83	84	185	186	187	188
ITEMS/ TIME PER TEST														
38 Items Total						24 Items		28 Items		32 Items		38 Items		32 Items
49 min.		52 min.		51 min.		60 min.								
TASKS/ITEMS:														
Picture Prompt:						TASK 1: Forms								
10 Items (R)														
Comprehension Questions:						TASK 2: Charts, Maps, Consumer Billings, Matrices, Graphs, Tables								
15 Items (R)		11 Items (R)		11 Items N(R)										
Predict Next Line:						TASK 3: Stories, Articles, Paragraphs, Sentences, Directions, or Pictures								
13 Items (R)		15 Items (R)		12 Items (NR)										
		Identify True Statement:				TASK 4: Signs, Price Tags, Ads, or Product Labels								
		12 Items (NR)		15 Items (NR)										
(R=Repeated / NR=Not Repeated)														

When you look at the chart on the previous page, you can see that there are two subjects represented: There is a test for listening, and there is a test for reading. Every ESOL student has the opportunity to gain an LCP (or more) for each subject.

Let's first look at the listening test. There are three levels: A, B, and C. Under each level, you have the Test Forms that correspond. To connect this information to prior information presented in this handbook, this is the form that you need to identify for each student's post-test. Remember, it's not up to you to make the determination. CASAS has a *Next Assigned Test* report that already identifies every student's post-test level and form. Simply ask your test chair or administrator. Underneath the forms, you have the total number of items, the time allowed for each test level and form, and then a breakdown of the questions types for each form and level and the number of corresponding items for each question type.

Let's say that you have a student who will be post-testing with the CASAS Level B, Form 983 test. As you prepare your student to post-test, you want to provide him/her with as much information about the post-test as possible. Under the 983 Form, you will tell the student that there are 38 questions and that he or she has 52 minutes to complete the test. Next, you will let the student know that there are 11 comprehension questions, 15 prediction questions, and 12 true statement questions. Comprehension and Prediction questions are repeated once, but true statement questions are NOT repeated. Again, I'll go into greater detail on the various question types in Part 2 of this webinar, but I did want you to gain an clear understanding of each subject area test and how each is broken down.

Now, as you go through the practice test items previously mentioned in this section, you will want to take into consideration the amount of time the student has to complete the test. If he or she wastes too much time on one part of the test, s/he may not have sufficient time to finish it at all. To complete 38 questions in 52 minutes, your student can spend no more than a little over 1 and ¼ minutes on each question. Additionally, as you go over the sample practice questions with your students, focus on key words in the questions as well as in the answers. Teaching test-taking skills is just as important as teaching content knowledge if your students are to maximize their post-test scores.

Summary

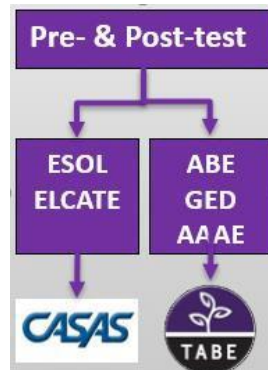Let's summarize the basics for this training:

KEY TERMS

NRS – EFL – MSG – LCP

1

- Focus on 1 LCP per student per subject area test.

IDENTIFYING WHAT DATA TO USE

2

- Focus only on the test for your class.

LOCATING THE DATA

Administrator * Test Chair * Department Head * Lead Teacher

3

- Set up procedures for receiving student testing data regularly.

UNDERSTANDING TEST SCORES

4 ❓

- Know what your students need to score to move up one functional level.

WHAT TO TEACH WHEN

5 ❗

Failed content on pre-test.
New content for post-test.
Identify post-test form for each subject.

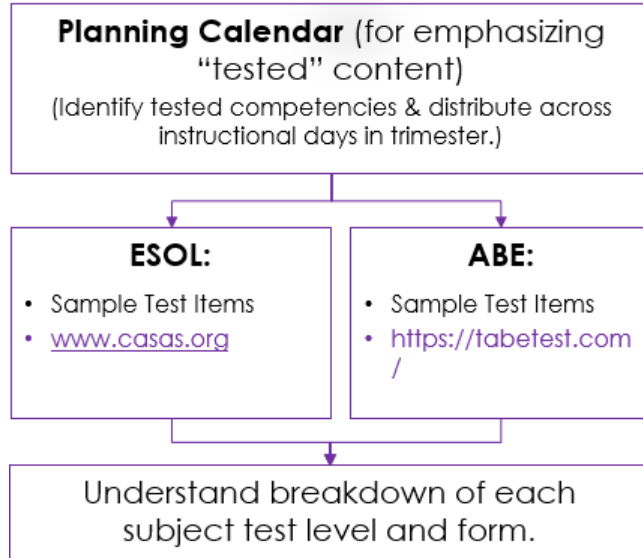| ESOL:	ABE:
• CASAS Individual Skills Profile • Next Assigned Test • CASAS Test Competency Report (Competencies listed on Life & Work Reading & Listening)	• TABE 11/12 Individual Student Profile ("Areas for Next Focus" column) • TABE Blueprints

DATA-DRIVEN LESSONS FOR BETTER STUDENT OUTCOMES

⑥

Planning Calendar (for emphasizing "tested" content)
(Identify tested competencies & distribute across instructional days in trimester.)

ESOL:	ABE:
• Sample Test Items	• Sample Test Items
• www.casas.org	• https://tabetest.com/

Understand breakdown of each subject test level and form.

Reflection

What does it really mean to have a "growth mindset?"

Having a growth mindset means that you can learn anything if you are sufficiently motivated.

- Choose growth over fear of failure.
- Don't memorize information. Actually try to understand so that you and your students can achieve more.
- Remind yourself of your success.
- Remember that it's impossible to grow without failure.

Websites

CASAS
www.casas.org

Florida Department of Education (Adult Education Curriculum Frameworks)
https://www.fldoe.org/academics/career-adult-edu/adult-edu/2020-2021-adult-edu-curriculum-framewo.stml

TABE
https://tabetest.com/

Florida IPDAE. http://www.floridaipdae.org/

Acknowledgements

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Solodev. (n.d.). *2020-2021 adult education curriculum frameworks*. Florida Department of Education. Retrieved January 25, 2022, from https://www.fldoe.org/academics/career-adult-edu/adult-edu/2020-2021-adult-edu-curriculum-framewo.stml

Test competency content. Competency Content for Test Series. (n.d.). Retrieved January 25, 2022, from https://www.casas.org/product-overviews/curriculum-management-instruction/casas-competencies/competency-content-for-test-series