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# 2024-2025 Assessment Policy

## I. Introduction and Context

### A. Need for the State Assessment Policy

The use of a standardized assessment policy is required by the Workforce Innovation and Opportunity Act for accountability in documenting student educational gains that are aligned with the National Reporting System (NRS) educational functioning levels (EFL). The State Assessment Policy provides guidelines and responsibilities pertaining to standardized assessment practices for Oklahoma Adult Education and Family Literacy (AEFL) Programs and is based on guidance from the U.S. Department of Education, Office of Career Technology and Adult Education (OCTAE), and specific to NRS and state requirements.

The Oklahoma Department of Career and Technology Education’s (ODCTE) approved assessments are standardized, valid, reliable, and approved for use by OCTAE and its’ local grant providers. Standardized is defined as having directions, time limits, materials, and scoring procedures that are designed to remain constant each time the test is given. Valid is defined as the degree to which the assessment measures what it is intended to measure. Reliable is defined as the consistency with which an assessment produces results. Pre-assessment is defined as the initial assessment administered to a student when they first enroll in the program for the current fiscal year. Post-assessment is defined as an assessment administered to a student to measure learning gains since the pre-assessment or their last assessment in the current fiscal year.

The educational functioning levels (EFL) of a student is determined by NRS approved assessment scale scores. All students are placed into an appropriate EFL as determined by the student’s scale score of the standardized assessments chosen by the state. State performance targets for the NRS educational functioning levels are negotiated between the state and OCTAE each fiscal year. The state’s aggregated pre- and post-assessment data collected from local programs helps determine whether the state meets its performance targets for a fiscal year.

The state assessment policy standardizes the process of determining student progress and completion of levels and allows for comparability across programs within the state. Programs must follow the assessment policy to provide fair and equitable access to services for adult learners. Collection of data must be consistent regarding learner placement and advancement. Programs must maintain accurate data for planning, improvement, and accountability. High quality data is required for accurate reporting and impacts continued program funding and growth. 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). Uniform implementation of assessment is critical therefore all programs will adhere to the state’s assessment requirements and guidelines.

### B. Purpose and Uses of Assessment

Test of Adult Basic Education (TABE) and Comprehensive Adult Student Assessment Systems (CASAS) assessments are used to ensure accuracy in adult learner placement, to diagnose learner strengths and weaknesses, to inform instruction, to monitor progress, and to certify learner mastery. In addition to using required standardized assessments for NRS reporting and accountability, programs use assessments for instructional purposes. Accountability and reporting purposes of assessment include but are not limited to:

* Uniform measurement of learner gains that are aligned with the NRS educational functioning levels
* Consistent comparison of the success of programs in meeting state performance targets
* Consistent comparison of program data for performance-based funding

Instructional purposes of assessment include but are not limited to:

* Determining the instructional needs of individual learners
* Determining the effectiveness of instruction through learner gains
* Providing information regarding local program and/or statewide professional development needs

Alternate or informal assessments are a useful supplement for directing instruction but do not substitute for the standardized assessments required for NRS reporting and educational gain measurement. The state strongly encourages programs and adult education teachers to integrate alternate and/or informal assessment tools and strategies into instruction to:

* Encourage adult learners to self-assess their own learning
* Provide ongoing guidance to the teacher and learner regarding instructional needs and the use of knowledge and skills in a variety of contexts
* Avoid overuse of standardized assessments which can cause a “practice effect” to take place and result in invalid assessment data

### C. Summary and Overview

Local AEFL programs will assess all enrolled students using the appropriate state-approved standardized assessment. Assessment scores are required to be recorded in LACES to reflect student educational gains for NRS reporting and for determining whether local programs meet the state’s negotiated performance targets. Assessment data also provides critical information needed to inform and support effective instruction.

Oklahoma’s Approved Assessments:

* AEFL assessments
  + Test of Adult Basic Education 11/12 (TABE) –Reading, Language, Mathematics Skills
  + CASAS Reading Goals and Math Goals 2
* English as a Second Language (ESL) assessments
  + TABE Complete Language Assessment System – English (CLAS-E) – Reading, Listening, Writing, and Speaking Skills
  + CASAS – Reading and Listening STEPS

To ensure valid results, individuals administering these assessments will follow all assessment administration and scoring guidelines established by the publishers.

Pre-Assessment

Students can be entered into LACES as a prospective student after the completion of a program intake form. ODCTE and LACES require that students be assessed before having their status changed from perspective to enrolled. Adult literacy providers should assess learners in the areas that are the focus of instruction, using an appropriate standardized test. Programs may push multiple subject areas forward from the preceding FY to be used as the new FY pre-assessment for a returning student if the pushed-forward assessment was administered 180 days or less prior to the student’s current FY enrollment date.

The state’s LACES system will automatically assign the student an NRS Entry Level in the subject area with the lowest EFL scale score, however, EFL gains can be captured in any subject area that a student is assessed. Learning gains may be captured when a student is post-assessed in a subject area. Only one learning gain can be captured in LACES within the same period of participation (POP). For the student to get a second EFL gain by means of an NRS assessment, they must leave the program for more than 90 days, and then enter into a new POP. If a student returns after 90 days of being absent, they will be re-enrolled and the program can resume entering instructional hours into LACES without entering a new assessment.

Programs can change the subject area, in which the student is being tracked. If the assigned subject area is manually changed for any reason, the program must provide written documentation in the student’s file as to why the subject area tracking change was made.

#### Post-Assessment

Adult literacy providers should administer post-tests, using an alternate form, at the end of a semester, term, quarter, or other substantial block of instruction to document learning gains. After being pre-assessed and receiving instructional hours, each student must be post-assessed using the following NRS-approved publisher guidelines:

TABE 11/12: Minimum 40 hours of instruction (50-60 hours recommended)

CASAS Reading Goals: Minimum 40 hours of instruction (50-60 hours recommended)

CASAS Math Goals 2: Minimum 40 hours of instruction (50-60 hours recommended)

TABE – CLAS-E: Minimum 40 hours of instruction (60-95 recommended)

CASAS Reading STEPS: Minimum 40 hours of instruction (70-100 recommended)

CASAS Listening STEPS: Minimum 40 hours of instruction (70-100 recommended)

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| **TABE 11 and 12 Scale Score Ranges for NRS Educational Functioning Levels** | | | |
| *National Reporting System Levels* | *Reading* | *Total Math* | *Language* |
| ABE Beginning Literacy | 300-441 | 300-448 | 300-457 |
| ABE Beginning | 442-500 | 449-495 | 458-510 |
| ABE Low Intermediate | 501-535 | 496-536 | 511-546 |
| ABE High Intermediate | 536-575 | 537-595 | 547-583 |
| ABE Low Adult Secondary | 576-616 | 596-656 | 584-630 |
| ABE High Adult Secondary | 617-800 | 657-800 | 631-800 |

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| **TABE CLAS-E Scale Score Ranges for NRS Educational Functioning Levels** | | | | | | | |
| *National Reporting System Levels* | *Reading* | *Writing* | *Total Reading & Writing* | *Listening* | *Speaking* | *Total*  *Listening & Speaking* | *SPL* |
| 1 ESL Beginning Literacy | 250-392 | 200-396 | 225-394 | 230-389 | 231-425 | 230-407 | 0-1 |
| 2 ESL Low  Beginning | 393-436 | 397-445 | 395-441 | 390-437 | 426-460 | 408-449 | 2 |
| 3 ESL High Beginning | 437-476 | 446-488 | 442-482 | 438-468 | 461-501 | 450-485 | 3 |
| 4 ESL Low  Intermediate | 477-508 | 489-520 | 483-514 | 469-514 | 502-536 | 486-525 | 4 |
| 5 ESL High  Intermediate | 509-557 | 521-555 | 515-556 | 515-549 | 537-567 | 526-558 | 5 |
| 6 ESL Advanced | 558-588 | 556-612 | 557-600 | 550-607 | 568-594 | 559-600 | 6 |

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| **CASAS Assessment Chart for Educational Functioning Level in Reading Goals and Math Goals 2 (ABE)** | | |
| *Educational Functioning Level* | *CASAS Level* | *Reading and Math Score Ranges* |
| 1 Beginning Literacy/Pre-Beginning | A | Reading: 150-200  Math: 150-200 |
| 2 Beginning Basic Skills | B | Reading: 200-210  Math: 200-210 |
| 3 Intermediate Basic Skills | B | Reading: 210-220  Math: 210-220 |
| 4 Advanced Basic Skills | C | Reading: 220-235  Math: 220-235 |
| 5 Adult Secondary | D | Reading: 235-245  Math: 235-245 |
| 6 Advanced Adult Secondary | E | Reading:245-250  Math: 245-250 |

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| **CASAS Assessment Chart for Educational Functioning Level in Reading and Listening STEPS (ESL)** | | |
| *Educational Functioning Level* | *CASAS Level* | *Reading and Listening Score Ranges* |
| 1 Beginning ESL Literacy | A | Reading: 150-180  Listening: 150-180 |
| 2 Low Beginning ESL | A | Reading: 180-190  Listening: 180-190 |
| 3 High Beginning ESL | A | Reading: 190-200  Listening: 190-200 |
| 4 Low Intermediate ESL | B | Reading: 200-210  Listening: 200-210 |
| 5 High Intermediate ESL | B | Reading: 210-220  Listening: 210-220 |
| 6 Advanced ESL | C | Reading:220-235  Listening: 220-235 |
| 7 Adult Secondary | D | Reading: 235-245  Listening: 235-245 |
| 8 Proficient Skills | E | Reading: 245-250  Listening: 245-250 |

### D. Resources for Information and Assistance

#### TABE

For specific information about TABE assessments, contact Mike Johnson, National Adult Education Director, Data Recognition Corporation, by telephone at 1-630-995-6712, or e-mail at [mjohnson@datarecognitioncorp.com](mailto:mjohnson@datarecognitioncorp.com).

#### CASAS

For specific information about CASAS assessments, contact Linda Taylor, Director of Assessment Development, at CASAS by telephone at 1-800-255-1036, extension 186, or e-mail at [ltaylor@casas.org](mailto:ltaylor@casas.org).

## II. GENERAL ASSESSMENT REQUIREMENTS

### A. Students to be Assessed

All students that will be included in Oklahoma’s NRS data submission will be tested, including distance learning students. Exceptions may be made for students who are unable to understand or respond to the test due to low literacy, English proficiency, or due to disability. However, programs must provide some alternative assessment for such students. Learning gains may occur in multiple subject areas. Additional post-assessments are encouraged as needed for instructional planning and guidance. For more information on authorized assessments, refer to section 3, Guidelines for each assessment.

### B. Assessments Permitted

#### Assessments Allowed for NRS Reporting

Approved assessments for Adult Education include the following:

* TABE 11 / 12

Approved assessments for English language learners include the following:

* TABE Complete Language Assessment System – English (CLAS-E)
* CASAS
  + CASAS Math Goals 2 – Forms 921-930
  + CASAS Reading Goals – Forms 901-908
* CASAS
  + Reading STEPS – Forms 621-630
  + Listening STEPS – Forms 621-630

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| **Name of Test** | **Subject Area(s) Assessed** | **Type of Student** |
| TABE 11/12 | Reading, Math, Language | Adult Basic Education |
| TABE CLAS-E | English Language Proficiency | English as a Second Language |
| CASAS Math Goals 2 and CASAS Reading Goals | Math and Reading | Adult Basic Education |
| CASAS Reading and Listening STEPS | English Language Proficiency | English as a Second Language |

#### Uniform Time

Below are the Uniform Time guidelines:

* The TABE Locator and CASAS Appraisal tests must be administered first, and used to determine the appropriate education level to administer in each subject area. Adult learners unable to complete the TABE Locator Test will be administered the TABE Literacy Level (L) Test. Level L is not approved to measure learning gains.
* Different forms of the same level of the TABE and CASAS will be used for the pre- and post-assessments. Example: If a student is pre-assessed using TABE Form 11, Level M, they would then be post-assessed using TABE Form 12, Level M.
* A student’s lowest scaled score (unless another subject is designated) will be used for placement in an EFL and to document learning gains in accordance with NRS guidelines. Subject area scores to be used for measuring learner gain include reading, total math, or language. (See the TABE and CASAS scoring charts in the Introduction and Context section.)
* A pre-assessment will be completed within the first 12 hours of orientation and/or instruction. A post-assessment will be completed per the guidelines of TABE and CASAS:
  + TABE 11/12: Minimum 40 hours of instruction (50-60 hours recommended)
  + TABE – CLAS-E: Minimum 40 hours of instruction (60-95 recommended)
  + CASAS Reading Goals: Minimum of 40 hours of instruction (70-100 recommended)
  + CASAS Math Goals 2: Minimum of 40 hours of instruction (70-100 recommended)
  + CASAS Reading STEPS: Minimum of 40 hours of instruction (70-100 recommended)
  + CASAS Listening STEPS: Minimum of 40 hours of instruction (70-100 recommended)
* Based on the test publisher Data Recognition Corporation (DRC) recommendations, and to avoid a possible “practice effect,” the same TABE Form (11 or 12) should not be administered to a learner more often than every six months or 120 instructional hours.
* If a learner is absent from the program for 90 days or more, they should be marked as “left” in LACES. Learners should not be marked “left” before 90 days. The only exception to this 90 day rule is if a student’s status has been paused, or as referenced in LACES as a stop out/scheduled service. This would only occur if a student has a qualified circumstance, such as a pregnancy, a medical emergency, or other personal matter which prohibits the student from attending classes. If a stop out/scheduled service occurs, then proper documentation, including a scheduled return date must be entered into the LACES system.

#### Test Administration

Testing personnel must remain in the testing room throughout each entire test session to ensure that students follow all testing rules. Examinees must sit three to five feet apart and refrain from talking during the testing session or seeking help from others in any way, including use of electronic devices. Testing personnel must ensure that they follow all test administration directions and language as stipulated in the appropriate test administration manual.

#### Other Assessment Requirements Applicable to Oklahoma AEFL Providers

* Once an assessment has been administered, the score must be entered into LACES. For example: If a student completes a pre-assessment but does not complete the minimum 12 hours of instruction, that individual’s pre-assessment must still be included in LACES. Note that this data will count against the measurable skills gain performance of the program.
* A learner’s files must have a pre-assessment score recorded on the learner’s enrollment form or have a printed assessment report. If scores do not automatically import into LACES, programs should manually enter the scores into the MIS system. These scores will be used to document progress toward meeting program and state goals for the percentage of adults completing each of the NRS educational functioning levels.
* Post-assessment scores can be recorded on the monthly attendance forms, entered into LACES, and used to document learner progress according to NRS guidelines.
* All LACES data, which includes test scores, must be updated monthly.
* A student’s lowest scale score may be rolled over from one fiscal year into the next fiscal year, and only if there is a 180-day or less window of time between the student’s last assessment date and the new fiscal year class enrollment date. The assessment that is rolled over will serve as the student’s pre-assessment for the new fiscal year.
* The state goal for the number of students receiving both a pre-and post-assessment is 60%. Programs will use local LACES attendance data to track student instructional hours and ensure that post-assessment is completed according to assessment guidelines of a minimum of 40 hours, but a recommended 60+ hours of instruction.
* Programs should be aware of and implement research-based practices and strategies that encourage student persistence. Persistence is defined as a student attending the program long enough to capture learning gains and achieve goals.

#### Guidelines for Using HSE Passing Scores as a Post-Assessment

The NRS does not require negotiation of a learner-gain percentage goal for students entering at the High Adult Secondary Education (High ASE) level. It is expected that students functioning at this level who do not have a high school diploma will set the goal of obtaining a high school equivalency (HSE). A student’s achievement of the set goal for obtaining an HSE is validated through the ODCTE data match process. In LACES, HSE passing scores work differently than a post-assessment score when measuring learner gains. A program will receive credit for a Measurable Skill Gain for a student that is pre-tested and then completes their HSE without being post-tested.

The learner must have passed all HSE subject areas.

### C. Training for Administering Assessments

Training in the assessment system is required to ensure accurate use of tests, appropriate interpretation of learner results, and to maintain the integrity and quality of the assessment process. For training purposes, instructors may examine assessment materials for review purposes only. It is essential that this occurs in a controlled, supervised environment with test security safeguards in place. Trainers should take special care to ensure the collection of all test booklets at the completion of training. Oklahoma requires that test administrators be properly trained, as recommended by the test publisher before administering standardized assessments. Training documentation, including which local program staff received training will be kept on file for review by ODCTE AEFL staff. The ODCTE requires at a minimum one person from each program using CASAS or TABE, to successfully complete implementation training for each respective assessment instrument used by the program.

Oklahoma contracts with TABE and CASAS to provide face-to-face and/or online training. Online training is available throughout the year. Only those individuals that have received TABE and/or CASAS, training may use the respective assessments. Once trained, this individual can train others within his or her respective program but may not train outside that program.

#### Program Director Responsibilities

Adult learning center (ALC) directors will be held responsible for the following:

* Proper assessment procedures are followed
* Persons administering the assessments have been properly trained and are able to meet the student demand for pre- and post-assessment
* Accurate scale scores are reported in a timely manner to ensure local data entry is kept current
* Assessment materials are current, stored in a locked location, and inventoried annually

### D. Accommodating for Students with Disabilities or Other Special Needs

Adult learners who self-disclose a disability documented by a qualified professional and are eligible for accommodations under provisions of Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA) may be granted appropriate testing accommodations. Proper accommodations meet the needs of examinees without changing what the test measures. Adult literacy providers are responsible for providing fully accessible services and for ensuring that these services meet reasonable criteria. Adult learners with disabilities are responsible for requesting accommodations and for submitting current documentation of their disability at the time of registration, program entry, or after diagnosis. Adult literacy providers must document the need for learner accommodations in official learner records. The documentation must show that the disability interferes with the learner’s ability to demonstrate performance on the test. The information may be obtained from a doctor’s report, a diagnostic assessment from a certified professional, an IEP, or other clinical records.

#### CASAS

CASAS test forms that are appropriate for learners with a disability include computer-based tests and large-print tests, such as the Life and Work reading pre-test and post-tests, and tests with enhanced print such as the Life Skills Beginning Literacy Reading assessment test forms. CASAS functional reading tests in a Braille format are also available. They measure basic literacy skills for learners who have a visual impairment. Detailed information on providing accommodations can be found in [Guidelines for Providing Accommodations Using CASAS Assessment for Learners with Disabilities](https://www.casas.org/docs/pagecontents/accommodationsguidelines2010.pdf).

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| **Providing Accommodations Using CASAS Assessment** | | |
| *Disability* | *Accommodations* | |
| Specific Learning Disability and/or ADHD such as dyslexia, dyscalculia, receptive aphasia, hyperactivity, written language disorder, attention deficit disorder | Extended time (1.5)  Alternate schedule  Frequent breaks  Scribe/writer/alternate room  Computer — spelling and grammar check disabled  Simple calculator  for Level A/B only | Large-print forms and Answer Sheet  for all CASAS tests  CASAS eTests® |
| Deaf or Hearing Impairment  Blind or Visually Impaired  Mobility impairment | Sign language interpreter  for test directions only  head phones for those taking a listening test  Magnifier/Template  Text-to-speech software  Video magnifiers  Scribe/reader  Extended time  Alternate site/equipment  Scribe/writer/communication board | Level A/B Reading test in contracted  Braille format Large-print CASAS tests  CASAS Listening test series (Levels  A, B and C) |
| Emotional/Mental Disability  such as bipolar disorder and major  depression | Extended time  Supervised breaks  Private room  Limit testing per day |  |
| Intellectual Disabilities  such as traumatic brain injury,  autism, cerebral palsy, epilepsy,  mental retardation | One-on-one administration  Extended time | Adult Life Skills  Color-Photo Forms 312 -352  POWER Forms 301- 307  Beginning Literacy Forms 27/28 |
| NOTE:  The accommodations listed above are suggestions only and in addition to use of regular CASAS tests. Accommodations are based on needs of individual learners and not on a disability category. Any testing accommodation should be consistent with documentation in the annual plan, such as an individualized program plan (IPP). Alternate test forms developed by CASAS do not modify test standards. | | |

#### TABE

TABE online assessments are provided by ODCTE to AEFL providers with no charge to the local program.

Test forms that are appropriate for learners with a disability include three categories of accommodation. Category 1 accommodations are not expected to influence examinee performance in a way that alters the interpretation of either criterion- or norm-referenced test scores. 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 the aggregate score reports without special notation of the accommodations. Category 2 accommodations may influence examinee performance that should be considered when interpreting individual examinee criterion and norm-referenced test scores. In the absence of research demonstrating otherwise, test scores and any consequences or decisions associated with them should be interpreted considering the accommodation(s) used. 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(s) used, but also in light of how the accommodation(s) may alter what is measured. More information can be found at <http://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf>.

**TABE 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-response 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

**TABE 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 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 rime 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

**TABE Category 3 Accommodation**

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(s) used, but also in light of how the accommodation(s) may alter what is measured.

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. Data Recognition Corporation (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 text-talk converter, where the reader is required to construct meaning and decode words from text
* On a reading comprehension test, use a tape recording of stimulus material, questions, and/or answer choices
* Have directions, stimulus material, questions, and/or answer 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

## III. Guidelines for Each Assessment

### A. Information Included for Each Assessment

Sections I and II contain information on each of the following:

* The description of students for whom the assessment is appropriate
* Whether a locator or other pre-placement assessment or procedures are used prior to administering the actual assessment
* Assessment subtests
* Training requirements for administering the assessment
* Time when post-testing should occur
* Instructions on how to use scale scores from the assessments to place students into NRS educational functioning levels are performed by LACES.
* Alternative forms of the test are available for both TABE and CASAS. Section I contains information on approved assessments for use by the Workforce Innovation and Opportunity ACT (WIOA) funded programs and provides information about which assessments are appropriate for which learner populations. The use of alternative forms will reduce over-assessing on the same assessment. If a program administers a pre-test to a student with one assessment, they must reassess the student subsequently with alternate forms.

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

* The TABE CLAS-E is used to assess non-native speakers’ reading, writing, listening and/or speaking skills in English. All or one of the skill areas may be assessed.
* The TABE CLAS-E locator should be administered in an appropriate manner according to publisher guidelines. The appropriate TABE CLAS-E level (1, 2, 3, or 4) should be administered in each subject area as determined by the locator.
* Different forms (A or B) of the same level of the TABE CLAS-E will be used for the pre- and post-assessments.
* A student’s lowest TABE CLAS-E scale score will be used for placement in an EFL and to document learning gains in accordance with NRS guidelines. If this is not the case, written documentation is required as to why. Subject area scores to be used for measuring learner gain include reading, writing, listening, speaking, total reading/writing, or total listening/speaking. (See TABE CLAS-E scoring chart below)

#### CASAS Reading and Listening

* The CASAS Reading and Listening is used to assess non-native speakers’ reading, writing, listening and/or speaking skills in English. All or one of the skill areas may be assessed.
* The CASAS Reading and Listening appraisal should be administered in an appropriate manner according to publisher guidelines. The appropriate CASAS level should be administered in each subject area as determined by the appraisal.
* A pre-assessment will be completed within the first 12 hours of orientation and/or instruction. A post-assessment will be completed after a minimum of 40 individual instructional hours. The publisher recommends at least 70 hours.
* A student’s lowest CASAS Reading and Listening scale score will be used for placement in an EFL and to document learning gains in accordance with NRS guidelines. If this is not the case, written documentation is required as to why, and kept in a student folder. Subject area scores to be used for measuring learner gain include reading and listening.

### B. Quality Control Procedures

* All pre- and post-assessment scores will be included in LACES regardless of the number of hours of instruction. For example: If a student completes a pre-assessment but does not complete the minimum 12 hours of instruction, that individual’s pre-assessment must still be included in LACES.
* Pre-assessment scores will be recorded on the learner’s enrollment form, entered into the ODCTE-approved management information system (LACES), and used to document progress toward meeting program and state goals for the percentage of adults completing each of the NRS educational functioning levels.
* Post-assessment scores will be recorded on the monthly attendance forms, entered into LACES, and used to document learner progress according to NRS guidelines.
* Assessment scores will be entered into LACES during the month they are administered. All LACES data is to be kept current.

### C. Overall Assessment Practices

* The program director will ensure that all program staff involved in gathering, analyzing, compiling, and reporting data for the NRS will attend, at minimum, an annual in-service meeting addressing the following topics: (1) NRS policy, guidelines, updates, and definitions of measures; (2) state accountability policies, local program data collection processes; and (3) implementation of assessment for valid reporting purposes. While the above information can serve as a refresher for returning staff each year, it should also be included as part of the required in-service for new staff throughout the year.
* Program directors must attend the annual state directors’ meetings to stay abreast of state and NRS reporting updates. Programs are encouraged to take advantage of NRS online training as part of their annual professional development plan.
* Local programs should maintain a list of trained assessment administrators and have on file certificates of training for each test administrator.
* The program director will ensure that an adequate number of staff is trained so that data collection, analysis, and reporting are valid and completed in a timely manner.
* Assessments must not interrupt instruction.
* Program directors are expected to monitor assessment for compliance with standard assessment processes. The test publisher’s guidelines for assessment are given precedence.
* Test security is imperative; therefore, all testing materials will be inventoried no less than quarterly. Programs should maintain a written test inventory log. Test materials will be stored in locked files, accessible only to program directors and/or test administrators.
* The following procedures have been programmed in LACES to ensure correct assessment procedures are followed: (1) TABE CLAS-E forms cannot be entered consecutively in a student’s LACES file; (2) Post-assessment scores cannot be entered when a student has less than the approved hours of individual instruction since their last assessment; (3) TABE CLAS-E levels cannot be lower for a post-assessment than were administered for a pre-assessment, as LACES will not accept a lower leveled post-assessment.
* ODCTE AEFL staff will conduct desktop reviews monthly of local program data to ensure the assessment policy is being followed and valid data is being reported. If the state determines a program’s data to be invalid due to a lack of policy implementation or data entry procedures, they will be notified and asked to provide a corrective action plan. ODCTE AEFL staff will follow up on the plan to ensure corrections have been made. Programs may not be eligible for performance-based funding if their data is deemed invalid.

## IV. General Distance Learning Requirements

### Definition of Distance Education

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

### Definition of Distance Learners

Distance learners are students who receive distance education services as defined above.  It is not uncommon for adult learners to receive both distance education and traditional classroom education during the program year.  A student’s hours in both distance learning and traditional classroom programs will be reported in Oklahoma’s management information system, LACES.  A student will be reported as a distance learner for federal reporting purposes if he/she received 51% or more of his/her instruction at a distance (proxy hours).  This determination will be made at the end of the program year.

### Measuring Contact Hours for Learners in Distance Education

The U.S. Department of Education, Office of Career Technical and Adult Education (OCTAE), requires students in distance education to have at least 12 hours of direct contact with the adult education program before they can be counted as a fundable student in the NRS system. Direct contact hours involve interaction between the learner and program staff in real time where the identity of the learner can be verified. Direct contact hours may include face-to-face orientation, pre-assessment, post-assessment, goal setting, and instruction.  In addition, direct contact hours may include contact through telephone, video, teleconference, or online communication.  Live online discussions, telephone conference calls, and live video broadcast to remote locations are examples of direct contact hours that are countable under this definition.

### Proxy Contact Hours

In addition to direct contact hours, adult education programs must report proxy contact hours to track the time students spend on distance learning activities.  Proxy contact hours must be associated with one of the three approved distance learning models of instruction.

1. The Clock Time Model assigns contact hours based on time that a learner is engaged in a software program that tracks time.
2. The Teacher Judgment Model assigns a fixed number of hours based on teacher determination of the extent to which a learner engaged in, or completed, the assignment.
3. The Learner Mastery Model assigns a fixed number of hours based on the learner passing a test on the content of the lesson.

The model used in Oklahoma will vary depending on the curricula used.  Currently, all state-approved distance learning curricula are web-based and use the Clock Time Model to assign proxy hours.  The online programs track the time the student works in the program from logging in to logging out. Distance learning teachers will also maintain a record of student clock hours.

Proxy and direct contact hours will be recorded separately in LACES.  This will determine whether the student will be reported as a distance student (51% or more hours of instruction via distance) or as a traditional classroom learner.  Students who have received some distance instruction (50% or less of their total instructional hours) may not be reported as a distance learning student but may be counted as a traditional student as long as the student has twelve contact hours.

### Assessing Distance Learners

Oklahoma’s adult education and literacy assessment policy will apply to all adult education students – distance and non-distance.  Assessments will be conducted in a secure, in-person, proctored setting.

### NRS Reporting of Students in Distance Learning

Distance learner data will be reported on NRS Table 4C and Table 5A.  Proxy contact hours and actual contact hours for distance learning students will be reported on NRS Table 4C.  Core follow-up outcome measures for distance learning students will be reported on NRS Table 5A.  Data entry personnel for distance learning programs must enter data for distance learning students monthly.

### Funding for Distance Learning

Additional funding will not be available to programs approved to offer a distance learning program.  Programs must be willing to incur any increased costs associated with distance learning.

## V. Contact Information

If you have any questions about Oklahoma’s Adult Education and Family Literacy Assessment Policy or any other requirements, contact the ODCTE AEFL team via [abe@careertech.ok.gov](mailto:abe@careertech.ok.gov) or (405) 743-5556.