



2017-18 State Assessment Policy

Office of Adult Education Initiatives
Adult Education and Family Literacy Act Grant

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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, approved assessments 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.

The Assessment Policy Frequently Asked Questions (FAQ) document is a supplemental resource that provides clarification to requirements in this assessment policy as well as how it interfaces with data reporting requirements.

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 providing an overview of the assessment policy. This will take place in the form of a webinar before or 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 would be made to individual grantees' technical assistance plans.
- Maintain records, through the contracted vendor, of local program staff trained to administer assessments and state certified trainers 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.

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 skill gains, defined as academic, technical, occupational or other forms of progress towards such a credential or employment.

Learners are able to demonstrate measurable skill gain by:

- 1) Demonstrating an EFL gain between a pre- and post-test,
- 2) Demonstrating an EFL gain by exiting the adult education program and entering into postsecondary education, or
- 3) 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. Grantees may, however, track this information at the local level through the statewide data system. The information collected at the state level in these areas will not be reported back to grantees.

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-tests 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 Assessment Section](#) for a breakdown of EFLs as they relate to approved assessments and placing learners within an EFL. The EFLs are broken down in Tables 1A and 1B below.



Table 1A

Adult Basic Education (ABE) and Adult Secondary Education (ASE)	
EFL	High School Grade Level Equivalent (GLE)
ABE 1	0-1.9
ABE 2	2-3.9
ABE 3	4-5.9
ABE 4	6-8.9
ABE 5	9-10.9
ABE 6	11-12

Table 1B

English as a Second Language (ESL)
EFL
ESL 1
ESL 2
ESL 3
ESL 4
ESL 5
ESL 6

Approved Assessments

Table 2 below 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 (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 and placed in the [Federal Register](#) in December 2016 (81 FR 89920), with additions to the [Federal Register](#) in September 2017 (Document Citation 82 FR 42339). 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.

Table 2

Assessment	Approved Forms	Educational Level for	AEI Date Approved Through	Federal Register Date approved through



CASAS ¹ Life and Work Reading (80 series)	Paper Forms: 27 28 81 82 81x 82x 83 84 85 86 185 186 187 188 ASE English: 513 514 Citizenship Tests: 951 952 951x 952x Computer Based	ABE, ASE, ESL	2/2/2019	2/2/2019
CASAS Life Skills Math (30 Series)	Paper Forms: 31 32 33 34 35 36 37 38 ASE Math: 505 506 Computer Based	ABE, ASE	2/2/2019	2/2/2019
CASAS Life and Work Listening (980 series)	Paper Forms 981L, 982L, 983L, 984L, 985L, 986L; Computer Based	ESL	2/2/2019	2/2/2019
TABE ² 9/10 Complete Battery (Reading, Language and Math)	Paper Forms: 9 and 10 and Computer Based (online or PC)	ABE, ASE	Pre-Test: 6/30/2018 Post-Test: 12/31/2018	2/2/2019
TABE 11/12 Complete Battery (Reading, Language and Math)	Computer Based: (online or PC) 11 and 12	ABE, ASE	Pre-Test: 1/8/2018 Post-Test: 9/7/2024	9/7/2024
	Paper Forms: 11 and 12		Pre-Test: 3/5/2018 Post-Test: 9/7/2024	

Pre- and Post-Test Requirements

Placement Requirements

Learners do not necessarily need to be assessed in all content areas. The process of assessing educational gain must start with learners taking the appropriate level pre-test in all of the content area(s) relevant to the learner’s needs, though. At a minimum, a learner must be assessed in reading, language, or math. The grantee must report all approved assessments a learner takes into the statewide data reporting system, LACES.

All learners must be pre-tested at intake or as soon as possible, prior to instruction taking place. The pre-test scale score will determine the learner’s initial EFL. If multiple content areas are assessed through pre-testing, and the learner has different EFLs in different content areas, the grantee will select which of those EFLs will be recorded in LACES as the learner’s initial EFL. In order to have consistency across the state, AEI recommends that you report the learner’s lowest EFL as the initial EFL. The initial EFL does not impact post-tests or level gains. When the learner post-tests, if the learner receives a level gain on any assessments he/she pre-tested in, a level gain will be recorded for the program. Once the learner’s initial EFL is established, it cannot be changed.

¹ CASAS-Comprehensive Adult Student Assessment Systems

² TABE-Tests of Adult Basic Education



Learners will be placed in courses that align with their placement score for each content area, which could be at different levels.

Pre-tests must be administered face-to-face between the test administrator and the learner. 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.

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 educational gain.

For grantees who use different NRS assessments for ESL learners and ABE learners, learners who pre-test above the range for ESL 6 must be re-tested on an ABE assessment and placed in ABE/ASE, if appropriate.

Note: If a grantee uses CASAS Reading assessments for ESL, the pre-test score can be used for placement in an ABE level.

TABE: The TABE Complete Battery version (both 9/10 and 11/12) must be used for all content areas assessed as it provides sufficient diagnostic information regarding a learner's instructional needs. The TABE Survey may not be used for reporting purposes. 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 associated to the test series the program is using (i.e.: use the TABE 9/10 Locator for TABE 9/10 tests and the TABE 11/12 Locator for TABE 11/12 tests). Using the TABE Locator Test Cut-Scores table, the grantee will be able to determine which level of the pre-test the learner will take.

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 is also aligned to the NRS EFLs for English as a Second Language. In order to determine which form is most appropriate to use for pre-testing the learner, the grantee must first administer the CASAS Appraisal. Tables provided by CASAS are then used to identify which level of pre-test to administer to a learner based on his/her appraisal score.

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 and help establish processes between partners that best suit the needs of the learner.

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

- The test is an approved assessment listed in the state assessment policy;
- The test was administered within the previous 6 months;
- The complete battery was administered in the content area(s) needed (TABE only);
- 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.

*Assessment trainings are held primarily for currently AEFLA-funded grantees. However, if there is space, partner organizations will have the opportunity to attend assessment administration trainings. WIOA and corrections partners will take priority over other community partners since trainings are paid for using WIOA



funds. All non-AEFLA funded partners will receive registration information for trainings through their local AEFLA-funded partners.

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 are then subdivided into ranges that correspond to the NRS EFLs.

Tables 3A and 3B, below, must be used to determine learners’ EFLs after administering the pre-test and to determine future educational gain.

Table 3A

Adult Basic Education/Adult Secondary Education			
CASAS Scale Score	Educational Functioning Level	TABE 9/10 Scale Score	TABE 11/12 Scale Score
Reading: 0-200 Math: 0-200	ABE 1 (GLE 0-1.9)	Reading: 0-367 Math: 0-313 Language 0-389	Reading: 300-441 Math: 300-448 Language: 300-457
Reading: 201-210 Math: 201-210	ABE 2 (GLE 2-3.9)	Reading: 368-460 Math: 314-441 Language: 390-490	Reading: 442-500 Math: 449-495 Language: 458-510
Reading: 211-220 Math: 211-220	ABE 3 (GLE 4-5.9)	Reading: 461-517 Math: 442-505 Language: 491-523	Reading: 501-535 Math: 496-536 Language: 511-546
Reading: 221-235 Math: 221-235	ABE 4 (GLE 6-8.9)	Reading: 518-566 Math: 506-565 Language: 524-559	Reading: 536-575 Math: 537-595 Language: 547-583
Reading: 236-245 Math: 236-245	ABE 5 (GLE 9-10.9)	Reading: 567-595 Math: 566-594 Language: 560-585	Reading: 576-616 Math: 596-656 Language: 584-630
Reading: 245+ Math: 245+	ABE 6 (GLE 11-12)	Reading: 596 and above Math: 595 and above Language: 586 and above	Reading: 617-800 Math: 657-800 Language: 631-800

Table 3B

English Language Acquisition	
CASAS Scale Score	Educational Functioning Level
Reading: 0-180 Listening: 162-180	ESL 1
Reading: 181-190 Listening: 181-189	ESL 2
Reading: 191-200 Listening: 190-199	ESL 3
Reading: 201-210 Listening: 200-209	ESL 4



Reading: 211-220 Listening: 210-218	ESL 5
Reading: 221-235 Listening: 219-227	ESL 6

Post-Test and Instructional Hour Requirements

A post-test determines educational gain when a learner places into a higher EFL than the pre-test level. Post-tests must be administered face-to-face between the test administrator and the learner.

Note: Learners who pre-test into ABE 6 or remediate into ABE 6 do not need to be post-tested. These learners will be able to demonstrate measurable skill gain through one of the other two measurable skill gain options described in the [Demonstrating Measurable Skill Gain Section](#).

Grantees must post-test in the same content area(s) in which they pre-tested in. 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 assessment that determined the learner’s initial EFL). When post-testing, an alternate form at the same level of the same assessment is used (e.g.: TABE Reading pre-test, Form 9, Level M would be followed by TABE Reading post-test, Form 10, Level M). To see a list of approved forms for each exam see [Table 2 under the Approved Assessments Section](#). If a learner was to be pre- and post-tested with the same form, it is best practice to wait six months before the post-test in order to eliminate a score that might be invalid due to the practice effect, or the effect of seeing the same questions in a short time frame.

TABE Transition: If a learner is pre-tested on TABE 9/10, the learner’s first post-test in the fiscal year must be on TABE 9/10. After that first post-test, the program may choose to switch to the new test series (TABE 11/12) by administering the TABE 11/12 locator. If a learner is pre-tested on TABE 11/12, the learner must be post-tested on TABE 11/12. As outlined in table 2, please note that learners may only be pre-tested using TABE 9/10 through the end of the 2017-18 program year (June 30, 2018). Starting July 1, 2018 all pre-tests must be administered using TABE 11/12. Learners may only be post-tested using TABE 9/10 through December 31, 2018. After that time a learner must be pre-tested again using TABE 11/12.

Learners must complete an appropriate number of instructional hours per content area prior to being post-tested. Table 4 below is a breakdown of required instructional hours for each assessment. This policy is in accordance with all test publisher guidelines.

If a learner is not post-tested in any content areas he/she pre-tests in, the learner will be reported as having the same as initially placed.

Table 4

Assessment	Required Instructional Hours (per content area)	Recommended Instructional Hours (per content area)
TABE 9/10 and 11/12	40 Hours*	50-60 Hours (same level, different form) 120 Hours (same level, same form)*
CASAS	40 Hours	70-100 Hours

*If a learner pre-tests in the ABE 5 and ABE 6 range, per publisher guidelines the learner may post test at 30 instructional hours without an exception form.

Instructional Hour Requirements



The instructional hour requirements must be tracked by content area and take place between pre- and post-testing. Instruction in multiple content areas can be integrated into one class.

For ABE/ASE, 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, 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.

For grantees using a distance learning platform that is based on a mastery-based model, the grantee must follow publisher guidelines regarding the amount of instructional hours associated with a completed unit.

Learners must reach the required number of instructional hours listed in each content area in order to be post-tested. Research conducted by the publishers of the approved assessments indicates that learners need the identified recommended hours of instructional time to show measured gain. AEI encourages that learners reach the recommended number of instructional hours prior to post-testing; however, this is not required. Grantees can choose to employ stricter instructional hour requirements for some or all of their learners if the grantee has recognized those learners would benefit from more instructional hours to show level gain.

Grantees must, at minimum, administer post-tests to learners who have reached instructional hour requirements by the end of a semester, term, quarter, or other substantial block of instruction to document learner gains. Grantees must strive for 70% of all WIOA Title II participants* to be post-tested by the end of a block of instruction. 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.

*Learners who pre-test or remediate into ABE 6 do not need to be post-tested. The 70% target for post-testing learners does not include learners who pre-test or remediate into ABE 6.

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 [Instructional Hour Exception Policy section](#) for more information.

Pre- and Post-Test Validity

A grantee may utilize the score from a pre- or post-test to continue instruction as long as the test was administered to the learner within the previous six months. If the learner continues across a program year or begins a new Period of Participation (PoP)³, the last assessment taken is still valid as long as it was administered within the last six months.

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-tested. AEI discourages both random and frequent testing as these practices will not produce valid gains.

³ Period of Participation (PoP): A PoP begins when a learner first has activity (assessment or instructional hours) in the program year and ends when the learner does not have additional activity for 90 or more days after the last date of activity. A new PoP begins if the student returns in the current program year (July 1 – June 30) after a gap of 90 or more days and again achieves NRS participant status for the second time. While it is possible for a student to have up to four PoPs within a fiscal year, most learners will have just one or two.



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 using a different form prior to being placed into a class.

AEI and assessment publishers guidelines recommend a learner be re-tested if the learner scores out-of-range on a test. Reference the Assessment FAQ document for a table of out-of-range scores.

Instructional Hours and Distance Learning

In programs where distance learning has been approved as a method of delivery by AEI, learners receiving instruction via distance learning must adhere to the same instructional requirements as those 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 instructional hours.

Distance learners adhere to the requirements that instructional hours must be met in each content area before post-testing.

For learners who participate in both distance education and traditional classroom instruction during the program year, the grantee must classify the learner as either a distance education learner or a traditional classroom learner. 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 on file in order to grant the exception. Each exception must be approved and signed by the program director. Completed and signed exception forms must be uploaded in the statewide database under the learner's profile and must be available to AEI staff for compliance review and monitoring purposes. Excessive exceptions will be considered an area of non-compliance and factor into the grantee's review.

See [Appendix 1](#) for the Instructional Hour Exception Form.

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 learner educational gain at each EFL, as well as the targets for the core follow-up measures. The targets are determined by past performance and continuous improvement requirements.

Table 5 below shows Colorado's performance targets for 2017-18 (July 1, 2017-June 30, 2018). The target percentage for the measurable skills gain outcome represents the percentage of learners that:

- 1) Demonstrated an EFL gain between a pre- and post-test,
- 2) Demonstrated an EFL gain by exiting the adult education program and entering into postsecondary education, or
- 3) Obtained a secondary diploma or equivalent.

In 2017-18, measurable skill gain is the only Title II performance indicator for which expected levels of performance were required to be negotiated with OCTAE. The remaining performance indicators must be collected, but AEI is collecting baseline information through 2017-18. AEI will negotiate all six measures after the 2017-18 year.

Table 5

<u>Colorado's Title II 2017-18 Performance Accountability Targets</u>	
<u>Measure</u>	<u>FY18 Target %</u>
<u>Measurable Skill Gains</u>	<u>35</u>
<u>Employment, 2nd Quarter after Exit</u>	<u>Baseline</u>
<u>Employment, 4th Quarter after Exit</u>	<u>Baseline</u>
<u>Median Earnings, 2nd Quarter after Exit</u>	<u>Baseline</u>
<u>Credential Attainment Rate</u>	<u>Baseline</u>

Training Requirements

To accurately discern the needs of learners, assessments must be administered in a standardized and consistent manner. When procedures are not followed, the determination of EFLs is invalid. Program staff must be trained in test administration and scoring to ensure that measures 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.

Each year AEI will conduct an assessment policy webinar to review the most recent assessment policy approved by OCTAE. The webinar will cover at a minimum NRS policy, accountability policies, the data collection process, definitions and measures, and the purpose of assessment trainings where program staff will be trained on how to prepare, conduct, and interpret assessments. **If significant modifications are made to NRS policies and/or the state assessment policy, AEI will conduct a webinar to explain the changes.**

AEI will ensure training opportunities are made available in each of the approved assessments annually through 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.



Local grantees should contact AEI if there is no longer a trained assessment administrator at the program due to turnover so training for the new assessment administrator can be scheduled. 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. Trainings are primarily for AEFLA-funded grantees. If there is additional space, WIOA and corrections partners take priority since WIOA funds are used to pay for these trainings.

Certified Trainer Requirements by Assessment

AEI contracts with each assessment vendor to conduct assessment trainings in Colorado. Per contract requirements, the vendor will provide a certified trainer to train individuals to administer an approved assessment.

Test Administrator Requirements by Assessment

Initial assessment trainings are typically offered in each assessment between July and October and again in February/March. If needed an additional training is added in May. Grantees receive information about refresher trainings at the beginning of a program year and have until March of that fiscal year to ensure staff complete refresher trainings.

CASAS

All local program staff must receive initial training prior to administering CASAS. Initial training must take place with a certified state or nationally certified trainer at an assessment training hosted by AEI. The training is four hours in duration and covers, at a minimum, information about the CASAS assessment, intake process, selecting the appropriate test, administering the test, scoring the test, interpreting test scores, and test security.

Note: When the CASAS assessment is updated, AEI will inform grantees if additional training is needed to administer the new version. Typically, administrators will not need to receive additional training, but may need to update materials and/or participate in a conference call with the publisher.

Staff administering the CASAS who have received initial training must participate in an acceptable form of refresher training every two years. Acceptable forms of refresher training include:

- Attend an Implementation or Beyond Implementation training conducted by a state or nationally certified trainer;
- Complete the CASAS Beyond Implementation Training (BIT) online.

At least one staff member at each local program must be up to date with training requirements if that grantee is administering CASAS. Local program staff members are not authorized to administer the test if they are not up to date with training requirements.

Contact AEI if your program is in need of training prior to the next scheduled training hosted by AEI so AEI can approve an appropriate alternative.

Local program staff members are responsible for submitting completion paperwork to their program to be kept on file.

TABE

All staff must receive initial training prior to administering the TABE. Initial training must take place with a TABE certified trainer at an assessment training hosted by AEI. The training is four hours in duration and covers, at a minimum, information about the TABE assessment, intake process, selecting the appropriate test, administering the test, scoring the test, interpreting test scores, and test security.



In early January 2018 the TABE vendor, Data Recognition Corporation, notified AEI that the TABE 11/12 paper test would become available in March 2018. Neither online nor in person training for the new paper test will be available until the test becomes available. Any staff member, whether that person has been initial or refresher trained on TABE 9/10, must participate in training prior to administering TABE 11/12. AEI is offering two in-person trainings for TABE 11/12 paper test administration in March and April 2018. Once the online training becomes available AEI will also allow that as a training option.

In early January 2018, the Data Recognition Corporation also notified AEI that the TABE 11/12 online test has been available since January 8, 2018. Training delivered via webinar will become available at the end of January for the new online test. Any staff member, whether that person has been initial or refresher trained on TABE 9/10, must take the online training prior to administering TABE 11/12 online. Please note that all TABE pre-testing should be administered with TABE 11/12 beginning July 1, 2018.

Local program staff members administering TABE 9/10 who have received initial training must participate in an acceptable form of refresher training every two years. Acceptable forms of refresher training include:

- Attend an initial in-person training for TABE 9/10 or TABE 11/12 conducted by a state or nationally certified trainer;
- Complete the free, web-based training offered through the vendor. AEI will direct grantees to this training.

At least one staff member at each local program must be up to date with training requirements if that grantee is administering the TABE. Local program staff members are not authorized to administer the TABE if they are not up to date with training requirements.

Contact the AEI Office if your program is in need of training prior to the next scheduled training hosted by AEI so AEI can approve an appropriate alternative.

Local program staff members are responsible for submitting completion paperwork to their programs, so that it can be kept on file at the local level.

Recording assessment training attendance

Participants will sign-in at initial trainings they attend and the trainer will note if any of the participants did not adequately complete the training. Based on the sign-in sheet, the vendor will update a master tracking list of test administrators trained in Colorado. Attendees will receive a completion certificate for the training.

For online refresher trainings, a certificate will be automatically generated upon completion.

Grantees are expected to keep certificates on file and a program-level tracking sheet of the assessment trainings staff attended and when they are required to take a refresher assessment training.

Proctor allowability for paper-based testing:

Proctors may be utilized during paper-based test administration if a certified test administrator is present in the room.

Definition of a proctor: A proctor is a staff person or program volunteer who has not been formally trained in the administration of the assessment.



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.

Local Assessment Procedures (LAP)

All local level grantees are required to maintain a summary of Local Assessment Procedures (LAP). The LAP must be in accordance with this state assessment policy.

Local grantees must have the most current publisher administration materials onsite for all approved assessments used at the program to ensure proper test use, administration, scoring, and interpretation of results. Guidelines within the administration materials must be followed by the grantee.

At a minimum, Local Assessment Procedures must include:

- Purpose of Local Assessment Procedure: To ensure the integrity of assessment data submitted to the Colorado Department of Education and to ensure AEFLA funded grantees comply with federal requirements by using test publishers' guidelines and state policy to establish and implement local testing administration and security protocols.
- List of the NRS approved assessments the grantee uses, identifying which are used for ABE and ESL and whether the grantee uses the online version of any of the assessments. **If a grantee uses TABE 11/12 during the 2017-18 program year, a revised assessment policy must first be submitted to the AEI Office. The revisions must address when and how the transition from TABE 9/10 to 11/12 will occur;**
- Completed [Assessment Assurances](#);
- Description of orientation and enrollment processes. Grantees must explain the managed enrollment⁴ process that has been developed and the orientation processes that has been established to set learners up for success in the program;
- Scripts used for assessment, including intake, orientation, and/or registration. If scripts are provided by the publisher of assessments, they must be used. An outline of the topics covered at intake, orientation, and/or registration is required by AEI but not a full script. It is important that the scripts are used uniformly throughout the program;
- Description of the policy for re-testing a learner in all of these circumstances:
 - scored out-of-range by publisher guidelines,
 - has left the program for less than six months and returns for services, or
 - invalidated test due to non-completion or cheating.
- Process description that includes additional forms of evidence from post-test results to determine advancement to a higher EFL, if applicable. **Note:** The use of assessments in addition to those for reporting purposes is encouraged to inform instruction and monitor progress. For example, grantees may use assessments to gauge incremental progress and to provide learners with ongoing feedback;
- Description of the assessment environment;

⁴ Managed enrollment allows learners to enter into classes as a cohort. AEI does not have expectations around the frequency and schedule in which intake or testing takes place. Program design is critical to ensure cohorts and different levels of learners are receiving quality support in the classroom. It is important that the program puts in place a program design which keeps learners engaged throughout the process and sets learners up to make meaningful gains.



- Procedures for notifying learners about testing accommodations, receiving accommodations requests, and administering assessments with accommodations;
- Process to ensure staff are properly trained to administer NRS assessments used by the grantee;
- Description of sufficient resources allocated to attend necessary trainings (budget, staff, time travel);
- Processes for ensuring assessments are being administered and scored in accordance with state policy;
- Describe the pre- and post-test schedule and/or the process for testing when a learner is eligible to post-test;
- Process used to maintain records of staff training and certification in each of the assessments they administer;
- Process used to record assessment results in each learner's file and in the statewide data system;
- If the grantee receives assessment results from partner organizations, explain the process in place to ensure the grantee obtains results in a timely manner to minimize unnecessary lag time between testing and receiving services,
- If applicable, state the grantee's local procedure to post-test learners after more instructional hours than is required in this policy, and
- Describe the internal communication processes in place to ensure the staff member determining whether a learner needs to re-test is informed by the appropriate instructional staff.

Note: If any of the above procedures are different depending on the site location, please specify the procedures for each site.

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.

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 in learner's file 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 can come from a doctor's report, a diagnostic assessment from a certified professional, documentation from a vocational rehabilitation agency, or the learner's secondary school. The recommended accommodations listed in the diagnostic assessment must be followed and will support the required accommodation needed.

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>
- **TABE:** http://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf



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](#) and Accessible Design Guide 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 information should be recorded in the state data system within two weeks of its administration. Current data entry allows for ongoing monitoring and development of meaningful and useful technical assistance for grantees.

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.

For grantees with a distance learning component, the expectation for proxy hours reporting is the same as in-person attendance reporting except for grantees approved to report learner mastery-model hours. Grantees using an approved learner mastery-model distance learning platform may enter the instructional hours associated to that unit's completion as a bulk number in the statewide data system on the date the learner completed/mastered that unit.

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

Contact Us

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

Instructional Hour Exception Form

Adult Education Initiatives-AEFLA Grant



COLORADO
Department of Education

Date of Request: _____

AEFLA Program Name: _____

Program Director Name: _____

Learner Name: _____

Enrollment Date: _____

NRS Pre-Test (Assessment, Form, and Level): _____

Scale Score: _____ Number of instructional hours completed: _____

Content Area and Instructor: _____

Initial EFL Based on NRS Pre-Test

ABE Level 1 (GLE 0-1.9)		ESL Literacy 1
ABE Level 2 (GLE 2-3.9)		ESL 2
ABE Level 3 (GLE 4-5.9)		ESL 3
ABE Level 4 (GLE: 6-8.9)		ESL 4
ABE Level 5 (GLE 9-10.9)		ESL 5
ABE Level 6(GLE 11-12)		ESL 6

Reason for Exception: (Provide supporting documentation and keep on file with this form)

- The learner is exiting the program permanently.
- Evidence indicates readiness to pass high school equivalency examination(s).

Program Director Signature

Date



Assessment assurances must be signed annually and kept on file with other Local Assessment Procedures.

Program Name: _____

Program Director Name: _____

- The local adult education program director or local assessment coordinator assumes responsibility for safeguarding all assessment materials, including test administration manuals and completed answer sheets (which contain marks or responses).
- All test materials must be stored in a locked, preferably fireproof, file cabinet accessible to the program director or the director's designee(s).
- 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 are treated as confidential until destroyed.
- No duplication of any published materials or any portion of any published test materials is permitted for any reason.
- Inventory information concerning test materials will be supplied to AEI when requested.
- Defaced materials may not be destroyed unless authorized by AEI.
- 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.
- A local assessment coordinator is identified and will ensure state assessment policy requirements are adhered to.
- Requirements outlined in the [Accessible Design Policy](#) are adhered to, including the requirement to maintain a local accessible design plan and have an assigned Accessible Design Coordinator.
- Test publisher guidelines are followed for test security and testing accommodations

I ensure that the aforementioned grantee complies with this test security agreement.

Program Director Signature

Date



Certified Assessment Trainers List

Certified assessment trainers are provided through a contract between AEI and the vendors associated to each approved assessment. For additional information, please contact AEI.

2017-18 Assessment Training Schedule

The 2017-18 assessment training schedule will be listed on the AEI [assessment training webpage](#), communicated to grantees, and listed in AEI's training calendar which lists events and trainings for the program year. Contact aei@cde.state.co.us with questions.