
Delaware Adult Education **State Assessment Policy**

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Delaware Adult Education **Official State Assessment Policy**

Part 1: Introduction and Content

1.1 Introduction

Adult Education is a component of the Delaware Department of Education (DOE), Adult Education and Workforce Development Branch. Since Adult Education programs have combined funding sources, they are accountable to federal, state, and local authorities. This document provides assessment policy and guidelines for complying with state and federal mandates that govern Delaware's adult education programs including: Adult Basic Education (ABE), English-as-a Second Language (ESL), GED, and Family Literacy programs.

1.2 Need for Assessment

The need for assessment is threefold:

- Standardized assessment practices fulfill the Federal mandate that each state receiving WIA funding develop, publish and implement annually a written assessment policy.
- Standardized, ongoing assessment of learner progress is essential to ensure that all learners become proficient in reading, math, and writing skills.
- Assessment drives instruction, monitoring of student progress, and instructional improvement.

Delaware Adult Education uses ONLY the following standardized assessments to report student placements and completion of educational functional levels in the National Reporting System:

- For ABE students, Test of Adult Basic Skills Forms (TABE)
- For students receiving ESL services, the BEST Plus.

All student outcomes must be documented in the LACES Management Information System that is sanctioned by the NRS.

Students are also required to complete designated writing tasks at specified levels as documented through Certificates of Attainments (COA) for reporting state goal completions only. Math, Reading and Writing task completions are reported independently as they occur.

1.3 Validity and Reliability

The TABE 9/10 and BEST Plus have been selected as appropriate assessment instruments by the Office of Vocational and Adult Education (OVAE) of the U.S. Department of Education based on their high levels of validity and reliability. Delaware has also selected these assessments for similar reasons in addition to their ease of administration, availability, and technical support resources.

American Education Research Association (AERA), National Council for Measurements in Education (NCME) and American Psychological Association (APA) standards has been met by the TABE through rigorous test development and validation procedures.

The BEST Plus integrates current research in assessment of speaking and listening skills with best practices in educational measurement to produce an oral assessment that meets the accountability needs of the National Reporting System (NRS).

1.4 Purpose for Assessment

The National Reporting System (NRS) is an outcome-based reporting system for state-administered, federally funded adult education programs. The NRS was designed by OVAE and the State Directors of Adult Education as a way to report annual performance accountability measures established in the Workforce Investment Act (WIA).

State supported literacy programs MUST pre and post test all students on the appropriate assessment instrument. Pre-test assessment data are used to place students at the appropriate beginning level of instruction and to diagnose student strengths and weaknesses. Post-test assessment data verifies mastery of skills at a particular level and measures student progress along a learning continuum.

ABE students are placed in instruction based on the lowest level achieved in either Total Math or Reading on the TABE 9/10. ESL students are placed in the appropriate ESL instructional level based on the composite score of the BEST Plus.

1.5 Use of Informal Assessments

Programs should use both formal and informal assessments to ascertain student skill levels. Formal assessments should be reserved for determining educational functioning level outcomes. A variety of informal assessments may be used for monitoring learner progress, such as: teacher-made tests, portfolios, unit tests, and/or teacher observations. Although these informal assessments are a necessary component of the teaching/learning process, they cannot be used to document educational functioning level increase. Only TABE 9/10 and BEST Plus may be used for accountability purposes.

1.6 State Developed Accountability Measures for Writing and Additional Oral Proficiency Skills

The Delaware Office of Adult Education has developed additional assessments to evaluate student progress regarding state goals in writing. These assessments determine learner competency on state designated writing skills.

- Writing assessments were developed by Delaware Adult Education as additional tools to determine the student’s level of writing skills. The ability to communicate effectively through writing is a primary focus for the Delaware Department of Education. Students are provided explicit instruction based on their level of competence as demonstrated through the Writing Assessment. However, writing ability is not used to place students in beginning instruction since this assessment is not standardized or approved by OVAE.
- Certificates of Attainment (COA) verify student Math, Reading, and Writing gains based on federal and state goals. A Math and/or Reading COA is issued as programs submit to the state the necessary information for verification of each NRS level movement. A COA is also used to verify student writing proficiency towards state goals.
- Certificates of Attainment (COA) – ESL verify student progress in oral proficiency skills based on federal and state goals. A COA-ESL is issued as programs submit to the state the necessary information for verification of each NRS level movement.

1.7 Timeframes and Summary

When administering the TABE or BEST Plus, it is important that the integrity of the test process be preserved. Appropriate test administration, storage, scoring, and reporting are vital since test results are used to improve program delivery, drive instruction, and document program outcomes.

Therefore, Delaware requires that:

- Students are to be assessed at intake to determine appropriate placement. Students are also assessed at level completion to verify skills gained.
- Testing procedures outlined in the TABE and BEST Plus manuals are followed to ensure proper test administration.
- Only state approved standardized tests can be used to establish levels of beginning instruction and to verify educational functioning level increases. Only

TABE 9/10 may be used for English speaking students and the BEST Plus for ESL students.

- Student progress must be monitored continuously throughout instruction through the use of formal and informal assessments. Students are to be formally assessed every 60 hours of instruction on the TABE 9/10 or BEST Plus. The program administrator must approve individual exceptions to this process. Documentation must be kept at the local program for state review. Program compliance with this policy is monitored at the state level through a desktop audit.
- Programs must maintain documentation that pre and post testing follows the assessment policy.
- All formal assessment scores using the TABE and/or BEST Plus are to be entered into Lit Pro within a month after testing.
- If a student has not attended class for 90 calendar days, the student's status is marked "left" in LACES. Upon return, the student does not need to be re-assessed if the most recent instructional hours occurred within the last 150 days. If the student has been marked as "left" and has no instructional hours for 151 days, he/she is treated as a new student and must be assessed again.

1.8 Resources for Information and Assistance

For information and assistance in regards to the assessment policy in Delaware contact the Office of Adult Education at 302-857-3340.

Part 2: General Assessment Requirements

2.1 Federal Guidelines for Student Assessments

All adult learners included in the NRS reports must be tested on an OVAE approved standardized assessment tool.

2.2 Assessments Permitted

Delaware accepts only the use of TABE and BEST Plus as documentation to verify educational functioning level increases. Additionally, TABE and the BEST Plus:

- Are appropriate for measuring skills development of adult learners.
- Have standardized administration and scoring procedures.
- Have alternate, equivalent forms for pre and post testing.
- Are aligned with the NRS educational functioning levels.

2.3 Uniform Test Administration

Each ABE student must be pre-tested with either the TABE 9/10 or the BEST Plus before enrollment in a class. Guidance outlined in the publisher's test administration manual must be followed unless the Delaware Office of Adult Education has approved a change. Only scaled scores can be entered into the LACES system to determine EFL placements and verify EFL gains.

Post-testing must use an alternative form of the original assessment and be on the same or higher level as the pre-test. A student is post-tested using the TABE or BEST Plus upon completion of instruction within an educational functioning level or after 60 hours of instruction. All programs are expected to meet or exceed the Annual Performance Measure Targets that Delaware Adult Education has negotiated with OVAE. All state approved assessments used to determine EFL gains must be entered into the LACES system, whether or not the gain is achieved.

2.4 ABE Assessment Process

To ensure that students are placed correctly and receive the appropriate instruction targeted towards the completion of learning goals and level increases, a standardized assessment process has been developed.

PRE TESTING Procedure

When students enter a program, they must be pre-tested on a TABE 9/10 to determine Reading and Math competences prior to starting instruction. Students with ESL needs must be pre-tested on the BEST Plus for English language competence prior to attending class. No other assessment instrument is acceptable for instructional placement. Based on assessment results, students will be placed in the appropriate educational functioning level as designated by the NRS.

TABE Assessment

Pre-Test

During the pre – test process for ABE programs, students are evaluated in two areas: Math and Reading.

- Math – Students are administered the TABE 9/10 Math Computation and Applied Math subsections. The Math Score will be the combined score for both of these sections.
- Reading – Students are administered the TABE 9/10 in Reading Comprehension with a resulting Reading Score.

The procedures for administering the TABE 9/10 are described in the TABE Test Administration Manual.

1. The TABE Locator is administered to each student according to the guidelines published by CTB/McGraw-Hill in its 2007 White Paper “Appropriate Use of the TABE 9 & 10 Locator Test” (Appendix A).

Locator Test Scores Evaluation Chart

Reading	Math	TABE Level to Administer
7 and below	4-7	E
8-9	8-9	M
10-11	10-11	D
12	12	A

The use of these scores will “avoid administering a TABE level that is too difficult for the student...provide more accurate diagnostic information and...be a less frustrating experience for the student.”

2. Based on the Locator Score, the student is administered the appropriate level of the TABE Survey or Complete Battery. If the student locates on different TABE levels in Math and Reading, the appropriate level TABE for each component is given. For example, if a student scores 8 on the Reading Locator and a 10 on the Math Locator, the student is administered the M level in Reading and the D level in Math.
3. Upon completion of the assessment process, the TABE Reading Score and the TABE Total Math Score are reviewed to determine the appropriate instructional placement level for each student.
4. Students are placed in the appropriate educational functioning level according to the lowest scaled score (SS) achieved on the TABE 9/10.

Educational Functioning Level	Math SS	Reading SS
Beginning ABE Literacy	up to 313	up to 367
Beginning Basic Education	314-441	368-460
Low Intermediate Basic Education	442-505	461-517
High Intermediate Basic Education	506-565	518-566
Low Adult Secondary	566-594	567-595
High Adult Secondary	595 +	596 +

Students must be re-tested on alternate forms of the assessment. This will reduce chances of “practice effect” where student score higher on subsequent tests due to remembering questions not learning more.

Student writing skills are assessed through the WILA during either program orientation or the first days of instruction. This informal writing assessment is not the basis for instructional placement in the program but does indicate where writing instruction should begin. Improving student writing skills is a state goal and programs are responsible for providing writing instruction in order to attain the state goal of increased writing skills.

Post -Test

When students are exiting an educational functioning level, they must be post-tested on a TABE 9/10 for Reading and/or Math competence. Students may only be post-tested on their pre-test level or higher. For example, if a student is pre-tested on a TABE M, the student may only be post-tested on an M or D level test.

The scale scores necessary for the successful completion of an educational functioning level in Math and/or Reading are in alignment with the NRS found in Appendix 6.3 of

this document. These scores are also described in the Delaware Adult Basic Education Notebook. When post-testing, the following tests are administered:

- Math – Students are administered the appropriate level TABE 9/10 Math Computation and Applied Math subsections. Verification of student Math achievement is through submission of scale scores to the state. Upon state review, a student is awarded a Certification of Attainment (COA) in Math.
- Reading – Students are administered the appropriate level TABE 9/10 in Reading Comprehension. Verification of student Reading achievement is through submission of scale scores to the state. Upon state review, a student is awarded a Certification of Attainment (COA) in Reading.
- Verification of student achievement in Writing is through submission to the state of a student-writing portfolio containing designated writing tasks. Upon final state approval, a student is awarded a Certification of Attainment (COA) in Writing.

BEST Plus Assessment

The procedures for administering the BEST Plus are described in the Test Administrators Guide.

Pre Test

For the pre-test process, each student is administered the BEST Plus on an individual basis. This assessment serves as the only basis for ESL instructional placement. Each examinee response is scored in three categories: listening comprehension, language complexity, and communication. The sub-scores are computer calculated to obtain a BEST Plus score. Scores are correlated to existing sets of proficiency level descriptions: Student Performance Levels (SPL) and NRS ESL Functioning Level Descriptions. Delaware ESL Programs offer instruction ranging from the Beginning ESL Literacy to the High Intermediate ESL Level.

Correlating NRS Levels SPLs and BEST Plus Scores

NRS Level	SPL	BEST Plus Score Range
Beginning ESL Literacy	0-1	400 and Below
Low Beginning ESL	2	401- 417
High Beginning ESL	3	418 - 438
Low Intermediate ESL	4	439 - 472
High Intermediate ESL	5-6	473 to 506
Advanced ESL	7	507 - 540

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Post Test

When students are exiting an educational functioning level, they must be post-tested on the BEST Plus for English language competence.

The scale scores necessary for the successful completion of an educational functioning level in ESL instruction are in alignment with the NRS found in Appendix 6.3 of this document. These scores are also described in the Adult Basic Education Notebook. Each student is evaluated in three categories: listening comprehensive, language complexity, and communication.

Students are administered the Best PLUS to determine progress in oral proficiency. Verification of achievement is through submission of Best PLUS scores to the state. Upon state review, a student is awarded a Certification of Attainment (COA) ESL.

2.5 GED Goal and ASE Level Gain Processes

For students at the High ASE level, an EFL increase may be claimed if the student (1) pre-tests on TABE with a scores of at least 595 in Math and 596 in Reading, (2) has a goal of obtaining a GED or high school diploma; and (3) passes the Official GED Test. Programs may claim a GED goal only if a student passes the Official GED Test.

2.6 Training for Administering Assessments

Training is essential to the quality of any standardized assessment process. The ACE Network, Delaware's Literacy Resource Center, annually schedules staff development in TABE administration, scoring, and consequent instructional placement. Technical assistance is available to local programs upon request throughout the year. Program attendance at the annual TABE administration workshop is mandatory. In addition, TABE administrators should review all training materials provided by the publisher before administering and using TABE tests.

BEST Plus assessments can only be administered by instructors who have been trained by a certified trainer designated from the Center for Applied linguistics. All new Best PLUS assessors must attend the annual state training. Best PLUS assessors must attend refresher training at least once every three years. For programs that do not meet or exceed the annual performance target in any ESL level, Best PLUS assessors must attend a refresher training.

The ACE Network also provides Writing Assessment training each summer. A local staff member who participated in ACE Network training may also provide local program training for this assessment. Provision of writing instruction is required for all ABE programs.

Part 3: Accommodations

3.1 Accommodations for Learners with Disabilities or Other Special Needs

Accommodations allow 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. Test administration manuals indicate the accommodations that can be provided at the local level without state approval. If a student indicates that he/she is in need of other accommodations, the program must provide that student with the relevant information on accommodations and the required forms.

Accommodations in Test Administration Procedures

Appropriate accommodations meet the needs of the person with a documented disability without changing what the test is supposed to measure. CTB/McGraw-Hill, publisher of the TABE, has developed three categories of accommodations. According to their publication *Guidelines for Inclusive Test Administration* (2005), they are the following:

- **Category 1 accommodations** can be provided to any examinee because they will not change the test, administration, or interpretation. These accommodations can be provided at the local level without prior state approval.
- **Category 2 accommodations** may change examinee performance and should be considered when interpreting scores. These accommodations must have prior approval by the Office of Adult Education.
- **Category 3 accommodations** need prior approval based on a documented area of disability because they change the test, administration and interpretation. Category 3 accommodations must have prior approval by the Office of Adult Education.

3.2 Accommodation Request Procedures

Local agencies are responsible for providing accommodations that meet the reasonable criteria standard. Adult learners with disabilities are responsible for requesting accommodations and for submitting the required documentation of disability to program

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administrators. This documentation must show that the disability interferes with the learner's ability to demonstrate performance on the test. When evaluating accommodation requests, please use the correct forms provided by the State Office of Adult Education. If forms are needed, call 302-857-3340.

PART 4: Assessment Procedures

4.1 Test Administration Manuals

Delaware Adult Education requires that local programs follow the test administration guidance set forth in each of test administrations manuals that accompany the TABE and the BEST Plus. Additional information regarding testing can be found in the state-developed Delaware Adult Basic Education Notebook.

4.2 Test Security

Delaware Adult Education requires that all Adult Education programs provide assurances regarding test security for both the BEST Plus and the TABE 9/10 agreement includes the following:

- The local adult education program administrator or designee assumes responsibility for safeguarding all assessment materials, including test administration manuals, and answer sheets.
- All assessment materials must be stored in a locked file cabinet accessible to the Program Administrator or designee.
- Staff who administer assessments must return all materials as soon as possible after use to the Program Administrator or designee.
- All answer sheets and writing samples are treated as confidential until destroyed.
- No duplication of any currently used test book or any portion of a currently used test book is permitted.
- Agencies may not use displays, questions, or answers that appear on any currently used test to create materials designed to teach or prepare learners to answer test items.

4.4 Quality Control Procedures for Entry of Data

The Office of Adult Education requires that all formal assessment data be entered into the LACES Management Information System within one month and submitted to the state on a quarterly basis for state review. If the program is being site monitored, a current LACES report, in addition to the previous two fiscal year reports must be

available for review by the peer monitoring team. Quality Control Procedures:

Quality data collection and analysis is required of all programs for continuous improvement purposes. Data reviews will be performed quarterly on specific dates known as Data Review Dates. All data concerning student attendance, assessments, placements and gains occurring within the quarter must be reflected in that quarter's Data Review. On Data Review Dates, each program's LACES system will be reviewed for student information, program progress towards grant expectations, and interim achievement of target performances. Review of this data is a component of the ABE Desk Audit Process. The Liaison and/or the State Director address any data problems. Technical assistance regarding data input is provided by the state when necessary.

Guidance in data entry procedures is provided via the NRS website and the NRS Implementation Guidelines. In addition, the ACE Network produces a Delaware Data Quality Manual with specific data entry procedures. Updates on data entry issues are covered during monthly Adult Administrators Meeting. Annual trainings, both on a refresher and new-user basis, are provided to data entry staff as well as local directors. Technical support is also available by phone, e-mail, and on-site support.

4.5 Purchasing Procedures for Each Assessment

The Office of Adult Education requires programs to purchase assessments authorized for use in Delaware directly from the assessment publishers.

Part 5: Assessment Instrument Alignment

The Office of Adult Education requires the use of OVAE approved standardized assessments for reporting NRS educational functioning level gains. In addition, the state requires verification of state goals through state developed evaluation processes. Programs are responsible for attaining federal and state goals. Math, Reading, and/or Writing outcomes are reported independently.

In order for the assessment process to be an integral part of the total adult education program, the skills being assessed are aligned with state contents standards, curriculum, instruction, student goals, program outcomes, and federal and state requirements. Assessment is a critical factor in our continuous program improvement efforts.

Part 6: APPENDIX

6.1 GLOSSARY OF TERMS AND ACRONYMS

1. ABE — Adult Basic Education
2. Alternate Test Forms — two comparable forms of the same level test.
3. ASE — Adult Secondary Education
4. BEST Plus — Basic English Skills Test Plus
5. CAL - Center for Applied Linguistics
6. COA - Certificates of Education Attainment
7. DE DOE – Delaware Department of Education
8. EFL (Educational Functioning Level) - NRS descriptor for measuring educational gain
9. ESL — English as a Second Language
10. LACES MIS - state designed web-based system in which all records student information and program outcomes must be entered
11. National Reporting System (NRS) — the accountability system for the federally funded adult education program. This system includes a set of student measures to allow assessment of the impact of adult education instruction, methodologies for collecting the measures, reporting forms and procedures, and training.
12. OVAE – Office of Vocational and Adult Education, U. S. Department of Education
13. SPL- Student Performance Levels —Basic English Skills Test levels and benchmarks as described in the BEST Administrator’s manual.
14. Student Portfolio — Individual student record-keeping at the local program level organized to allow analyses of student progress. Data collected and maintained in the portfolio should be accurate for data entry to insure data integrity.
15. TABE - Test of Adult Basic Education

16. TABE Complete Battery - Long form of TABE
17. TABE Survey- Short form of the TABE

6.2 TABE White Paper

Appropriate Use of the TABE® 9&10 Locator Test

Locator tests are given to help determine which level of an assessment to administer to obtain the most accurate information about a student's academic strengths and weaknesses.

Locator tests, such as those for TABE 9&10, are built to measure a wide range of ability with

a limited number of items for each content area. As a result, the information from a locator

test about a student should be viewed as only a very rough estimate of the student's functional level, not as an absolute prediction. As is true for all tests (and in accordance with Standard 13.7 of the Standards for Educational and Psychological Testing: AERA, APA, and NCME, 1999), any decisions about a student should not be made on the basis of a single locator test score, but should include other relevant information about the student.

That being said, it is often the case with adult students that little is known about the student's ability level when a test such as TABE needs to be administered, so locator tests are heavily relied upon to make decisions about which level of the test to administer. Because locator tests have a limited number of items, they do not provide results that are as reliable as the main assessments, nor can the same kind of generalizations about a student's probability of success in academic coursework be made based on the results. Therefore, locator tests should never be used in place of a main assessment such as the TABE Survey or TABE Complete Battery.

Moreover, the standard error of measurement (SEM) should be taken into account when

using results from a locator test. SEM is an attribute of all tests because tests sample from

a content domain, just like the results from a Gallup Poll always contain sampling error.

Sampling error in Gallup Poll results is directly related to the size of the sample—the larger

the sample, the lower the sampling error. The same is true for a test—SEM for a test will be

lower if a larger sample of items is given. If a student's score on a locator test is right at a cutscore boundary, SEM alone could lead to a student being identified as having more, or less, ability than he/she actually has.

For example, the recommended cut-scores for the Language Locator Test are

- 6 items correct or below administer Level E
- 7-8 items correct administer Level M
- 9-10 items correct administer Level D

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- 11-12 items correct administer Level A

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The SEM for the TABE Language Locator Test is 1.42, so a student could be identified as being ready for Level D if they got 9 items correct when their actual functional level meant they should have taken Level M (i.e., $9 - 1.42 = 7.58$). The recommended cut-scores and SEM values are shown in Table 1.

Table 1: Recommended TABE Locator Test Cut-Scores

Reading	Mathematics	Language	TABE level to administer
6 and below*	4-6	6 and below	L
7-8	7-8	7-8	M
9-10	9-11	9-10	D
11-12	12-16	11-12	A
SEM = 1.26	SEM = 1.54	SEM = 1.42	

In order to avoid administering a TABE level that is too difficult for the student a good rule of thumb would be to administer a lower level if the student scores at the lower bound of the recommended cut-scores (e.g., if a student got 9 Mathematics Locator Test items correct, administer Level M rather than Level D—if they got 10 or 11 correct, administer Level D). Because TABE is vertically scaled across its four levels it theoretically does not matter if a student takes an adjacent level—their scale score would be the same—but taking a level of TABE that is appropriate for the student’s ability level will provide more accurate diagnostic information and will be a less frustrating experience for the student.

6.3 NRS Educational Functioning Levels taken from the Implementation Guidelines: Measures and Methods for the National Reporting System for Adult Education, June 2007

(http://www.nrsweb.org/foundations/implementation_guidelines.aspx)

CORE OUTCOME MEASURES

The NRS core outcome measures are: educational gain, entered and retained employment, receipt of a secondary credential, and entered postsecondary education. States set performance standards for these measures, and program effectiveness is judged in part by whether these standards are met. This section presents the definition, requirements, and methodology for each of these core measures.

Educational Gain

Educational gain measures the primary purpose of the adult basic education program: to improve the basic literacy skills of participants. This goal is the reason that all students are counted in the educational gain measure. The NRS approach to measuring educational gain is to define a set of *educational functioning levels* at which students are initially placed based on their abilities to perform literacy-related tasks in specific content areas. After a set time period or number of instructional hours set by the State, students are again assessed to determine their skill levels. If their skills have improved sufficiently to be placed one or more levels higher, an “advance” is recorded for that student. Exhibit 2.1 describes the educational functioning levels.

Definition: *Learner completes or advances one or more educational functioning levels from the starting level measured on entry into the program.*

Applicable Population: All learners.

Exhibit 2.1 Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Beginning ABE Literacy</p> <p>Test Benchmark: <i>TABE (7–8 and 9–10) scale scores (grade level 0–1.9):</i> Reading: 367 and below Total Math: 313 and below Language: 389 and below</p> <p><i>CASAS scale scores:</i> Reading: 200 and below Math: 200 and below Writing: 200 and below</p> <p><i>ABLE scale scores (grade level 0–1.9):</i> Reading: 523 and below Math: 521 and below</p>	<p>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p>	<p>Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p>
<p>Beginning Basic Education</p> <p>Test Benchmark: <i>TABE (7–8 and 9–10) scale scores (grade level 2–3.9):</i> Reading: 368–460 Total Math: 314–441 Language: 390–490</p> <p><i>CASAS scale scores:</i> Reading: 201–210 Math: 201–210 Writing: 201–225</p> <p><i>ABLE scale scores (grade level 2–3.9):</i> Reading: 525–612 Math: 530–591</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.</p>

Notes: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level. ABLE = Adult Basic Learning Examination; CASAS = Comprehensive Adult Student Assessment System; SPL = student performance levels; and TABE = Test of Adult Basic Education.

Exhibit 2.1 (Continued) Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Intermediate Basic Education</p> <p>Test Benchmark: <i>TABE (7–8 and 9–10) scale scores (grade level 4–5.9):</i> Reading: 461–517 Total Math: 442–505 Language: 491–523</p> <p><i>CASAS scale scores:</i> Reading: 211–220 Math: 211–220 Writing: 226–242</p> <p><i>ABLE scale scores (grade level 4–5.9):</i> Reading: 613–644 Math: 593–641</p> <p><i>Wonderlic</i> Verbal 175–255 Quantitative 170–245</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.</p>

Exhibit 2.1 (Continued) Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>High Intermediate Basic Education</p> <p>Test Benchmark: <i>TABE (7–8 and 9–10) scale scores (grade level 6–8.9):</i> Reading: 518–566 Total Math: 506–565 Language: 524–559</p> <p><i>CASAS scale scores:</i> Reading: 221–235 Math: 221–235 Writing: 243–260</p> <p><i>ABLE scale score (grade level 6–8.9):</i> Reading: 646–680 Math: 643–693</p> <p><i>WorkKeys scale scores:</i> Reading for Information: 75–78 Writing: 75–77 Applied Mathematics: 75–77</p> <p><i>Wonderlic</i> Verbal 260 - 340 Quantitative 250 - 325</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.</p>

Exhibit 2.1 (Continued) Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Adult Secondary Education</p> <p>Test Benchmark: <i>TABE (7–8 and 9–10): scale scores (grade level 9–10.9):</i> Reading: 567–595 Total Math: 566–594 Language: 560–585</p> <p><i>CASAS scale scores:</i> Reading: 236–245 Math: 236–245 Writing: 261–270</p> <p><i>ABLE scale scores (grade level 9–10.9):</i> Reading: 682–697 Math: 694–716</p> <p><i>WorkKeys scale scores:</i> Reading for Information: 79–81 Writing: 78–85 Applied Mathematics: 78–8</p> <p><i>Wonderlic</i> Verbal 345-500 Quantitative 330-500</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multiparagraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.</p>

<p>High Adult Secondary Education</p> <p>Test Benchmark: <i>TABE (7–8 and 9–10): scale scores (grade level 11–12):</i> Reading: 596 and above Total Math: 595 and above Language: 586 and above</p> <p><i>CASAS scale scores:</i> Reading: 246 and above Math: 246 and above Writing: 271 and above</p> <p><i>ABLE scale scores (grade level 11–12):</i> Reading: 699 and above Math: 717 and above</p> <p><i>WorkKeys scale scores:</i> Reading for Information: 82–90 Writing: 86–90 Applied Mathematics: 82–90</p>	<p>Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.</p>	<p>Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.</p>
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Exhibit 2.1 (Continued) Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>Beginning ESL Literacy</p> <p>Test Benchmark: CASAS scale scores: Reading: 180 and below Listening: 180 and below Oral BEST: 0–15 (SPL 0–1) BEST Plus: 400 and below (SPL 0–1) BEST Literacy: 0–7 (SPL 0–1)</p>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.</p>
<p>Low Beginning ESL</p> <p>Test benchmark: CASAS scale scores Reading: 181–190 Listening: 181–190 Writing: 136–145 Oral BEST 16–28 (SPL 2) BEST Plus: 401–417 (SPL 2) BEST Literacy: 8–35 (SPL 2)</p>	<p>Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.</p>	<p>Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.</p>	<p>Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.</p>
<p>High Beginning ESL</p> <p>Test benchmark: CASAS scale scores Reading: 191–200 Listening: 191–200 Writing: 146–200 Oral BEST 29–41 (SPL 3) BEST Plus: 418–438 (SPL 3) BEST Literacy: 36–46 (SPL 3)</p>	<p>Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.</p>	<p>Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading.</p> <p>Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.</p>	<p>Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.</p>

Exhibit 2.1 (Continued) Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>Low Intermediate ESL</p> <p>Test Benchmark: CASAS scale scores: Reading: 201–210 Listening: 201–210 Writing: 201–225</p> <p>Oral BEST: 42–50 (SPL 4) BEST Plus: 439–472 (SPL 4) BEST Literacy: 47–53 (SPL 4)</p>	<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>
<p>High Intermediate ESL</p> <p>Test Benchmark: CASAS scale scores: Reading: 211–220 Listening: 211–220 Writing: 226–242</p> <p>Oral BEST: 51–57 (SPL 5) BEST Plus: 473–506 (SPL 5) BEST Literacy: 54–65 (SPL 5-6)</p>	<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.</p>

Exhibit 2.1 (Continued) Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>Advanced ESL</p> <p>Test Benchmark: CASAS scale scores: Reading: 221–235 Listening: 221–235 Writing: 243–260</p> <p>Oral BEST 58–64 (SPL 6) BEST Plus: 507–540 (SPL 6) BEST Literacy: 66 and above (SPL 7)</p> <p>Exit Criteria: CASAS Reading and Listening: 236 and above CASAS Writing: 261 and above Oral BEST 65 and above (SPL 7) BEST Plus: 541 and above (SPL 7)</p>	<p>Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.</p>	<p>Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.</p>	<p>Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.</p>