



## Ohio Aspire Assessment Policy

### Introduction

Federal guidelines state that assessment procedures to fulfill the accountability requirements of the Workforce Innovation and Opportunity Act (WIOA) must be valid, reliable and appropriate. This document provides Ohio Aspire programs with guidelines for developing and implementing a comprehensive assessment policy for Adult Basic Education (ABE), Adult Secondary Education (ASE), and English for Speakers of Other Languages (ESOL) programs, including workforce and family literacy programs.

The Ohio Aspire assessment policy guidelines include the selection and use of appropriate student assessment and procedures for:

- accurate student placement into appropriate program and instructional level;
- diagnostic information to guide instruction;
- pre and progress testing procedures to monitor progress toward goals; and
- certification of level and program completion.

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

The National Reporting System (NRS) is the accountability system for the federally-funded adult education program. The Ohio Aspire Assessment Policy aims to ensure Ohio's success in meeting and exceeding the NRS goals for documenting student achievement identified in WIOA.

*Note: For the purpose of aligning the Assessment Policy with definitions used in NRS reporting:*

*ABE = Educational Functioning Levels (EFL) ABE 1-4*

*ASE = ABE 5-6*

*ESOL/ = ESL 1-6*

*Integrated English Literacy and Civics Education programs*

### Need for the Assessment Policy

Standardized, ongoing assessment of student progress is essential to ensure that all adult students become proficient in literacy and language skills. To ensure accuracy and consistency, Ohio Department of Higher Education Aspire Program (ODHE/Aspire) prescribes that programs use standardized assessments with proven validity and reliability and approved for use by the NRS.

*Validity* refers to the extent to which the instrument measures what it intended to measure. 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.

*Reliability* refers to the degree of consistency in performance of an assessment; that is, the extent to which an examinee would be expected to perform similarly across multiple administrations of the instrument or under different conditions.

Standardized assessment data are used to place students at appropriate levels of instruction; to diagnose student strengths and weaknesses; to monitor progress and to certify student mastery at specific levels of instruction or readiness to exit adult education. In addition, data drives program quality, professional development and performance targets. Results from assessment provide the basis for the Local Program Desk Review. Uniform implementation of policy allows for comparability across programs within the state, especially as Ohio moves toward performance-based funding. Sound policy helps ensure standardization.

**Purposes and Uses of Assessment**

Aspire programs are encouraged to use a variety of assessments to assist in informing instruction. Standardized assessments, used to document student placement, progress and level completion, are described in detail in subsequent sections of this document. In addition, ODHE/Aspire requires all programs to use student portfolios. The Aspire Portfolio System provides a framework for standards-based education. The use of informal assessments such as teacher-made tests, diagnostic assessments, unit tests, applied performance assessments and student observations is also encouraged in order to monitor learning and to inform instruction on an ongoing basis.

**Standardized Assessment Overview**

Appraisal and Locator Tests

An appraisal/locator test is used to help determine the appropriate pretest to administer.

Appraisal/Locator Tests	ESOL	ABE
CASAS		
Reading	✓	✓
Math		✓
TABE CLAS-E		
Reading	✓	
Writing	✓	
Speaking	✓	
Listening	✓	
TABE Locator		
Reading		✓
Total Math		✓
Language		✓
TABE Word List for students at ABE 1		✓

Initial test/Pretest

Initial assessments, or pretests, are the basis for placing students in entering EFLs. It is the baseline on which programs measure student learning gains.

Progress/Posttest

Any test given after the initial test is called a progress test or posttest. A student can have multiple progress tests. Level completion is determined by comparing a student’s initial scale score with his/her scale score when reassessed with the same standardized assessment (progress test). If a student is not progress tested, level completion cannot be determined.

ODHE/Aspire encourages Aspire programs to select standardized assessments based on students’ goals and the instructional focus of the program (e.g., life skills, high school equivalence preparation, employability, transitions to postsecondary education or training).

Progress Tests	ESOL	ABE
CASAS (paper and computer-based)		
Reading	✓	✓
Math		✓
TABE (paper and computer-based)		
Reading		✓
Total Math		✓
Language		✓
BEST Plus 2.0 (paper and computer-adaptive)		
Listening	✓	
Speaking	✓	
BEST Literacy (paper)		
Reading	✓	
TABE CLAS-E (paper)		
Reading	✓	
Writing	✓	
Speaking	✓	
Listening	✓	

For more information:

Appendix A – Assessment Charts for Placement, Progress and Posttesting

Appendix B – Timeframes for Pre- and Progress Testing

Appendix C – Test Training Information

For clarification and questions about the Assessment Policy, contact your ODHE/Aspire Program Manager.

## OHIO Aspire ASSESSMENT POLICY

### General Guidelines

- A. All assessment information about reportable individuals and participants must be entered into ABLELink.
- B. Standardized assessments must be used for placement of ABE/ASE/ESOL students into EFLs and for progress testing.
- C. New assessments may be added within a fiscal year. Programs will be notified if new assessments become available.
- D. All Aspire programs must employ proper testing, scoring and reporting protocols for the standardized instrument(s) being used.
- E. All staff who administer standardized assessments must be trained in proper test administration practices for each instrument by an individual who is qualified and experienced with the assessment (see Appendix C: Training for Administering Assessments).
- F. Training must include NRS policy, accountability policies, data collection process, definitions of measures and conducting and interpreting assessments. Staffs' assessment training is listed on the local Program Improvement Consultation Plan (PICP) and recorded in the online Professional Development (PD) system.
- G. All programs must complete a Local Program Data Certification Checklist annually to verify they are following correct processes and procedures regarding NRS data quality standards. Local program data is monitored throughout the year by ODHE/Aspire Program Managers.

### Guidelines for Administering Pretests

- A. Programs should administer a locator/appraisal test for guidance on the appropriate pretest to administer. The locator may not be used for placement or progress testing. If a locator is not used, programs must use alternative assessments to determine the appropriate placement test.
- B. All students must be pretested with an approved standardized assessment prior to enrollment. A participant is considered enrolled after receiving 12 hours of Aspire services.
- C. Programs are encouraged to record progress in all areas for which instruction is provided. **ABLELink will continue to automatically track in the subject that puts the student in the lowest level. However, programs may adjust the tracking subject. Gains in any academic subject will count as a measurable skill gain.**
- D. If a student scores at the highest scale score for level 6 completion in all subject areas at placement, he/she is not eligible for Aspire services. This condition applies to students with or without a high school diploma or equivalence.
- E. Programs should determine whether to administer a new pretest to a student who has "stopped out" and has not attended consistently within the last 90 days. This decision should be based on when the student's last assessment was given and documented in the portfolio. Any student not receiving instruction for 90 consecutive days would need to be retested.

- F. For students continuing in to a new fiscal year, test scores may be rolled forward, if the test was administered within 90 days of the start of a new fiscal year, and reported in ABLELink for the new fiscal year. Enter a **copy** of the most recent assessment as a new progress record with the original scores, **dated on the first date of attendance in the new fiscal year**. The first assessment of each fiscal year becomes the initial assessment, although ABLELink will continue to refer to assessments rolled forward as progress.

## Progress Monitoring and Reporting

- A. One way that a student can make a Measureable Skill Gain (MSG) is to complete an EFL from pre- to progress test; therefore, teachers should aim to progress test all students after sufficient instructional hours. Progress testing is a good practice for the student and the teacher to use to monitor progress. ODHE/Aspire recommends, but does not require, that approximately 65% of students be tested for progress.
- B. Guidelines for Administering Progress Tests
1. When administering a progress test, sufficient instructional hours are required to assure valid test results. Follow publishers' recommend time frames for administering a progress test.

See details in Appendix B: Timeframes for Pre- and Progress Testing

Test	Recommended Number of Instructional Hours Between Pretest and Progress Test
BEST Literacy and BEST Plus 2.0	80-100 hours recommended. 60 hours minimum
CASAS	70-100 hours recommended. 40 hours minimum
TABE 9/10 Alternate Form	50 – 60 hours recommended for ABE levels 1 – 4 40 hours minimum  30- 59 hours recommended for ABE levels 5 – 6
TABE 9/10 Same Form	60 – 80 hours recommended
TABE CLAS-E Alternate Form	50 - 60 hours recommended 40 hours minimum
TABE CLAS-E Same Form	60 – 80 hours recommended

2. The same standardized assessment (e.g. TABE, CASAS, BEST Plus 2.0) used for placement must also be used to demonstrate level completion.
3. Follow the test administration guidelines to determine the appropriate test form to be used for progress testing based on the student's EFL and test form used for pretesting.
4. If a progress test is administered before the publisher's recommended time frame, the program must have evidence of standards/benchmark level completion in the student's portfolio and approval from the program administrator to document the merit of an early progress test.

- C. Scale scores are used to document level completion. Scale scores are more reliable than grade level equivalents for comparing student achievement. Scale scores also show when a student has small increments of gain which is helpful for students and

teachers to see evidence of student learning.

- D. Programs must follow test administration protocol regarding scoring. Scores are most reliable when they fall near the middle of the distribution of scores. Students whose scale scores are near the high end of the test may know more than the test allowed them to demonstrate. Similarly, scale scores near the low end may give little information about a student’s skills. Therefore a retest should be administered as soon as possible using a more accurate level test. At the higher end, the student should be given a higher level test (e.g., TABE M to TABE D). At the lower end, the student should be given a lower level test (e.g., TABE A to TABE D).
- E. Level completion is determined when the student’s standardized test scale score meets or exceeds the highest end of an EFL. See Appendix A: Assessment Charts. ABLELink will automatically calculate level completion.
- F. In order to verify accurate instructional hours required for progress testing, precise student attendance records must be maintained. Student sign-in and sign-out time, to the quarter hour, must be kept in paper or electronic form for each class. Sign-in/out records must be available for review for the current program year.
- G. All pretest data, progress test data, and attendance hours for the month must be entered into ABLELink by the 10<sup>th</sup> of the following month for all students. More frequent entry of attendance is strongly encouraged. Attendance hours for each student are to be entered into ABLELink in weekly increments, **using Monday’s date as the attendance date. When a student takes a progress assessment, the date of the assessment and hours must be recorded as attendance hours in ABLELink. If a student takes an assessment during the week and does not return to the program, the assessment hours need to be entered for that date, separate from the weekly attendance (to ensure the assessment is recorded as occurring within the POP).** ABLELink will automatically calculate the hours between assessments and the hours since the most recent assessment; therefore, accurate reporting of attendance hours is crucial.

## Adult Basic Education

### The State Aspire Program’s Approved ABE Standardized Assessments

Test	Subject	EFL
TABE – Test of Adult Basic Education Programs may administer either the TABE 9/10 full battery or 9/10 survey for placement and/or progress testing. The full battery is recommended since it provides more diagnostic information to guide instruction.	Reading, Total Math, Language	1 - 6
CASAS - Comprehensive Adult Student Assessment Systems Life and Work, Life Skills Forms 27, 28, 31, 32, 33, 34, 35, 36, 37, 38, 81, 82, 81X, 82X, 83, 84, 85, 86, 185, 186, 187, 188, 310, 311, 505, 506, 513, 514, 951, 952, 951X, 952X	Reading Life and Work, Math Life Skills	1 - 6
CASAS Secondary Assessments Forms 513, 514,	Reading for Language Arts, Math	5 - 6

## English Speakers of Other Languages

### The State Aspire Program's Approved ESOL Assessments

Test	Subject	EFL
BEST – Basic English Skills Test Literacy Forms B, C, D	Reading, Writing	1 - 5
BEST Plus 2.0 Forms D, E, F	Speaking, Listening	1 - 6
CASAS Forms 27, 28, 81, 82, 81X, 82X, 83, 84, 85, 86, 185, 186, 187, 188, 310, 311, 513, 514	Reading Life and Work	1 - 6
CASAS Citizenship Forms 951, 952, 951X, 952X	Reading	1 - 4
TABE CLAS-E – Complete Language Assessment System – English Forms A and B	Reading, Writing, Reading/Writing Speaking/Listening	1 - 6 1 - 6 1 - 6

Additional guidelines for pretesting ESOL students:

- A. Oral communication skills (speaking and listening) are taught simultaneously. Therefore, these skills should be assessed together. To track progress in oral communication, ESOL students must be assessed in Speaking and Listening.

Test options are:

- Best Plus 2.0
- TABE CLAS-E Speaking and Listening tests. ABLELink will automatically calculate a Speaking/Listening composite scale score for reporting.

- B. Literacy skills (reading and writing) are often taught simultaneously, but it is not as critical to assess them together. To track progress in literacy skills, ESOL students may be assessed in Reading or Writing.

Test options are:

- Best Literacy
- CASAS Reading
- TABE CLAS-E Reading
- TABE CLAS-E Writing

- C. If testing with CLAS-E, students may be tracked in reading or writing or tracked calculating a reading/writing composite scale score. It is good practice, but not a requirement, to test English language learners' literacy and oral communication skills. Students who are tested in multiple skill areas must be placed and tracked in the area which places the student in the lowest EFL or student's goal area.

- D. For high-level ESOL students, determine at placement if the student should be designated ABE or ESOL. Based on placement information, the student will be coded as either an ABE student or an ESOL student in ABLELink for the program year. Use assessment results and

student goals in making this determination. ESOL students who transition to ABE must be assessed with ABE approved assessments.

## Portfolio System

- A. All programs must utilize the Aspire Portfolio System. The portfolio is used to help students and teachers gauge learning and target instruction. The standards and benchmarks used in the portfolio system identify what Aspire students need to know and be able to do at each EFL.
- B. All students must have a paper or electronic portfolio, which is reviewed and updated at least every 90 calendar days. Mastery of the standards and benchmarks, and following test publishers' guidelines that includes sufficient intensity and duration of instructional hours, helps the instructor determine when a student has demonstrated ample progress to administer a progress test. Only the results of approved standardized assessments may be used to document level completion in ABLELink.
- C. All instructional staff must be trained in proper implementation of the Portfolio System. This training can occur through the Professional Development Network (PDN) or at the local level.
- D. Elements of the Aspire Portfolio System

Student Portfolio (non-secured) includes:	Administrative File (secured) includes:
(1) Individual Learning Plan (ILP) that includes: <ul style="list-style-type: none"> <li>• Student name</li> <li>• Teacher/site name</li> <li>• SMART goals</li> <li>• Instructional implications from a learning styles inventory and learning disabilities screening, if applicable.</li> </ul> (2) Student work to document beginning, progress toward and mastery of standards and benchmarks.	(1) Aspire Student forms (2) Standardized test scores (3) Release of Information Forms (4) Screenings and inventories such as LD screening and learning styles inventory (5) Any student-identifiable information

- E. Programs must retain the student portfolio and administrative file for one year after the student exits the program. For audit purposes, programs must retain individual student records in ABLELink for no fewer than three years or longer if required by the local school district.
- F. At Workplace Education sites, programs may use a class portfolio in place of individual student portfolios.

## Computer Literacy

- A. Computer literacy is not a stand-alone program. Technology, including computers, should be integrated into all components of programming. Students participating in computer literacy must be assessed using a standardized assessment and tracked in ABLELink in an academic basic skill area.



## Family Literacy

- A. All Family Literacy students must be placed in an EFL using an approved standardized assessment instrument.
- B. Programs with an approved Family Literacy component must use Scales II and III of the Parent Education Profile (PEP) for pretesting and progress testing to measure increased involvement in children's education and literacy related activities. PEP Scales II and III do not correlate with the NRS EFLs. The PEP may be completed by an Aspire partner and shared for ABLELink reporting.

## High School Equivalence/High School Diploma

- A. If Aspire funds are used to purchase official practice tests, students must:
  - i. be enrolled in an Aspire program; and
  - ii. achieve a minimum scale score in EFL 4, 5 or 6 in the subject the student has selected as a goal prior to issuing the free practice test. For example, to qualify for a free official practice test in Reading/Language Arts, Science or Social Studies, the student must have scored into Reading EFL 4, 5 or 6 prior to issuing the free official practice test. To take a free official practice test in Math, the student must have scored in Math EFL 4, 5 or 6 prior to issuing the free official practice test.
- B. The GED® Test, Spanish version, is an acceptable test for earning a GED® credential and may be counted in ABLELink for the follow up outcome of "Earned GED or Other High School Equivalency."

## Special Populations

- A. Students with documented disabilities who require accommodations may request assessment instruments in alternative formats and/or alterations in test administration procedures. A documented disability means that the individual can present a formal record of disability, such as a doctor's report or Individual Education Plan (IEP), which includes:
  - i. a diagnosis of the disability;
  - ii. evaluation of the impact of the disability on areas of functioning; and
  - iii. recommendations for specific strategies and accommodations in education required by the disability.

Resource: [Transition of Students with Disabilities to Postsecondary Education](#)

- B. Assessment accommodations shall be in compliance with test publishers' guidelines.
- C. The accommodations provided in assessment should be the same accommodations used during instruction.
- D. Typical assessment accommodations for students with a documented disability may include large print, extended time, audio-cassette, calculator, private room or break time.
- E. The accommodation must be specific to the disability and address only documented limitations. Inappropriate accommodations may lead to inaccurate test results.
- F. Students who are cognitively disabled are subject to the standardized testing requirements as referenced in the general guidelines. The CASAS Adult Life Skills for Developmental Disabilities test is recommended for use when assessing this population of adults.

## Distance Education

- A. All assessment policies apply to students enrolled in distance education programs. The ODHE/Aspire Distance Education policy is on the Aspire website, <http://www.ohiohighered.org/aspire>.

## Appendix A: Assessment Charts

- A. ABE Assessment Chart for Placement, Progress and Posttesting
- B. TABE Level 6 Completion Scores
- C. ESOL Assessment Charts for Placement, Progress and Posttesting
- D. Assessment Instruments Utilization Chart

Appendix A:

<b>ABE Assessment Chart for Placement, Progress and Posttesting</b>					
<b>ABE Level 1</b>	<b>ABE Level 2</b>	<b>ABE Level 3</b>	<b>ABE Level 4</b>	<b>ABE Level 5</b>	<b>ABE Level 6</b>
0 - 1.9 grade equivalent	2 - 3.9 grade equivalent	4 - 5.9 grade equivalent	6 - 8.9 grade equivalent	9 - 10.9 grade equivalent	11 -12.9 grade equivalent
<b>Test Benchmarks</b>					
<b>TABE 9/10 scale score:</b> Reading: 367 and below Total Math: 313 and below Language: 389 and below	<b>TABE 9/10 scale score:</b> Reading: 368-460 Total Math: 314-441 Language: 390-490	<b>TABE 9/10 scale score:</b> Reading: 461-517 Total Math: 442-505 Language: 491-523	<b>TABE 9/10 scale score:</b> Reading: 518-566 Total Math: 506-565 Language: 524-559	<b>TABE 9/10 scale score:</b> Reading: 567-595 Total Math: 566-594 Language: 560-585	<b>TABE 9/10 scale score:</b> Reading: 596 and above Total Math: 595 and above Language: 586 and above  (See chart for TABE level 6 completion scores)
<b>CASAS</b> Reading: 200 and below Math: 200 and below	<b>CASAS</b> Reading: 201-210 Math: 201-210	<b>CASAS</b> Reading: 211-220 Math: 211-220	<b>CASAS</b> Reading: 221-235 Math: 221-235	<b>CASAS</b> Reading: 236-245 Math: 236-245	<b>CASAS</b> Reading: Placement 246-255 Completion 256 and above  Math: Placement 246-255 Completion 256 and above

**TABE Level 6 Completion Scores**

<b>TABE</b>	<b>9 Survey</b>	<b>9 Complete Battery</b>	<b>10 Survey</b>	<b>10 Complete Battery</b>
<b>Reading</b>	<b>676 - 812</b>	<b>713 - 812</b>	<b>653 - 812</b>	<b>700 - 812</b>
<b>Math</b>	<b>691 - 775</b>	<b>701 - 775</b>	<b>668 - 775</b>	<b>707 - 775</b>
<b>Language</b>	<b>621 - 826</b>	<b>685 - 826</b>	<b>654 - 826</b>	<b>692 - 826</b>

**BOLD SCORE** denotes the score for showing level 6 completion.

ESOL Assessments for Placement, Progress and Posttesting					
ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6
<b>Test Benchmarks</b>					
<b>BEST Plus 2.0</b> 88 - 361	<b>BEST Plus 2.0</b> 362 - 427	<b>BEST Plus 2.0</b> 428 - 452	<b>BEST Plus 2.0</b> 453 – 484	<b>BEST Plus 2.0</b> 485 - 524	<b>BEST Plus 2.0</b> Placement 525 - 564 Completion 565 and above
<b>BEST Literacy</b> 0 - 20	<b>BEST Literacy</b> 21 - 52	<b>BEST Literacy</b> 53 - 63	<b>BEST Literacy</b> 64 – 67	<b>BEST Literacy</b> Placement 68 – 74 Completion 75 and above	
<b>CASAS</b> Reading: 180 and below	<b>CASAS</b> Reading: 181-190	<b>CASAS</b> Reading: 191-200	<b>CASAS</b> Reading: 201-210	<b>CASAS</b> Reading: 211-220	<b>CASAS</b> Reading: Placement 221-234 Completion 235 and above

ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6
<b>TABE CLAS-E</b>	<b>TABE CLAS-E</b>	<b>TABE CLAS-E</b>	<b>TABE CLAS-E</b>	<b>TABE CLAS-E</b>	<b>TABE CLAS-E</b>
Reading: 250-392 Writing: 200-396	Reading: 393-436 Writing: 397-445	Reading: 437-476 Writing: 446-488	Reading: 477-508 Writing: 489-520	Reading: 509-557 Writing: 521-555	Reading: Placement 558 - 587 Completion 588 and above
Total Reading and Writing: 225-394	Total Reading and Writing: 395-441	Total Reading and Writing: 442-482	Total Reading and Writing: 483-514	Total Reading and Writing: 515-556	Writing: Placement 556-611 Completion 612 and above
Total Listening and Speaking: 230-407	Total Listening and Speaking: 408-449	Total Listening and Speaking: 450-485	Total Listening and Speaking: 486-525	Total Listening and Speaking: 526-558	Total Reading and Writing: Placement 557-599 Completion 600 and above
					Total Listening and Speaking: Placement 559-599 Completion 600 and above

<b>Assessment Instruments Utilization Chart</b>			
	<b>Program Type</b>	<b>Functioning Level</b>	<b>Instrument Use</b>
<b>BEST Literacy Skills</b>	ESOL Workplace Education Family Literacy	Levels 1, 2, 3, 4, 5	Placement, Progress
<b>BEST Plus 2.0</b>	ESOL Workplace Education Family Literacy	All Levels	Placement, Progress
<b>CASAS</b>	ESOL ABE Workplace Education Family Literacy	All Levels All Levels All Levels All Levels	Placement, Progress Placement, Progress Placement, Progress Placement, Progress
<b>Parenting Education Profile (PEP)</b>	Family Literacy	All Levels	Family Literacy Skills Assessment only
<b>Official GED® Test</b>	GED Preparation Workplace Education Family Literacy	Level 6 Level 6 Level 6	Progress Progress Progress
<b>TABE 9, 10</b>	ABE Workplace Education Family Literacy	All Levels All Levels All Levels	Placement, Progress Placement, Progress Placement, Progress
<b>TABE Work-Related Foundation Skills</b>	Workplace Education ABE Family Literacy	Levels 4, 5, 6 Levels 4, 5, 6 Levels 4, 5, 6	Classroom Use Only
<b>Portfolio System</b>	ABE ESOL Workplace Education Family Literacy	All Levels	Classroom Use Only
<b>TABE CLAS-E</b>	ESOL	All Levels	Placement, Progress
<b>WorkKeys</b>	Workplace Education ABE Family Literacy	Levels 4, 5, 6 Levels 4, 5, 6 Levels 4, 5, 6	Classroom Use Only



Appendix B: Recommended Timeframes for Pre- and Progress Testing

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

<p>TABE, Forms 9 and 10</p>	<p>Data Recognition Corporation   CTB recommends these pre-and post-test guidelines for TABE 9&amp;10:</p> <p><b>Alternate Form Testing:</b> 50-60 hours of instruction is recommended when testing with an alternate form (e.g., 9M to 10M) for students who test into ABE Levels 1-4, with a minimum of 40 hours.</p> <p>For students testing into ABE Levels 5 and 6 30-59 hours of instruction is recommended.</p> <p>Programs may also select the next level higher TABE test (9M to 9D) while following the same recommended hours above for alternate form testing.</p> <p><b>Same Form Testing:</b> 60-80 hours of instruction is recommended when testing with the same form (e.g., 9M to 9M).</p> <p>For additional consideration:</p> <ul style="list-style-type: none"> <li>• DRC CTB discourages random and frequent testing for TABE as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores.</li> <li>• Instructional intervention between testing periods is strongly recommended to maximize gain.</li> <li>• Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.</li> </ul>	<p>Mike Johnson, National Adult Education Manager, DRC/CTB 630-995-6712</p>
-------------------------------------	---	---

<p>TABE CLAS-E</p>	<p>Data Recognition Corporation   CTB recommends these pre-and post-test guidelines for TABE CLAS-E:</p> <p><b>Alternate Form Testing:</b> 50-60 hours of instruction is recommended when testing with an alternate form (e.g., A1 to B1) for students who test into ESL Levels 1-6, with a minimum of 40 hours.</p> <p>Programs may also select the next level higher CLAS-E test (A2 to A3) while following the same recommended hours above for alternate form testing.</p> <p><b>Same Form Testing:</b> 60-80 hours of instruction is recommended when testing with the same form (ie. A3 to A3).</p> <p>For additional consideration:</p> <ul style="list-style-type: none"> <li>• DRC   CTB discourages random and frequent testing for TABE as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores.</li> <li>• Instructional intervention between testing periods is strongly recommended to maximize gain.</li> <li>• Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.</li> </ul>	<p>Mike Johnson, National Adult Education Manager, DRC/CTB 630-995-6712</p>
--------------------	---	---

## Appendix C: Training for Administering Assessments

Test Name	Who is Responsible for Administering Training	Which Staff Should be Trained	Access	When Training is Conducted	Procedures for Ongoing Training
Assessment Fundamentals	Professional Development Network (PDN)	Teachers	Face-to-face and Online (Ohioaspire.org)	Ongoing	Staff development follow up through the PDN
BEST Literacy	Local Program	Each staff that will be administering the assessment must follow the Best Literacy Test Manual		As needed	As needed
BEST Plus 2.0	PDN sponsors national/state-certified BEST Plus Trainers through the Center for Applied Linguistics	Each staff that will be administering the assessment must successfully complete the standard BEST Plus training	Face-to-face	At least Annually	The follow up BEST Plus Refresher Scoring Toolkit is available as a self-directed PD activity through the PDN
CASAS	Vendor, CASAS	Each staff that will be administering the assessment	Online (Ohioaspire.org)	Ongoing	Online training modules
TABE	Vendor, DRC/CTB	Each staff that will be administering the assessment	Online (Ohioaspire.org)	Ongoing	Online training modules
TABE CLAS-E	PDN	Each staff that will be administering the assessment	Face-to-face	At least Annually	Self-directed PD activity through the PDN