2019-20 State Assessment Policy

Adult Education and Family Literacy Act

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Setting the Context

The Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Innovation and Opportunity Act, requires the Colorado Department of Education to establish and monitor accountability within its local adult education programs. Accountability procedures must be in accordance with the National Reporting System (NRS), which serves as the accountability system for AEFLA. As part of fulfilling its monitoring requirements, AEFLA requires each State to have a written assessment policy that its local eligible providers must follow in measuring educational gain and reporting data in the National Reporting System. The assessment policy must be approved by the Secretary of Education (34 CFR §§ 462.4 (a)). The purpose of this document is to fulfill that requirement.

This assessment policy is effective for all grantees receiving AEFLA and/or Integrated English Literacy and Civics Education (IELCE) funds. Learners receiving adult education, family literacy, and/or English language instruction using these funds must be assessed according to this policy.

The state assessment policy is enacted to ensure assessments administered at the local program level are valid (measuring what is intended to be measured), and reliable (yielding consistent results). The policy ensures assessments are administered in a standardized and consistent way by all grantees. When test procedures are not followed correctly or consistently, the validity is lost, and comparability is compromised.

This policy will detail how educational gain is measured, which assessments are approved in Colorado, pre- and post-test requirements, instructional hour requirements, certified trainer and administrator training requirements, local assessment procedure requirements, requirements for assessing learners with accommodations, and data entry requirements. This policy will help ensure educational progress is tracked consistently, testing and security protocols are consistent to ensure comparability and quality data, instruction is informed and effective, and that state level outcome data is accurate.

In order to ensure the assessment policy is being implemented fully, the Office of Adult Education Initiatives (AEI) will:

- Provide the state assessment policy to local AEFLA grantees.
- Offer technical assistance that provides an overview of the assessment policy and showcases changes at the beginning of the program year.
- Deliver training on the administration of assessments.
- Monitor grantees’ implementation and administration of the assessment policy through calls, site visits, and data quality checks. Based on results, appropriate additions may be made to individual grantees’ technical assistance plans.
- Maintain records of local program staff trained to administer assessments in each of the approved assessments.

The AEFLA funded program will:

- Adhere to state policy and guidance.
- Create and implement Local Assessment Procedures based on the state assessment policy, test publishers’ guidelines, and assessment training.
- Monitor program staff in accordance with state policy and assessment publisher guidelines.
- Maintain records at the program level of staff trained to administer assessments.

Additional resources related to the assessment policy, including a FAQ document, can be found in the Policies section of the Grantee Handbook.
Demonstrating Measurable Skill Gain

Measurable Skill Gain is defined by the National Reporting System as the percentage of WIOA Title II participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment, and who are achieving measurable skills gains, defined as academic, technical, occupational, and other forms of progress towards such a credential, or employment.

Learners are able to demonstrate measurable skills gain by:

- Demonstrating an Educational Functioning Level (EFL) gain between a pre- and post-test,
- Demonstrating an EFL gain by exiting the adult education program and entering into postsecondary education or training, or
- Obtaining a secondary diploma or equivalent.

Grantees are not required to track whether learners obtain a high school diploma, a high school equivalent, or enter into postsecondary education. This information is gathered through a data match at the state level and is in accordance with performance and accountability requirements per the National Reporting System and shared at the aggregate state level on relevant NRS tables. The information collected at the state level in these areas will not be reported back to grantees, so grantees may track this information at the local level through their use of LACES, the statewide data system.

Demonstrating Educational Gain by Pre- and Post-test

To help ensure the comparability of measures across states and the integrity of the data submitted to the U.S. Department of Education and Congress, regulations on measuring educational gain through pre- and post-testing are issued by the Secretary of Education (34 CFR §§462.42 and §§462.43 Subpart D). The regulations codify the requirements states and local providers must meet when measuring educational gain and are incorporated in this assessment policy.

Learners demonstrating educational gain by taking a pre- and post-test must be administered a test that 1) the Secretary deems suitable for use in the NRS, and 2) AEI has identified in this assessment policy, and 3) post-tests according to the instructional hour requirements set forth in this policy (see Approved Assessments).

For this option, educational gain is measured by comparing the learner’s initial EFL(s) in each of the NRS approved pre-test the learner takes, with the learner’s EFL from the corresponding, subsequent post-test(s). Results provide evidence of learner gains resulting from instruction. A learner is considered to have made an educational gain when the learner’s post-test in a particular content area indicates that the learner has advanced one or more EFLs above the level at which the learner pre-tested in a content area.

Educational Functioning Levels (EFLs)

EFLs have been determined by the National Reporting System. See the Approved Assessments section for a breakdown of EFLs as they relate to approved assessments and placing learners within an EFL. The EFLs are broken down in the following Tables 1A and 1B.
### TABLE 1A: Adult Basic Education (ABE) and Adult Secondary Education (ASE)

<table>
<thead>
<tr>
<th>EFL</th>
<th>High School Grade Level Equivalent (GLE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Level 1</td>
<td>0-1.9</td>
</tr>
<tr>
<td>ABE Level 2</td>
<td>2-3.9</td>
</tr>
<tr>
<td>ABE Level 3</td>
<td>4-5.9</td>
</tr>
<tr>
<td>ABE Level 4</td>
<td>6-8.9</td>
</tr>
<tr>
<td>ABE Level 5</td>
<td>9-10.9</td>
</tr>
<tr>
<td>ABE Level 6</td>
<td>11-12</td>
</tr>
</tbody>
</table>

### TABLE 1B: English as a Second Language (ESL)

<table>
<thead>
<tr>
<th>EFL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Level 1</td>
</tr>
<tr>
<td>ESL Level 2</td>
</tr>
<tr>
<td>ESL Level 3</td>
</tr>
<tr>
<td>ESL Level 4</td>
</tr>
<tr>
<td>ESL Level 5</td>
</tr>
<tr>
<td>ESL Level 6</td>
</tr>
</tbody>
</table>

Approved Assessments

Table 2 lists approved assessments, which are available for local grantees to use in measuring educational gain by pre- and post-test. Local grantees must always follow test administration practices and assessment publisher guidelines when administering these tests. Grantees may only use AEI-approved assessments and forms for pre- and post-testing to place learners into EFLs and for instructional and reporting purposes. Assessments being utilized for NRS reporting purposes cannot be used more frequently than within instructional hour windows prescribed by test publishers (see Pre- and Post-Test Requirements section). Grantees are encouraged to utilize instructional-based assessments between pre- and post-testing to determine learner progress in addition to these approved assessments.

These tests were deemed suitable for use in NRS by the Secretary of Education in the Federal Register. These assessments are appropriate for measuring literacy, language, and numeracy development of adult learners; provide standardized administration and scoring procedures; provide alternate equivalent forms for post-testing; and can be linked to EFLs.
If new form(s) become available for existing approved assessments, and/or assessment instruments are retired from the approved list, AEI will update the assessment policy, announce the change to grantees, and update the content of professional development training accordingly.

No high school equivalency practice tests or high school equivalency tests are approved NRS assessments. Therefore, they cannot be used to place learners into EFLs or to show pre- and post-test gains.

**TABLE 2: Approved Assessments**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Approved Forms</th>
<th>Educational Level</th>
<th>Approved Through (AEI)</th>
<th>Approved Through (Federal Register)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASAS 1 GOALS Reading (900 series)</td>
<td><strong>Paper Forms:</strong> 901, 902, 903, 904, 905, 906, 907, 908 <strong>Computer Based</strong></td>
<td>ABE, ASE</td>
<td>2/5/2025</td>
<td>2/5/2025</td>
</tr>
<tr>
<td>CASAS GOALS Math (900 Series)</td>
<td><strong>Paper Forms:</strong> 900, 913, 914, 917, 918 <strong>Computer Based</strong></td>
<td>ABE, ASE</td>
<td>3/6/2022</td>
<td>3/6/2022</td>
</tr>
<tr>
<td>CASAS Life and Work Reading (80 series)</td>
<td><strong>Paper Forms:</strong> 27, 28, 81, 82, 81x, 82x, 83, 84, 85, 86, 185, 186, 187, 188 <strong>ASE English:</strong> 513, 514 <strong>Citizenship Tests:</strong> 951, 952, 951x, 952x <strong>Computer Based</strong></td>
<td>ESL</td>
<td>6/30/2020</td>
<td>2/2/2021</td>
</tr>
<tr>
<td>CASAS Life and Work Listening (980 series)</td>
<td><strong>Paper Forms:</strong> 981L, 982L, 983L, 984L, 985L, 986L <strong>Computer Based</strong></td>
<td>ESL</td>
<td>6/30/2020</td>
<td>2/2/2021</td>
</tr>
<tr>
<td>TABE 11&amp;12 (Reading, Language, and Math)</td>
<td><strong>Paper Forms:</strong> 11 and 12 <strong>Computer Based</strong> 11 and 12</td>
<td>ABE, ASE</td>
<td>9/7/2024</td>
<td>9/7/2024</td>
</tr>
</tbody>
</table>

**Pre- and Post-Test Requirements**

**Placement Requirements**

All learners must be pre-tested at initial intake and each new Period of Participation (PoP). Pre-tests must occur prior to instruction taking place. The pre-test scale score will determine the learner’s initial EFL. Pre-tests must be administered face-to-face between the test administrator and the learner. Learners do not necessarily need

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1. CASAS: Comprehensive Adult Student Assessment Systems
to be assessed in all content areas. At a minimum, a learner must be assessed in reading, language, or math. Grantees must report all approved assessments a learner takes in the statewide data reporting system, LACES.

If multiple content areas are assessed through pre-testing, and the learner has different EFLs in different content areas, the grantee will manually select which of those content areas will be recorded in LACES as the learner’s subject area after 12 hours of instruction. The subject area selected will determine the learner’s initial EFL for recording purposes on NRS Tables. The subject area selection does not impact measurement of post-test level gains. When the learner post-tests, if the learner receives a level gain in any subject area that he/she pre-tested in, a level gain will be recorded for the program. Once the learner’s initial EFL for the program year is established, it cannot be changed.

**TABE:** There are five levels of the TABE assessment (L, E, M, D, A) that correspond to NRS EFLs for ABE and ASE. In order to determine which assessment is most appropriate for pre-testing the learner, the grantee must first administer the TABE Locator. Using the TABE paper-based Locator Test Cut-Scores table, the grantee will be able to determine which level of the pre-test the learner will take. If using TABE Online, the online locator will automatically select the correct pre-test for the learner.

**CASAS:** There are five levels of the CASAS assessment (A, B, C, D, E) that align to the NRS ABE and ASE EFLs. CASAS forms A, B, and C are also aligned to the NRS EFLs for English as a Second Language (ESL). In order to determine which form is most appropriate to use for pre-testing the learner, the grantee must first administer the CASAS Appraisal associated to the test series the program is using (i.e., Life and Work or GOALS). Tables provided by CASAS for paper-based tests are then used to identify which level of pre-test to administer to a learner based on his/her appraisal score. If using CASAS Online, the online Appraisal will automatically select the correct pre-test for the learner.

If a grantee uses CASAS Reading assessments for ESL, the pre-test score may be used for placement in an ABE level. Any CASAS pre-test which results in the EFL “Completed ESL L6” cannot be used for EFL placement, and these learners must be re-tested on an ABE assessment.

**Pre-tests Administered by Another Entity**
AEI allows local grantees to accept assessment scores administered by other entities, especially Workforce Innovation and Opportunity Act (WIOA) and corrections partners, in order to avoid over-testing.

Tests administered by other entities may only be accepted by a local grantee if:

- The test is an approved assessment listed in the state assessment policy;
- The test was administered within the previous 3 months;
- The administrator meets test administrator requirements outlined in this policy when the assessment was delivered;
- The learner was given a locator/appraisal (if applicable) prior to pre-testing; and
- All test procedures, e.g., time limits, etc., have been followed.

AEI encourages local adult education grantees to meet with WIOA and community partners to determine how to most effectively offer assessment services to avoid unnecessary duplication and over-testing.

**Using Scale Scores to Place Learners into EFLs**
Grantees must use test administration materials to convert raw test scores to scale scores. The scale scores must then be reported in LACES. Tables 3A and 3B, below, are used by LACES to assign learners’ content area EFLs and to determine future educational gain. The various assessments shown in table 3A below are not comparable.
Learners must receive instruction that aligns with their scale score and EFL for each content area, which could be at different levels.

**TABLE 3A: Adult Basic Education/Adult Secondary Education**

<table>
<thead>
<tr>
<th>CASAS GOALS Scale Score</th>
<th>Educational Functioning Level</th>
<th>TABE 11/12 Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: 0-200, Math: 0-193</td>
<td>ABE Level 1 (GLE 0-1.9)</td>
<td>Reading: 300-441, Math: 300-448, Language: 300-457</td>
</tr>
<tr>
<td>Reading: 211-220, Math: 204-214</td>
<td>ABE Level 3 (GLE 4-5.9)</td>
<td>Reading: 501-535, Math: 496-536, Language: 511-546</td>
</tr>
<tr>
<td>Reading: 246+, Math: 236+</td>
<td>ABE Level 6 (GLE 11-12)</td>
<td>Reading: 617-800, Math: 657-800, Language: 631-800</td>
</tr>
</tbody>
</table>
TABLE 3B: English Language Acquisition

<table>
<thead>
<tr>
<th>CASAS Life and Work Scale Score</th>
<th>Educational Functioning Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading: 0-180</strong>&lt;br&gt;Listening: 162-180</td>
<td>ESL Level 1</td>
</tr>
<tr>
<td><strong>Reading: 181-190</strong>&lt;br&gt;Listening: 181-189</td>
<td>ESL Level 2</td>
</tr>
<tr>
<td><strong>Reading: 191-200</strong>&lt;br&gt;Listening: 190-199</td>
<td>ESL Level 3</td>
</tr>
<tr>
<td><strong>Reading: 201-210</strong>&lt;br&gt;Listening: 200-209</td>
<td>ESL Level 4</td>
</tr>
<tr>
<td><strong>Reading: 211-220</strong>&lt;br&gt;Listening: 210-218</td>
<td>ESL Level 5</td>
</tr>
<tr>
<td><strong>Reading: 221-235</strong>&lt;br&gt;Listening: 219-227</td>
<td>ESL Level 6</td>
</tr>
</tbody>
</table>

**Post-Testing and Instructional Hour Requirements**

Post-tests are administered to track progress and determine when an educational gain is achieved. When a learner places into a higher EFL than the pre-test level, the learner has made an EFL gain. Post-tests must be administered face-to-face between the test administrator and the learner.

Grantees must administer post-tests to learners who reach instructional hour requirements by the end of a semester, term, quarter, or other substantial block of instruction to document learner gains. Program class schedules must be developed so that it is feasible for the majority of learners attending regularly to reach the required instructional hours and be able to post-test. Grantees must post-test 60% of all WIOA Title II participants annually.

Grantees must post-test learners in any subject area in which they are receiving instruction and are post-test eligible. Grantees must continue to post-test learners after the learner’s first post-test, including if a learner makes an EFL gain.

**Note:** Learners who pre-test or remediate into ABE Level 6 do not need to be post-tested. The 60% target for post-testing learners does not include learners who pre-test or remediate into ABE Level 6. These learners will be able to demonstrate measurable skill gains through one of the other two measurable skill gains options described in the Demonstrating Measurable Skills Gain section.

Grantees must post-test learners in the same content area(s) in which they were pre-tested and in which they received instruction. Learners must be post-tested in all areas in which they are post-test eligible. Measurable Skill Gain via EFL gain may be measured with a post-test in any content area that the learner pre-tested in (This is regardless of the subject area selected in LACES). When post-testing, an alternate form at the same level of the same assessment must be used unless otherwise indicated in test publisher guidelines (e.g.: TABE Reading pre-test, Form 11, Level M would be followed by TABE Reading post-test, Form 12, Level M).
CASAS Transition: Grantees using CASAS for ABE/ASE learners must be pre-tested using CASAS GOALS as of July 1, 2019. CASAS Life and Work and Life Skills assessments for ABE/ASE learners from the previous grant year cannot be pulled forward into the 2019-2020 grant year.

Instructional Hour Requirements

Learners are not eligible to post-test until they complete an appropriate number of instructional hours per content area. Table 4 below provides a breakdown of required instructional hours before post-testing on each assessment. Research conducted by the publishers of the approved assessments indicates that learners need the identified recommended hours of instructional time to show measured gain.

Grantees may choose to employ stricter instructional hour requirements for some or all of their learners if the grantee has evidence that those learners would benefit from more instructional hours to show level gain. These instructional hour requirements must be documented in the grantee’s Assessment Assurances.

**TABLE 4: Instructional Hour Requirements**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Required Instructional Hours (Per Content Area)</th>
<th>Recommended Instructional Hours (Per Content Area)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABE 11/12 ABE Educational Functioning Levels 1-4</td>
<td>40 Hours</td>
<td>50-60 Hours</td>
</tr>
<tr>
<td>TABE 11/12 ABE Educational Functioning Levels 5-6</td>
<td>30 Hours (if a learner pretests in the ABE Level 5 and ABE Level 6 EFLs on a TABE test, per publisher guidelines the learner may post after 30 instructional hours without an exception form. See the Instructional Hour Exception Policy section for more information.)</td>
<td>50-60 Hours</td>
</tr>
<tr>
<td>CASAS GOALS and Life and Work Series</td>
<td>40 Hours</td>
<td>70-100 Hours</td>
</tr>
</tbody>
</table>

While instruction in multiple content areas can be integrated into one class, grantees must track instructional hours between pre- and post-testing per content/subject area. To ensure consistent data reporting statewide, grantees must follow these guidelines for recording instructional hours in LACES:

For ABE/ASE classes, instructional hours per content area fall under these two categories:

- Reading/Language/Writing – Grantees are advised to choose “Language Arts” to report all of the instructional hours that fall under these content areas.
- Math

For English Language Acquisition classes, content areas are as follows:
● Speaking/Listening/ Reading/Writing – Grantees are advised to choose the “ESL” instructional hours type to report all of the instructional hours that fall under these content areas.

Time spent taking assessments may be counted as instructional hours.

A grantee may only post-test a learner who has had less than the required number of instructional hours under rare and special circumstances which have been documented. See the Instructional Hour Exception Policy section for more information.

**Same Form Post-testing**

If a learner is ready to be post-tested and has already been post-tested on an alternate form, the following guideline must be followed: Learners may same form post-test after an alternate assessment only after completing 60-80 hours of instruction and at least six months has passed since the assessment with the same form.

**TestValidity**

Initial pre-test scores are only valid for NRS reporting in a fiscal year or Period of Participation if administered within the last three months prior to class enrollment.

If the grantee has reason to believe that the learner’s test score would be significantly different due to the amount of time passed, the grantee can determine whether the learner needs to be re-pre-tested. AEI discourages both random and frequent testing as these practices will not produce valid gains.

Learners must be re-tested if the learner scores out-of-range on a pre-test or post-test, per the test publisher’s guidelines. Please refer to CASAS and Data Recognition Corporation’s guidelines regarding out-of-range scores and retesting and the Assessment FAQ. If re-testing is required for out-of-range scores, it must be done as quickly as possible, and prior to the learner being placed into, or being allowed to continue attending classes.

If a test is marked invalid because the learner did not complete the test or cheated on a test, the learner must be re-tested as quickly as possible using an alternate form prior to being placed into, or being allowed to continue attending, classes.

**Instructional Hours and Distance Learning**

In programs where distance learning has been approved by AEI, learners receiving instruction via distance learning must adhere to the same assessment and instructional hour requirements described above for learners receiving face-to-face instruction.

Pre- and post-tests must be administered face-to-face for distance learners. Both contact and proxy hours as defined in the AEI Distance Learning Policy count towards the post-testing instructional hour requirements. Please refer to the AEI Distance Learning Policy for further guidance on classifying and reporting distance education activities.

**Instructional Hour Exception Policy**

Grantees may only post-test learners who have not reached the required number of instructional hours under limited and special circumstances. The learner must meet one of the following categories to be post-tested prior to completing the required number of hours:
The learner is exiting the program permanently; or
- Evidence indicates readiness to demonstrate measured gain.

If the grantee believes there is another valid reason for granting an exception form, contact AEI to discuss the possibility of granting an exception.

Grantees must document each post-testing exception. Appropriate supporting documentation must be provided and kept by the grantee in the learner file. Evidence for each exception must be reviewed and the exception form must be completed and signed by the program director, or designee, before learners may be early post-tested. Completed and signed exception forms must be saved by the grantee in the learner file and must be uploaded in the statewide database under the learner’s record so that they are available to AEI staff for compliance review and monitoring purposes. Excessive exceptions will be considered an area of program improvement or non-compliance.

See the Early Post-test Form for more information.

Performance Targets

AEI negotiates with the U.S. Department of Education’s Office of Career, Technical, and Adult Education (OCTAE) annually to establish performance targets for participant* educational gain, as well as the targets for the core follow-up measures. The targets are determined by past performance and continuous improvement requirements. See the Grantee Handbook on the AEI website for the 2019-20 performance targets.

*A learner must be pre-tested and complete at least twelve (12) instructional hours in order to be considered a WIOA Title II participant for reporting purposes.

Training Requirements

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.

AEI will ensure training opportunities are made available in each of the approved assessments annually through online, asynchronous assessment trainings. 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. Every two years, recertification training will be required for the same local adult education program staff.

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.

Contact aei@cde.state.co.us with questions.

At least one staff member at each local program must be up to date with training requirements for the CASAS and TABE assessment, respectively, if the grantee is administering those tests. Local program staff members are not authorized to administer either assessment if they are not up to date with training requirements.

When either assessment is updated, AEI will inform grantees if additional training is needed to administer the new version.
Maintaining Training Records

Local program staff members are responsible for submitting completion paperwork to their program’s Local Assessment Coordinator and to AEI, so that it can be kept on file at the local level. Local Assessment Coordinators are expected to keep certificates on file, track recertification deadlines, document assessment certifications in the AEFLA staff list submitted with the continuation application, and support test administrators with the test administration.

Using Proctors during Testing

Proctors may be utilized during test administration if a certified test administrator is present in the room. A proctor is a staff person or program volunteer who has not been formally trained in assessment administration.

Proctors may hand out and collect materials, inventory materials, arrange the room, check learners in and get them seated, answer general procedural questions, and monitor learners as they are testing to ensure a positive, equitable testing environment.

Proctors may not provide instructions at the beginning of a testing session, score tests, or advise learners on class placement based on their test scores.

Materials, Inventory, and Destruction

Grantees must maintain a local inventory of assessment materials. All assessment materials, including test administration manuals and completed answer sheets (which contain marks or responses) must be stored in a locked, preferably fireproof, file cabinet accessible to the program director or the director’s designee(s).

All assessment materials are protected under copyright. No duplication of any published materials or any portion of any published test materials is permitted for any reason. Grantees may not use displays, questions, or answers that appear on any test to create materials designed to teach or prepare learners to answer test items.

Staff members who administer assessments must return all materials immediately after use to the program director or the director’s designee(s). All answer sheets and scratch paper must be treated as confidential until appropriately destroyed, as outlined below.

Destruction of unusable, defaced, or outdated (longer than three years) testing materials in the local assessment inventory must follow assessment publisher guidelines.

For TABE, materials must be shredded or burned. For CASAS, materials can be shredded and an email with the quantity and types of materials destroyed must be sent to CASAS (orders@casas.org). If the program prefers, they may return the materials to CASAS for destruction. To do so, email Bob Kringle (bkringle@casas.org) to notify him with the amount of forms and the type of forms to be destroyed. Then, mail the documents to 5151 Murphy Canyon Rd., Suite 220 San Diego, CA 92123-4339.

Upon destruction, the assessment materials inventory must be updated with the following information:

- Materials destroyed (e.g., five 36-M test booklets)
- Name of the staff person that destroyed the materials
- Date of destruction of the materials
- How the materials were destroyed (e.g., shredded)

If you have any questions about the destruction of assessment materials, please email aei@cde.state.co.us.
Accommodating Learners with Disabilities

AEI requires grantees to provide testing accommodations for eligible learners with disabilities. Accommodations may modify the conditions of administering a test or change the physical presentation of the assessment instrument in order to provide equitable access to testing. These accommodations are made to allow the test taker with a disability to demonstrate his or her skills and abilities more accurately than if no accommodations were made. In all cases, accommodations must meet the needs of the eligible learner without changing what the test is intended to measure.

Per the Accessible Design Policy, grantees must ensure learners are informed of the availability of accommodations during initial enrollment and orientation. Local grantees are responsible for providing fully accessible services and ensuring services meet reasonable criteria. Adult learners with disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after the professional evaluation takes place.

Documentation of the need for specific testing accommodations must be maintained as confidential information and kept separately from other learner records. The documentation must show that the disability interferes with the learner’s ability to demonstrate performance on the test. The information must come from a doctor’s report, a diagnostic assessment from a certified professional, documentation from a vocational rehabilitation agency, and/or the learner’s secondary school. The recommended accommodations listed in the documentation provided must be followed and must support the required accommodation needed.

Test administrators must report that an individual received testing accommodations in LACES. See the LACES Data Dictionary for specifics on how to report testing accommodation information.

For assessment purposes, grantees will use only those accommodations approved by the publisher. Refer to test publisher guidelines:

- **CASAS**: https://www.casas.org/training-and-support/testing-guidelines/accommodations-guidelines

Contact AEI if your program needs accommodations materials for a learner with disabilities. In the majority of cases, AEI is able to loan accommodations materials to grantees so the grantee does not incur the cost of those materials. See AEI’s Accessible Design Policy for more information.

Data Entry and Quality Control Procedures

AEI requires that assessment and attendance data be entered into the state data system, LACES, in a timely manner to facilitate data monitoring and help grantees track learners’ progress.

Pre- and post-test hours and scores must be recorded in the state data system within one week of test administration. Attendance data must be entered on a weekly basis at the daily level for each learner for each class in which he/she is enrolled. Initial tests in each fiscal year or Period of Participation must be entered before attendance data.

Only Adult Education Program Coordinators within AEI are able to delete assessments in LACES. If the program needs to delete an assessment, the LACES System Administrator must email the program coordinator with the following:

- **Student ID**
- **Assessment form (including subject area)**
• Date of assessment
• Rationale for why the assessment needs to be deleted; this information will be kept on file.

AEI program coordinators monitor data entry on a monthly basis. AEI also ensures grantees are in compliance with the assessment policy through LAP reviews and onsite monitoring.

Contact Us

Please contact AEI staff with questions at AEI@cde.state.co.us.