

**New Jersey Department of Labor and Workforce Development**

**Adult Education & Literacy**

**New Jersey Assessment Policy**

***Adult Basic Education/English Language Acquisition***

***Workforce Innovation and Opportunity Act, Title II***  
***Adult Education and Family Literacy Act***



**July 1, 2025**

**Standardized Testing Policy Guidelines**

*PY2025 July 1, 2025 – June 30, 2026*

**New Jersey Department of Labor and Workforce Development  
Adult Education and Literacy  
State Assessment Policy**

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## **SECTION I: INTRODUCTION AND CONTEXT**

### **A. Need for the State Assessment Policy**

New Jersey provides and requires assessments to measure the achievement of literacy and language skills for adult students and ties achievement to quality and performance. The passage of the Adult Education and Family Literacy Act (AEFLA) in 1998 placed a focus on the development of an accountability system for Adult Education. As a result, the National Reporting System (NRS), an outcome-based reporting system, for the State-administered, federally funded adult education program, was developed to meet the requirements for program accountability. The NRS guidelines allow for educational gains by demonstrating that a student has moved from one NRS level to the next based on their standardized assessment scores.

In addition, a comprehensive performance accountability system is required by the Workforce Innovation and Opportunity Act (WIOA) of 2014 (P.L. 113-128). The assessments used in New Jersey were chosen for reliability and validity as an accurate way to measure student progress. The assessment policy standardizes the process of determining student progress and completion of Educational Functioning Levels (EFLs). Every funded program is responsible and held accountable for the integrity of the data entered into the State's management information system – Literacy Adult Community Education System (LACES).

The [NRS](#) EFLs are determined using approved standardized assessments which are state-adopted. Educational Functioning Level descriptors can be found at this link [NRS EFL Descriptors](#) in Appendix B beginning on page B-1. All students are placed into an appropriate EFL as determined by the standardized assessments chosen by the State. A subsequent post-test shows students' progress over time. Results of the pre- and post-test data is used to determine the overall level of success of each student. Level gains and other factors are determined by the United States Department of Education's Office of Career, Technical and Adult Education (OCTAE) and are utilized by the State to plan professional development and to provide ways to help increase overall program improvement.

### **B. Purposes and Uses of Assessment**

In addition to using required standardized assessments for NRS reporting and accountability, programs use assessments for instructional purposes. Assessment data should be used to inform program evaluation and instructional design to better meet the needs of students and instructors. Programs are encouraged to supplement standardized assessments with instructional-based, portfolio-based, employment/career-based, and/or teacher-created assessments. Quality assessment data plays a major role in many areas to:

1. Inform students about skill levels and place them in the most appropriate instructional program;
2. Help students determine short and long term goals;
3. Use information as a diagnostic guide to instruction;
4. Pre- and post-test to record progress and demonstrate EFL completion;

5. Plan and develop professional development activities; and
6. Manage program improvement and planning and assess comparability across local programs.

Another purpose of assessment is to assist students in exploring their strengths and weaknesses; and developing an understanding of where their strengths lie and what areas may need further development to obtain employment, attain their High School Equivalency (HSE), or enter postsecondary education or vocational/occupational training leading to credential attainment. The assessment process includes testing along with a collection of other information, including the student's life, work, and educational experiences, their educational and employment goals, interests, motivation/drive, and their current support needs. An interview should be conducted with the student by program intake personnel and/or by the student's teacher.

### **C. Summary and Overview**

All tests approved by the state of New Jersey for use in Adult Education and Literacy programs are selected from those approved for NRS reporting. These standardized tests are designed to assess learning along a continuum from beginning literacy and English language acquisition through completion of secondary level skills. Programs should select the test instrument based on the student's goals and the instructional focus of the program.

General assessment practices include pre-test and post-test procedures and appear in Section II of this document. Data quality control is also addressed in Section II. Section III describes each approved instrument for use in New Jersey with information concerning locators, parallel forms, minimum and recommended hours between pre- and post-testing, test administrator training, accommodations, and administration and scoring procedures.

### **D. Resources for Information and Assistance**

- Individuals requiring information on training for assessments should contact Justin Clark, Professional Development Coordinator, at 609-292-0288 or [Justin.Clark@dol.nj.gov](mailto:Justin.Clark@dol.nj.gov).
- Individuals requiring information or assistance related to the assessment policy should contact Cheyenne Frenz at 609-633-8135 or [Cheyenne.Frenz@dol.nj.gov](mailto:Cheyenne.Frenz@dol.nj.gov).
- For specific or additional information about **CASAS** assessments or to order CASAS products, contact CASAS at 800-255-1036, [casas@casas.org](mailto:casas@casas.org), or [www.casas.org](http://www.casas.org).
- For specific or additional information about **TABE** assessments or to order TABE products, contact Data Recognition Corporation at 800-538-9547, [ShelfCustomerService@DataRecognitionCorp.com](mailto:ShelfCustomerService@DataRecognitionCorp.com), or [www.tabetest.com](http://www.tabetest.com).
- For specific or additional information about **BEST** assessments or to order BEST products, contact Center for Applied Linguistics (CAL) at 866-845-2378, Option 1 or [www.cal.org](http://www.cal.org).

## SECTION II: GENERAL ASSESSMENT REQUIREMENTS

### A. Assessments Permitted

#### 1. Approved assessments in New Jersey for Adult Basic Education (ABE) students at ABE levels 1-6 are:

- Tests of Adult Basic Education (**TABE 13 and 14**) (Literacy/English Language Arts and Mathematics) – approved for use on paper and through a computer-based delivery format through June 20, 2027.
- Comprehensive Adult Student Assessment Systems **CASAS – Math GOALS Series 2** – forms 921/922, 923/924, 925/926, 927/928 and 929/930 are approved for use on paper and through a computer-based delivery through July 13, 2030.

#### 2. Approved assessments in New Jersey for English as a Second Language (ESL) students at ESL levels 1-6 are:

- **TABE Complete Language Assessment System – English (TABE CLAS – E)** (Listening, Speaking, Reading, and Writing) – **forms C and D** are approved for use on paper and through computer-based delivery format through June 20, 2027.
- **CASAS – Reading STEPS (Student Test of English Progress and Success)** – the locator and test forms 621/622, 623/624, 625/626, 627/628, and 629/630 are approved for use through paper-based testing and through a computer-based delivery format through July 13, 2030.
- **CASAS – Listening STEPS** – the locator and test forms 621/622, 623/624, 625/626, 627/628, and 629/630 are approved for use through paper-based testing and CDs, and through a computer-based delivery format through July 13, 2030.
- **Basic English Skills Test (BEST Plus 3.0)** (Speaking and Listening Skills) – forms 1 and 2 are approved for use on paper and through computer-adaptive delivery format with adaptive (Part A) and fixed form (Part B) sections through July 13, 2030.

#### 3. Approved assessments in New Jersey for English as a Second Language (ESL) students at ESL levels 1-4 are:

- **BEST Literacy 2.0** (Reading and Writing Skills) – forms 1, 2, and 3 are approved for use in paper delivery format through July 13, 2030.

### B. Students to be Assessed

All students in adult education programs must be pre-tested using a state-approved standardized test at intake/orientation or within 12 hours of attendance; these 12 hours may include up to 4 hours of assessment time. It is recommended that pre-testing be done in multiple subject areas. Pre-testing in

multiple subject areas is beneficial for guiding instruction as well as for improved performance outcomes. The exception to this recommendation would be if a student specifically requests to only study one subject area as determined through the case management process.

## **C. Pre-testing**

### **1. Student Orientation to Testing Procedures, Purposes, and Results**

The testing process should be transparent and explained in advance to students. Before testing, students should be told why they will be tested and what the test results will be used for. Students should quickly know their scores. It is important to let them know when they will have their results and that the meaning of those results is explained.

### **2. Educational Functioning Level (EFL) Placement**

In LACES, students are tracked according to their lowest EFL and populated on NRS Table 4 in that EFL unless a staff member manually changes the subject area. However, as of July 7, 2017, programs receive credit for students making an EFL gain in *any* of the level-defining subject areas.

### **3. Baseline for Returning Students**

A returning student is defined as a student that has left a Title II program and has not received services or instruction for 90 days. A returning student's post-test can be pushed forward and considered a pre-test provided the interim does not exceed 1 year. Re-testing is an option if staff believe it would be in the best interest of the student.

## **D. Post-testing**

### **1. Post-test Rate**

Programs are required to post-test a minimum of 60% of their students with the exception of students who pre-tested at ASE High. No progress test is available if the student places in ASE High upon program entry that will result in an EFL gain. The *educational* outcome/Measurable Skills Gain (MSG) for students testing at the ASE High level is passing an HSE exam. In addition, if a student entering a program at *any* EFL takes and passes an HSE exam, the student will populate NRS Table 4 as having achieved a MSG. Although New Jersey requires a 60% post-test rate, it is recommended that *all* students meeting the minimum numbers of hours needed for post-testing be tested during the program year.

Devising an effective testing schedule is critical to program success. Being able to post-test a high percentage of students is important for two reasons. First, post-test scores determine educational gain, which is an important NRS measure. Second, the percentage of students post-tested is also used to measure student retention. A low percentage may indicate that a program is unable to retain its students long enough for them to be post-tested.

## 2. Minimum Hours between Pre- and Post-Test

Students may not be post-tested until they accrue *at least* the minimum hours of instruction established by the test publisher. Students may accrue hours in excess of the minimum hours of instruction. A movement up from one EFL to the next in any subject area being tracked in LACES will be shown as a positive outcome on the federal report.

## 3. Required Instructional Hours Between Pre- and Post-Tests

**CASAS:** 40 hours minimum, 70-100 hours recommended

**TABE:** 40 hours minimum, 50-60 hours recommended

**TABE CLAS-E:** 40 hours minimum, 50-60 hours recommended

**BEST Plus:** 60 hours minimum, 80-100 hours recommended

**BEST Literacy:** 60 hours minimum, 80-100 hours recommended

## 4. Exception to the Minimum Number of Hours between Pre- and Post-Test

In limited cases, *as an exception*, not a program rule, students who have a valid pre-test and have indicated that they must leave the program before receiving the test publisher recommended minimum number of hours of instruction for post-testing may be administered a post-test if *at least* 30 hours of instruction has occurred and; the instructor has reasonable evidence to suggest that a post-test will result in an educational gain. A note must be entered into the student's comments folder in their LACES record for auditing purposes.

## E. Distance Learning

### Assessment of Distance Learning Students

Students enrolled in distance learning classes must be assessed according to the same policies and procedures as students who are not enrolled in distance learning classes. All assessments for distance learning students shall be administered face-to-face following the test-publisher's guidelines.

### 1. Definition

Distance learning is a formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Students may still receive face-to-face instruction while participating in distance learning. Distance learning materials come in a variety of media including but not limited to: print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Instructors support distance learning through the following methods including but not limited to: communication via mail, telephone, email, online technologies and software, or face-to-face instruction.

## **2. Distinction between a Distance Learning Participant and a Participant with Proxy Hours**

For a student to be counted as a distance learning participant in a program year, the preponderant amount of instruction must be delivered through distance learning. A distance learning participant is a student who has more proxy hours than direct instructional hours.

## **3. Requirement for Direct Contact Hours**

Students in distance learning must have at least 12 hours of direct contact with the program before they can be counted for reporting purposes. Direct contact hours involve interaction between the student and program staff. This can be a combination of direct face-to-face contact as well as contact through telephone, video, teleconference, or online communication, in which the identity of the student can be verified. Live online discussions, telephone conferment calls, monitored labs and live video broadcasts to remote locations are example of direct contact hours that are countable under this definition.

## **4. Proxy Contact Hours**

In addition to direct contact hours, programs may also report proxy hours to track time students spend on distance learning activities. Proxy hours differ from direct contact hours in that the identity of the student and/or the exact amount of time spent on a learning activity cannot always be verified directly.

## **5. Distance Learning Models**

To determine a student's proxy hours a program must use an approved distance learning curriculum and one of the following models:

- Clock Time Model: assigns proxy hours based on time that a student is connected to or engaged in an online or stand-alone software program that tracks time. Proxy hours calculated through this model must utilize curricula that electronically track time the student spends interacting with instructional material and disconnects after a present period of inactivity.
- Teacher Certification Model: assigns a fixed number of proxy hours for each activity in a distance learning curriculum based on teacher verification of the extent to which a student engaged in or completed the assignment. Proxy hours are awarded based on the instructor's certification of student's completion of assignments. Instructors may award full proxy hour credit if the assignment is completed and demonstrated competence in the instructor's professional judgement. Instructors may award half of the full proxy hour credit if the assignment is only partially completed but still demonstrates competence. Assignments which do not demonstrate competence must be submitted by the students in order to be counted for proxy hour time.
- Learner Mastery Model: assigns a fixed number of proxy hours based on student mastery of each lesson of the distance learning curriculum as demonstrated by passing a test with a high percentage (usually 70% to 80%) of correct answers. Proxy hours are awarded based on a passing score on a test over a particular assignment, lesson, or unit. The passing rate will be set at a minimum of 70% unless otherwise recommended.



## **6. Assessment**

All students engaged in distance learning courses will be pre-tested prior to program entry and post-tested after the same amount of instructional time as other students, according to the State's assessment policy and test publisher's guidelines. Both direct contact hours and proxy contact hours are counted to calculate the amount of instructional time. Students must appear in person at a proctored program site for pre-testing and post-testing or may be tested remotely if circumstances preclude those students from taking a pre or post-test in person. Assessments must be conducted with a trained test administrator in a secure setting using only National Reporting System (NRS) approved assessments.

## **7. Reporting Hours and Data Entry**

All required NRS data elements will be recorded in the LACES management information system (MIS). Programs will report all instructional hours into LACES. Distance learning hours that can be counted should be entered in LACES as Instruction – Distance Learning. Direct hours and proxy hours should be recorded and maintained in student files for monitoring and audit purposes.

## **8. Distance Learning Program Approval**

Each program that plans to offer a distance learning program that counts distance learners for federal reporting must submit a plan for approval to NJDOL prior to implementing the course(s). Please contact your Area Coordinator with any questions regarding your distance learning program plan for approval.

## **F. Training for Administering Assessments**

New Jersey requires that test administrators be properly trained before administering standardized assessments. All programs must comply with all training requirements established by the publishers of the assessment instrument, including education and other minimum requirements. Local programs can train their staff as test administrators through the test publisher or by contracting with a certified or qualified test administration trainer.

Program staff must be trained in test administration and scoring to ensure that scores are valid and reliable. Training ensures accurate use of the tests and interpretation of learner results and maintains the integrity and quality of the assessment process. Programs must maintain at least one test administrator for each test instrument in use at the program and should develop a plan to determine how many testers are required to pre- and post-test the maximum number of students efficiently and effectively. Programs are responsible for maintaining records of staff trained to administer tests in their programs. These records must be readily available for monitoring and audit purposes.

NJDOL Title II staff will ensure training opportunities are made available in each of the approved assessments annually either in-person or online. Training will be required for local adult education program staff that administer and/or score assessments, have responsibility for the local grantees' assessment procedure and oversight, and are involved in gathering, analyzing, compiling, and reporting data for year-end statistical reports. Training is also open to WIOA and corrections partners, as well as other community partners who administer approved NRS assessments and partner with an AEFLA

funded program. At least one staff member at each local program must be up to date with training requirements required for the assessment the grantee is administering. Local program staff members are not authorized to administer assessments if they are not up to date with training requirements. As assessments are updated, NJDOL Title II staff will provide additional training to be in compliance to administer all approved tests in use in NJ.

Annual professional development and training is paramount to solid informed instruction and data entry. NJ works with test publishers to provide face to face and virtual training for all staff regarding changes or updates to testing. NJDOL requires professional development plans to be submitted each fiscal year by Title II provider agencies detailing any other training provided.

Additionally, all NJ Title II grantees and partners are required to participate in annual Data Validation and Data Collection training which is organized through NJDOL Title II staff. Please refer to section H., numbers 2, 3, and 4 for more information regarding this annual training requirement.

### **G. Accommodating Students with Disabilities or Other Special Needs**

Testing accommodations provide students with disabilities an opportunity to demonstrate their skills and abilities without interference from sensory, motor, language, or psychological skills caused by the disability itself. Accommodations may alter the conditions for administering the test such as changes in timing, setting or responding, or they may change the format of the test such as use of a Braille version or text enlarger. Appropriate accommodations meet the needs of students without changing what a test is intended to measure.

The accountability standards in WIOA include the Rehabilitation Act Amendments of 1998. WIOA, effective, July 2015, focuses on students most in need, such as students with low levels of literacy skills, ELA students, and those with disabilities. Reasonable accommodation has long been recognized as an essential component of the testing process. Further, it is legally mandated under the Americans with Disabilities Act (ADA).

While the ADA does not define reasonable accommodation, it provides a list of examples of what might constitute a reasonable accommodation. With respect to testing, the ADA requires that tests be given to students with impaired sensory or manual skills in a format and manner that minimize the impact of any impaired skill on the test results, unless the test is designed to measure that particular skill. Once it has been determined that the test taker has a disability that is covered by the ADA, the test administrator should initiate discussion with the test candidate to help identify an appropriate and reasonable accommodation.

Students with documented disabilities who require accommodations may request assessment instruments in alternative formats and alterations in test administration procedures. Documented disabilities mean that the individual can present a formal document provided by a qualified professional (physician, educational counselor, psychologist, special education teacher, or a rehabilitation counselor) such as a doctor's report, a diagnostic assessment, or other formal record of disability that includes a diagnosis of

the disability, whether it is a medical, psychological, learning, developmental, and/or an attention deficit disorder. Test administrators must follow accommodation guidance provided by the test publisher. It is important to note that not all students with disabilities will need testing accommodations. ***Programs should contact the specific test publisher if they have questions regarding accommodations.***

## **H. Quality Control Procedures**

### **1. Test Security**

- a) The local program's operational procedures must address test security.
- b) Questions or answers that appear on any test may not be used for instruction.
- c) Assessment materials must be safeguarded, including test administration manuals, actual student paper-based or electronic tests, and answer sheets that contain marks or responses or student digital test results.
- d) If test materials become defaced or not usable, contact the publisher for instructions for disposal.
- e) No duplication of any test form or any portion of any test form is permitted unless explicit permission to do so is in writing from the test publisher. Reproducing test materials is a violation of federal copyright law.
- f) Program staff must adhere to all test security procedures and policies provided by the test publisher.
- g) Original score sheets from test and/or electronic score reports with results of students' pre- and post-test scores must be stored and/or backed up on appropriate media or printed out and filed in hard copy and be available for local, state, and federal monitoring.
- h) Test administrators must remain in the testing room throughout the entire test session to ensure that students follow all testing rules. Examinees must refrain from talking during the test session or seeking help from other students in any way, including the use of electronic devices.

### **2. Error-Checking and Quality Control - Identifying Missing and Inaccurate Data**

Programs must have procedures for checking data for completeness and accuracy following a schedule with clear deadlines. An appropriate number of staff should be assigned to perform these data checking functions. Staff assigned to these duties should review all data forms as soon as possible for completeness and accuracy. To do their job effectively, these staff members must have access to all staff – teachers, intake staff, counselors, and administrative staff – and have the authority to obtain cooperation.

### **3. Ongoing Training for Data Collection**

***Quality data collection procedures will result in valid and reliable data only if staff understand and follow them.*** Lead agency and partner agency program directors are required annually to be up to date

on NRS policy, accountability policies, data collection processes, definitions of measures, Notice of Grant Opportunity information, State Policies, Contract requirements and on assessment administration. Therefore, part of the program’s data collection process must include training of all data collection staff on their roles and responsibilities, as well as the importance of data collection. Teachers should also have a basic understanding of data reporting requirements. NJDOL Title II staff will facilitate training regarding NRS policies, definitions of measures, and overall assessment best practices annually.

In addition, the State contracts with LiteracyPro to provide several levels and types of LACES training each program year, including “How well do you know WIOA?” and LACES Targeted Training focused on, and specific to each agency’s/program’s strengths and weaknesses and technical assistance.

All new staff must be trained within 14 business days from their initial start date. Lead agencies are required to keep track of new staff training needs including dates/times provided for NJDOL Title II staff review at any time during the program year. Technical assistance is available by completing the LACES User News page *Technical Support Form*, or via email at [helpdesk@literacypro.com](mailto:helpdesk@literacypro.com) or by phone at 888-714-9464.

#### **4. Clear and Timely Data Entry Procedures**

Program procedures for data entry should specify at least one person whose job is to enter the information from forms into LACES. All staff members should know this person’s role and he or she should have the authority to request clarification or resolution of errors. In addition, data entry should be scheduled at frequent, regular intervals – such as daily, weekly, or bi-weekly. All data should be collected and entered *at least* on a bi-weekly basis, with no more than a two-week delay between actual activity and activity reported in LACES. Without frequent data entry, not only will there be a backlog of forms to enter, but programs may not become aware of errors and missing data until it is too late to correct them. Part of the data entry procedure should also include a prompt, organized way to identify and resolve errors.

### **SECTION III: GUIDELINES FOR EACH ASSESSMENT**

**A Brief Description of each Approved Assessment is provided in this Section.**

#### **A. Comprehensive Adult Student Assessment System (CASAS)**

The CASAS Math GOALS 2 series is aligned to the College and Career Readiness Standards (CCRS) and measures academic and higher-order math skills. This series is appropriate for assessing math skills in Adult Basic Education (ABE), Adult Secondary Education (ASE) and High School Equivalency (HSE) preparation programs. The series is a balance of life skills and workplace-related math with content of practical use to adults. The test is used for progress testing in everyday life and workplace math skills. A locator (up to 30 minutes) or appraisal (up to 15 minutes) should be used for placement into pretest. The test takes between 50 and 90 minutes to complete.

The CASAS Reading STEPS assessment is aligned with the English Language Proficiency (ELP) Standards for Adult Education and includes 5 test levels to support improved accuracy resulting in better student outcomes. The test is used for progress testing in everyday life and workplace English language skills (Reading). A locator (up to 30 minutes) or appraisal (up to 15 minutes) should be used for placement into pretest. The test takes between 30 and 75 minutes to complete.

The CASAS Listening STEPS assessment is aligned with the English Language Proficiency (ELP) Standards for Adult Education and includes 5 test levels to support improved accuracy resulting in better student outcomes. The test is used for progress testing in everyday life and workplace English language skills (Listening). A locator (30 minutes maximum) or appraisal (15 minutes maximum) should be used for placement into pretest. The test takes between 28 and 56 minutes to complete.

### **1. Locator/Appraisal**

CASAS eTests (computerized testing) administers a short locator test that automatically transitions students into the correct pretest option.

CASAS provides appraisals for paper test booklets. An appraisal test ensures that adult learners start with the appropriate assessment level.

### **2. Parallel Forms**

Different forms must be used for pre- and post-testing. Please find detailed information below regarding CASAS approved forms.

- **Math GOALS 2 Series** – Level A (Forms 921M – 922M) – 33 test items/up to 50 minutes, Level B (Forms 923M – 924M) – 36 test items/up to 65 minutes, Level C (Forms 925M – 926M) – 36 test items/up to 75 minutes, Level D (Forms 927M – 928M) – 36 test items/up to 75 minutes, Level E (Forms 929M – 930M) – 36 test items/up to 90 minutes, are approved for use for **ABE** students.
- **Reading STEPS** – Level A (Forms 621R – 622R) – 33 test items/up to 30 minutes, Level B (Forms 623R – 624R) – 36 test items/up to 50 minutes, Level C (Forms 625R – 626R) – 36 test items/up to 75 minutes, Level D (Forms 627R – 628R) – 36 test items/75 minutes, Level E (Forms 629R – 630R) – 36 test items/75 minutes, are approved for use **for ELA students**.
- **Listening STEPS** – Level A (Forms 621L – 622L) – 33 test items/up to 28 minutes, Level B (Forms 623L – 624L) – 36 test items/up to 45 minutes, Level C (Forms 625L – 626L) – 39 test items/up to 52 minutes, Level D (Forms 627L – 628L) – 39 test items/56 minutes, Level E (Forms 629L – 630L) – 39 test items/38 minutes, are approved for use **for ELA students**.

### **3. Minimum Hours between Pre- and Post-test**

Post-testing should occur after a minimum of 40 hours of instruction.

*In rare and limited cases*, students may be tested after 30 hours of instruction.

Please see Section II Post-Testing on page 8, for detail regarding the post-testing exception.

#### **4. Test Administrator Training**

Each person who coordinates, oversees, gives, scores, or orders CASAS assessments must complete implementation training. Beginning July 1, 2021, agency staff are required to be initially certified and then recertify every two years. As of July 1, 2022, CASAS recommends training by role. Of the available training modules, the ones that each staff member must complete will depend on whether the agency administers eTests, paper tests or both, whether this is Initial Certification or a Re-Certification, and the role of the staff member. The local program is responsible for maintaining a record of all staff trained to administer CASAS, both initial certification and recertification. These certifications will be requested for audit and monitoring purposes.

#### **Implementation and Certification Trainings options**

Staff can complete implementation/certification training online self-directed at their own pace; or if they prefer live training, a schedule for upcoming live facilitated training can be found at [CASAS Training and Support](#). Training descriptions can be found below.

\*Please note that if your agency is offering or planning to offer remote testing the **Proctor Remote Testing Certification** is also required. \*

**CASAS eTests Proctor Certification** is designed to quickly teach the essentials of administering tests with CASAS eTests software in easy-to-follow lessons. This is a hands-on, user-friendly, self-paced tutorial to help you become familiar with using CASAS eTests in a proctor role. Allow approximately 2 hours to complete. **This module is required for new eTests proctors for initial certification.**

**CASAS Paper Test Proctor Certification** provides a foundation for administering CASAS paper tests. In this training, staff will learn how CASAS paper testing works. This training jump-starts your familiarity and use of paper testing by helping staff understand the essentials of the CASAS system. Allow approximately 1.5 hours to complete. **This module is required for new paper test proctors for initial certification.**

**CASAS eTests Coordinator Certification** is designed to quickly teach the essentials of testing management with CASAS eTests software in easy-to-follow lessons. This is a hands-on, user-friendly, self-paced tutorial to help you become familiar with using CASAS eTests in a coordinator role. Allow approximately 2 hours to complete. **This module is required for new coordinators for initial certification.**

**Module 1 CASAS Implementation Basics** is an introduction to CASAS. This is an overview of the components of the CASAS system, administering and scoring tests, and interpreting test results. Allow approximately 1.5 hours to complete. **This module is mandatory for all staff.**

**Module 2 CASAS eTests Implementation** introduces how the CASAS system works with computerized testing, what a program needs to start using CASAS eTests, and placing an initial order. Allow approximately 1 hour to complete. **This module is mandatory for all staff that administer eTests.**

**Module 3 Paper Test Implementation** introduces how the CASAS system works with paper-based testing and placing an initial order. Allow approximately 1 hour to complete. **This module is mandatory for all staff that administer paper testing.**

**Module 4 Test Results and Reports** covers interpreting and using test results and reports to inform instruction. Allow approximately 2 hours to complete. **This module is strongly recommended for all staff.**

You can access and print your certificate(s) at the time that you complete your training. This is recommended. If you need to retrieve your certificate at a later date during the program year (as these **certificates must be available for audit and monitoring purposes**), please complete the following steps:

1. Go to [training.casas.org](http://training.casas.org) and click the title for your training
2. Login with your CASAS website credentials and scroll to the bottom of the module and click on Certificate of Completion
3. Click Get my Certificate; a pop-up window will display your certificate

Please visit [www.casas.org](http://www.casas.org) Training & Support to access the modules/training:

[CASAS: CASAS eTests Implementation](#)

[CASAS: CASAS Paper Test Implementation](#)

[CASAS: CASAS Instructional Implementation](#)

Questions and technical assistance request can be emailed to [training@casas.org](mailto:training@casas.org) or [TechSupport@casas.org](mailto:TechSupport@casas.org) or providers may call CASAS directly at 800-255-1036 for assistance.

## **5. CASAS Accommodations for Students with Disabilities**

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

The accountability standards in the 2014 Workforce Innovation and Opportunity Act (WIOA) include the Rehabilitation Act Amendments of 1998. WIOA, effective July 2015, focuses on students most in need, such as students with a low level of literacy skills, English language learners, and those with disabilities. Other legislation addresses provisions related to testing accommodations for students with disabilities, including ADA Amendments of 2008, Section 504 in the Rehabilitation Act of 1973, and the Individuals with Disabilities Education Improvement Act of 2004.

Local agencies are responsible for providing fully accessible services and reasonable accommodations for students with documented disabilities. Students with disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after diagnosis. The need to use an accommodation should be documented in official student records. The documentation must show that the disability interferes with the student's ability to demonstrate performance on the test. The information can come from a doctor's report, a diagnostic assessment from a certified professional, and other clinical records. Programs can often contact the local division of vocational rehabilitation or a secondary school to request documentation of a disability.

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

## **6. Administering and Scoring CASAS**

**All CASAS tests** - Post-tests are administered at the same level or higher, depending on the student's pre-test score. The test publisher recommends an alternate test form within the same test series for post-testing. Additionally, the post-test must be in the same skill area as the pre-test.

### **Math GOALS 2 series**

In the Math GOALS 2 series there are 5 test levels, 2 tests per level, that cover NRS Levels 1-6 from Level A beginning ABE literacy, to Level E (adult secondary education).

### **ABE NRS Educational Functioning Levels CASAS Math GOALS 2 Series - Scale Score Ranges**

| NRS ABE Level | Math GOALS 2<br>Scale Score Ranges |
|---------------|------------------------------------|
| ABE Level 1   | 192 and below                      |
| ABE Level 2   | 193-203                            |
| ABE Level 3   | 204-213                            |
| ABE Level 4   | 214-224                            |
| ABE Level 5   | 225-235                            |
| ABE Level 6   | 236 and above                      |



## **Reading STEPS**

In the Reading STEPS assessment there are 5 levels of pre- and post-tests, from Level A, beginning ESL literacy, to Level E, advanced ESL (exit advanced ESL).

### **ESL NRS Educational Functioning Levels CASAS Reading STEPS Series - Scale Score Ranges**

| NRS ESL Level                      | Reading STEPS<br>Scale Score Ranges |
|------------------------------------|-------------------------------------|
| ESL Level 1                        | 183 and below                       |
| ESL Level 2                        | 184-196                             |
| ESL Level 3                        | 197-206                             |
| ESL Level 4                        | 207-216                             |
| ESL Level 5                        | 217-227                             |
| ESL Level 6<br>(Exit Advanced ESL) | 228-238<br>239 and above            |

## **Listening STEPS**

In the Listening STEPS assessment there are 5 levels of pre- and post-tests, from Level A (beginning ESL literacy) to Level E, advanced ESL (exit advanced ESL).

### **ESL NRS Educational Functioning Levels CASAS Listening STEPS Series - Scale Score Ranges**

| NRS ESL Level                      | Listening STEPS<br>Scale Score Ranges |
|------------------------------------|---------------------------------------|
| ESL Level 1                        | 181 and below                         |
| ESL Level 2                        | 182-191                               |
| ESL Level 3                        | 192-201                               |
| ESL Level 4                        | 202-211                               |
| ESL Level 5                        | 212-221.                              |
| ESL Level 6<br>(Exit Advanced ESL) | 222-231<br>232 and above              |

## **B. Tests of Adult Basic Education (TABE) 13/14**

TABE 13/14 is an NRS approved assessment for Adult Basic Education (ABE) NRS Levels 1-6. TABE subject areas are Reading, Math and Language. Content stresses the integration and application of instructional skills in contexts meaningful to adults. Reading content reflects mature, life- and work-related situations and highlights overlapping objectives, from word-meaning skills to critical-thinking skills. Mathematics content reflects math application, particularly routine tasks such as estimating

quantities and making computations involving time, distance, weight, etc. The goal of adult language instruction is to build communication skills necessary for functioning effectively on the job and in daily life.

TABE 13/14 predicts how students may perform on High School Equivalency Tests (HSE) and measures the skills adults need to succeed on the job and in life. TABE 13/14 is 100% aligned to the College and Career Readiness Standards.

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

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

### **1. TABE Locator**

Programs must use the TABE Locator Test to determine the correct level of each test to be administered.

### **2. Parallel Forms**

TABE 13/14 has parallel forms, which must be used alternately to ensure valid results when re-testing the same student. A different form from that of the pre-test should be administered as a post-test.

### **3. Minimum Hours between Pre- and Post-test**

Post-testing is recommended after 50-60 hours of instruction with a *minimum* of 40 hours.

*In rare and limited cases*, students may be tested after 30 hours of instruction.

Please see Section II E4 Post-Testing on page 7, for detail regarding the post-testing exception.

### **4. Test Administrator Training**

All staff administering the TABE must be trained and certified before administering the test. The local program is responsible for maintaining a record of all staff trained and certified to administer the TABE. Certification training modules are available on DRC's website. In addition, training is available upon request. Two free 1-hour online presentations, each followed by a 30-item test are available in order to meet certification requirements. The modules can be accessed by clicking on this link

<https://tabetest.com/tabe-1112-certification-process/>.

Please generate and save your **Certificate of Completion** after completing both training modules and ensure it is available upon request for monitoring.

## 5. TABE Accommodations for Students with Disabilities

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

### ➤ **Category 1 Accommodations**

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

#### **Category 1 accommodations**

##### *Presentation*

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

##### *Response*

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

##### *Setting*

- Take the test alone or in a study carrel
- Take the test with a small group or different class

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

#### *Timing/Scheduling*

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

### ➤ **Category 2 Accommodations**

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

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

### **Category 2 Accommodations**

#### *Presentation*

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

#### *Response*

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

### Timing/Scheduling

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

### ➤ **Category 3 Accommodations**

Category 3 accommodations are likely to change what is being measured and have an effect that alters the interpretation of individual criterion- and norm-referenced scores. This occurs when the accommodation is closely related to the knowledge, skill, or ability being measured (e.g., having a reading comprehension test read aloud). In the absence of research demonstrating otherwise, criterion- and norm-referenced test scores and any consequences or decisions associated with them should be interpreted not only in light of the accommodation being used, but also in light of how the accommodation(s) may alter what is measured.

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

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

**Subtract:  $3,438 - 2,954 =$**

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

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

#### *Presentation*

- Use Braille or other tactile form of print
- On a reading comprehension test, have stimulus material, questions, and/or answer choices presented through sign language

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

#### *Response*

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

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

## **6. Administering and Scoring the TABE**

TABE may be administered individually or in a group setting and may be administered in either paper and pencil form or by computer (TABE Online or TABE-PC). The allowable testing time for Reading is 100 minutes, Math is 60 minutes, and Language is 50 minutes. TABE is either locally hand-scored, machine scored or scored with TestMate TABE software. Regardless of the type of administration, the raw scores must be converted to Scale Scores before entering score information into LACES. TABE provides a Norms book for paper and pencil scoring to convert the raw score or number correct into a Scale Score. The Norms book is divided into sections for each form and by subject areas. With the number correct, testers can locate the scale score.

If a student scores out-of-range on the TABE test, they must take a lower TABE level test in order to earn a score than is in range. When students score out-of-range, they will not receive a scale score or NRS level – the Scoring Guide indicates N/A for the Scale Score and O/R for the NRS level in these instances.

For example, a student takes the Locator and it indicates that they should take Reading Level D as their pre-test. They finish the Reading Level D pre-test with a score of 12 correct answers. According to the Scoring Guide, a Raw Score of 12 is out-of-range on this test; therefore, they cannot earn a Scale Score or NRS Level on this test. The program must give the student the Reading Level M test.

In an effort to avoid out-of-range scores, programs may choose to administer the subject test at one level below the Locator recommendation in the chart below if the locator score is at the lower end of a level. This decision should be made in conjunction with any knowledge of the student's previous performance including last grade completed, last date of instruction, etc. to help determine placement levels. This option is not available if your program uses the Auto-Locator. If your program is running into a significant amount of out-of-range scores you may want to skip using the Auto-Locator and use the Locator and then manually choose the form to administer.

For example, if a student scored at the low or middle end of TABE Level D according to the recommended Score Ranges they would be given a Level M test instead of Level D. This applies to the pre-test only. Students must be post-tested with the same level as the pre-test. This out-of-range issue does not exist for Levels L or E.

### Interpreting Locator Test Scores – Locator Score Ranges

| Reading | Mathematics | Language | TABE Level to Administer |
|---------|-------------|----------|--------------------------|
| 0-5     | 0-5         | 0-5      | E                        |
| 6-11    | 6-9         | 6-10     | M                        |
| 12-15   | 10-12       | 11-13    | D                        |
| 16-19   | 13-16       | 14-16    | A                        |

### ABE NRS Educational Functioning Levels

#### TABE 13/14 Reading, Mathematics, and Language Scale Score Ranges

| TABE 13/14 READING |             |             |             |             |             |             |
|--------------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                    | NRS Level 1 | NRS Level 2 | NRS Level 3 | NRS Level 4 | NRS Level 5 | NRS Level 6 |
| TABE L             | 300-441     | 442-500     | n/a         | n/a         | n/a         | n/a         |
| TABE E             | 310-441     | 442-500     | 501-535     | n/a         | n/a         | n/a         |
| TABE M             | n/a         | 442-500     | 501-535     | 536-575     | n/a         | n/a         |
| TABE D             | n/a         | n/a         | 501-535     | 536-575     | 576-616     | n/a         |
| TABE A             | n/a         | n/a         | n/a         | 536-575     | 576-616     | 617-800     |

| TABE 13/14 MATH |             |             |             |             |             |             |
|-----------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                 | NRS Level 1 | NRS Level 2 | NRS Level 3 | NRS Level 4 | NRS Level 5 | NRS Level 6 |
| TABE L          | 300-448     | 449-495     | n/a         | n/a         | n/a         | n/a         |
| TABE E          | 310-448     | 449-495     | 496-536     | n/a         | n/a         | n/a         |
| TABE M          | n/a         | 449-495     | 496-536     | 537-595     | n/a         | n/a         |
| TABE D          | n/a         | n/a         | 496-536     | 537-595     | 596-656     | n/a         |
| TABE A          | n/a         | n/a         | n/a         | 537-595     | 596-656     | 657-800     |

| TABE 13/14 LANGUAGE |                |                |                |                |                |                |
|---------------------|----------------|----------------|----------------|----------------|----------------|----------------|
|                     | NRS<br>Level 1 | NRS<br>Level 2 | NRS<br>Level 3 | NRS<br>Level 4 | NRS<br>Level 5 | NRS<br>Level 6 |
| TABE L              | 300-457        | 458-510        | n/a            | n/a            | n/a            | n/a            |
| TABE E              | 510-457        | 458-510        | 511-546        | n/a            | n/a            | n/a            |
| TABE M              | n/a            | 458-510        | 511-546        | 547-583        | n/a            | n/a            |
| TABE D              | n/a            | n/a            | 511-546        | 547-583        | 584-630        | n/a            |
| TABE A              | n/a            | n/a            | n/a            | 547-583        | 584-630        | 631-800        |

## C. TABE Complete Language Assessment System – English (TABE CLAS-E)

TABE CLAS-E provides teachers with a reliable, easy-to-use system that accurately identifies the instructional needs of English Language Acquisition (ELA) students. TABE CLAS-E assesses English proficiency levels to accurately measure students reading, writing, listening, and speaking skills. The optional speaking test gives teachers maximum flexibility in how they assess their students. The test formats include multiple-choice and constructed-response items that address a wide range of language skills. Test items include realistic illustrations, contextualized reading passages, and contexts encountered at home, in the community, and in the workplace.

### 1. TABE CLAS-E Locator

A short locator should be given to ensure that ELA students start with the appropriate assessment level. The Locator Test includes an oral interview and additional multiple-choice items representative of the skill areas assessed in the four test levels. The locator should *not* be used for instructional placement decisions about a student.

### 2. Parallel Forms

Pre- and post-tests are available at four levels to ensure that students test within the correct range for their abilities. TABE CLAS-E has two parallel forms, which must be used alternately to ensure valid results when re-testing the same student. A different form from that of the pre-test should be administered as a post-test. Programs may also select the next level higher test.

### 3. Minimum Hours between Pre- and Post-test

Post-testing is recommended after 50-60 hours of instruction with a *minimum* of 40 hours.

*In rare and limited cases*, students may be tested after 30 hours of instruction.

Please see Section II E4 Post-Testing on page 7, for detail regarding the post-testing exception.

### 4. Test Administrator Training

All staff administering the TABE CLAS-E must be trained before administering the test. The local program is responsible for maintaining a record of all staff trained to administer the TABE CLAS-E.



## 5. TABE CLAS-E Accommodations for Students with Disabilities

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

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

- Large-Print Edition Locator Test
- Large-Print Edition Language Proficiency Tests
- Expository Writing Folios are incorporated in Large-Print Edition Test Books

Additional information can be obtained by contacting the test publisher directly or at [TABE Guidelines to Inclusive Testing Accommodations](#).

## 6. Administering and Scoring the TABE CLAS-E

TABE CLAS-E delivers number correct and scale scores for each skill area. The allowable time for Reading is 30 minutes, Listening is 30 minutes, Writing is 55 minutes, and Speaking is 25 minutes.

Program staff must convert the number correct to the scale score for each sub-test and enter a scale score into LACES. Examiners can automatically scan, score, and report results quickly and accurately. Tests can also be scored manually by using stencils, the Scoring Tables book and the Individual Diagnostic Profile.

Please note that a student can only achieve an NRS ESL Level 6 on a TABE CLAS-E Level 4 test. The language demands in lower level TABE CLAS-E tests are not sufficiently difficult to reach the “Advanced ESL” (NRS ESL Level 6) functioning level. If a student scores at NRS Level 6 upon the first administration of the TABE CLAS-E Level 4 test, but has not reached the exit score, the student may still show gain if they meet the exit criteria on a second administration. However, if the student scores at the exit criterion or above on the first administration, a higher NRS ESL level cannot be obtained on the second administration. In such cases, a different ESL assessment *or* an ABE assessment should be given.

# ESL NRS Educational Functioning Levels

**TABE CLAS-E Reading, Listening, Writing, and Speaking Scale Score Ranges**

| <b>TABE CLAS-E C/D READING</b> |                |                |                |                |                |                |
|--------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
|                                | NRS<br>Level 1 | NRS<br>Level 2 | NRS<br>Level 3 | NRS<br>Level 4 | NRS<br>Level 5 | NRS<br>Level 6 |
| CLAS-E<br>Level 1              | 200-354        | 355-388        | 389-427        | n/a            | n/a            | n/a            |
| CLAS-E<br>Level 2              | 200-354        | 355-388        | 389-427        | 428-448        | n/a            | n/a            |
| CLAS-E<br>Level 3              | n/a            | 355-388        | 389-427        | 428-448        | 449-487        | n/a            |
| CLAS-E<br>Level 4              | n/a            | n/a            | n/a            | 428-448        | 449-487        | 488-580        |

| <b>TABE CLAS-E C/D LISTENING</b> |                |                |                |                |                |                |
|----------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
|                                  | NRS<br>Level 1 | NRS<br>Level 2 | NRS<br>Level 3 | NRS<br>Level 4 | NRS<br>Level 5 | NRS<br>Level 6 |
| CLAS-E<br>Level 1                | 200-348        | 349-389        | 390-427        | n/a            | n/a            | n/a            |
| CLAS-E<br>Level 2                | 200-348        | 349-389        | 390-427        | 428-457        | n/a            | n/a            |
| CLAS-E<br>Level 3                | n/a            | 349-389        | 390-427        | 428-457        | 458-488        | n/a            |
| CLAS-E<br>Level 4                | n/a            | n/a            | n/a            | 428-457        | 458-488        | 489-620        |

| <b>TABE CLAS-E C/D WRITING</b> |                |                |                |                |                |                |
|--------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
|                                | NRS<br>Level 1 | NRS<br>Level 2 | NRS<br>Level 3 | NRS<br>Level 4 | NRS<br>Level 5 | NRS<br>Level 6 |
| CLAS-E<br>Level 1              | 210-384        | 385-414        | 415-437        | n/a            | n/a            | n/a            |
| CLAS-E<br>Level 2              | 210-384        | 385-414        | 415-437        | 438-461        | n/a            | n/a            |
| CLAS-E<br>Level 3              | n/a            | 385-414        | 415-437        | 438-461        | 462-500        | n/a            |
| CLAS-E<br>Level 4              | n/a            | n/a            | n/a            | 438-461        | 462-500        | 501-670        |

| <b>TABE CLAS-E C/D SPEAKING</b> |                |                |                |                |                |                |
|---------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
|                                 | NRS<br>Level 1 | NRS<br>Level 2 | NRS<br>Level 3 | NRS<br>Level 4 | NRS<br>Level 5 | NRS<br>Level 6 |
| CLAS-E<br>Level 1               | 170-338        | 339-402        | 403-436        | n/a            | n/a            | n/a            |
| CLAS-E<br>Level 2               | 170-338        | 339-402        | 403-436        | 437-475        | n/a            | n/a            |
| CLAS-E<br>Level 3               | n/a            | 339-402        | 403-436        | 437-475        | 476-542        | n/a            |
| CLAS-E<br>Level 4               | n/a            | n/a            | n/a            | 437-475        | 476-542        | 543-760        |

**TABE CLAS-E Level 4 Exit Score from NRS Level 6**

|           |     |
|-----------|-----|
| Reading   | 527 |
| Listening | 533 |
| Writing   | 536 |
| Speaking  | 568 |

### **ESL NRS Educational Functioning Levels and TABE CLAS-E**

| <b>NRS ESL<br/>Level</b> | <b>TABE CLAS-E Score Range</b>   |
|--------------------------|--|
| ESL Level 1              | Total Reading and Writing 225-394/Total Listening and Speaking 230-407 |
| ESL Level 2              | Total Reading and Writing 395-441/Total Listening and Speaking 408-449 |
| ESL Level 3              | Total Reading and Writing 442-482/Total Listening and Speaking 450-485 |
| ESL Level 4              | Total Reading and Writing 483-514/Total Listening and Speaking 486-525 |
| ESL Level 5              | Total Reading and Writing 515-556/Total Listening and Speaking 526-558 |
| ESL Level 6              | Total Reading and Writing 557-600/Total Listening and Speaking 559-600 |

### **D. Basic English Skills Test (BEST Plus 3.0)**

The BEST Plus 3.0 test is an individually administered face-to-face adaptive oral interview designed to assess the English proficiency of adult English language learners (ELLs) that measures the full range of proficiency levels represented in adult education programs. It is intended to assess interpersonal communication using everyday language used in practical situations. Test items reflect language used in everyday life in the U.S. – at home, at work, and in the community. BEST Plus is a combined test of listening and speaking skills and is available in two formats: computer adaptive and semi-adaptive print based.

The BEST Plus 3.0 test is an enhanced version designed to assess the ability to understand and use unrehearsed, conversational, everyday language within topic areas generally covered in adult English

language courses. It has up-to-date content and new item types that assess college and career skills. The BEST Plus 3.0 test has the following updates from BEST Plus 2.0:

- Alignment to the 2016 English Language Proficiency Standards for Adult Education (ELPs) and the 2017 NRS EFLs.
- A new multi-staged adaptive format underlying the test.
- A new Part B section of the test with new question types, and a new category in the rubric that measures higher proficiency performances.
- Updated question types and images that reflect contemporary life in the U.S. and college and career skills.
- A brand new, user-friendly test platform application with cloud-based data storage.
- An easy-access, cloud-based portal to manage the program's test data.

### **1. BEST Plus Locator**

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

### **2. Parallel Forms**

The print-based version has two parallel forms (1 and 2) for pre- and post-testing purposes. Different forms must be used for pre- and post-testing.

### **3. Minimum Hours between Pre- and Post-test**

Post-testing is recommended after 80-100 hours of instruction with a *minimum* of 60 hours.

### **4. Test Administrator Training**

CAL requires test administrators to complete a six-hour training with a CAL-certified BEST Plus trainer and be approved by that trainer to begin administering BEST Plus. CAL recommends annual refresher training. The local program is responsible for maintaining a record of all certified staff trained to administer the BEST Plus.

### **5. BEST Plus Accommodations for Students with Disabilities**

Laws such as the Americans with Disabilities Act of 1990 and other related federal, state, and local laws were enacted to guarantee equal opportunity for individuals with disabilities, including those in educational programs. Programs administering BEST Plus are responsible for providing accessible services and for ensuring that requests for accommodations are considered and handled in a manner consistent with applicable laws and regulations. Programs and test administrators may provide and allow

accommodations in test administration procedures or in the testing environment for individuals with disabilities, provided that the accommodations do not compromise the purpose or results of the test.

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

Likewise, a test administrator cannot explain the content of a picture cue prompt to a person with a visual impairment. An appropriate accommodation would be the use of a magnifying glass to enlarge the image. BEST Plus is not appropriate for use with individuals whose visual impairment prevents them from seeing the picture cue prompts even when enlarged or otherwise enhanced. Skipping picture questions is not a reasonable accommodation for individuals with visual impairments.

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

## **6. Administering and Scoring the BEST Plus**

BEST Plus is administered face-to-face for both the computer-adaptive version and the semi-adaptive print-based version. The BEST Plus takes 5-20 minutes to administer with an average of 6 to 8 minutes depending on the examinee's level of oral proficiency. Higher proficiency speakers usually take longer than speakers with lower proficiency because they are asked more questions and their responses tend to be longer and more complex.

Informative score reports are generated for both the computer and print-based versions using the BEST Plus Score Management Software (SMS). The software allows management of the data that reside in the secure, password-protected database used in the BEST Plus Test Administration Program. The BEST Plus Scores Database stores all data associated with test administrations.

The semi-adaptive print-based version does not require a computer at the time of testing, however at least one computer must be available at the time of scoring in order to convert the raw scores from the test booklets into reportable scale scores using the score management software.

### **ESL NRS Educational Functioning Levels and BEST Plus 3.0**

| <b>NRS ESL Level</b> | <b>BEST Plus 3.0 Score Range</b> |
|----------------------|----------------------------------|
| ESL Level 1          | 600-677                          |
| ESL Level 2          | 678-702                          |
| ESL Level 3          | 703-726                          |
| ESL Level 4          | 727-752                          |
| ESL Level 5          | 753-785                          |
| ESL Level 6          | 786-849<br>(exit 850 and higher) |

## **E. Basic English Skills Test (BEST Literacy 2.0)**

The BEST Literacy is a measurement tool designed to assess reading and writing skills in authentic situations specifically geared for English language learners (ELLs) in the United States. Reading tasks include reading dates on a calendar, labels on food and clothing, bulletin announcements, and newspaper want ads. Writing tasks include addressing an envelope, writing a rent check, filling out a personal background form, and writing personal notes.

The BEST Literacy 2.0 is a measurement tool designed to assess reading and writing skills for students at *ESL levels 1-4*. The BEST Literacy 2.0 has the following updates from the BEST Literacy:

- Alignment to the 2016 ELPs and the 2017 NRS EFLs.
- Updated question types and themes that reflect contemporary life in the U.S.
- A set of sample questions which may be reviewed with examinees at the beginning of the test administration session, to prepare examinees to respond to the Reading and Writing test questions.

### **1. Locator**

The BEST Literacy assessment *does not* provide or require a locator test although some adults entering an ELA program may have limited knowledge of written English and will struggle with or be unable to complete a literacy assessment such as BEST Literacy.

### **2. Parallel Forms**

BEST Literacy 2.0 is available in three parallel forms (1, 2, and 3) for pre- and post-testing. Use of different forms for pre-testing and post-testing is required.

### **3. Minimum Hours between Pre- and Post-test**

Post-testing is recommended after 80-100 hours of instruction with a *minimum* of 60 hours.

### **4. Test Administrator Training**

BEST Literacy 2.0 - Test administrator training is available to all current and prospective test administrators. The local program is responsible for maintaining a record of all staff trained to administer the BEST Literacy.

### **5. BEST Literacy Accommodations for Students with Disabilities**

Laws such as the Americans with Disabilities Act of 1990 and other related federal, state, and local laws were enacted to guarantee equal opportunity for individuals with disabilities, including those in educational programs. Programs administering the BEST Literacy are responsible for providing accessible service and for ensuring that requests for accommodations are considered and handled in a manner consistent with applicable laws and regulations. Program and test administrators may provide and allow accommodations in test administration procedures or in the testing environment for

individuals with disabilities, provided that the accommodations do not compromise the purpose or results of the test.

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

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

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

## 6. Administering and Scoring the BEST Literacy

BEST Literacy can be administered individually or to groups of students in one hour or less. Students can be placed into ESL Level 6 using BEST Literacy but the test does not assess skills beyond this level so students cannot exit Advanced ESL with this test. Retesting of students who enter this level with another assessment is recommended.

BEST Literacy 2.0 is administered to assess reading and writing skills for students at *ESL levels 1-4*. Students who are above NRS Level 4 will exit out of BEST Literacy 2.0 and need to be measured with another reading and writing assessment. BEST Literacy 2.0 is *not* designed for assessing NRS Levels 5 and 6.

### ESL NRS Educational Functioning Levels 1 – 4 and BEST Literacy 2.0

| NRS ESL Level | BEST Literacy Reading Score Range | BEST Literacy Writing Score Range | BEST Literacy Composite Score Range |
|---------------|-----------------------------------|-----------------------------------|-------------------------------------|
| ESL Level 1   | 100-177                           | 100-187                           | 100-182                             |
| ESL Level 2   | 178-203                           | 188-214                           | 183-209                             |
| ESL Level 3   | 204-233                           | 215-254                           | 210-244                             |
| ESL Level 4   | 234-261                           | 255-300                           | 245-300                             |
| ESL Level 5*  | 262-300*                          |                                   |                                     |

\* Students can be placed into ESL Level 5/High Intermediate ESL using Best Literacy 2.0, but the test does not assess skills beyond this level, so students cannot exit High Intermediate ESL with this test.

Retesting of students who enter this level with another assessment is recommended.