Rationale

Educational gain is one of the federally mandated core outcome measures of the Adult Education and Family Literacy Act (AEFLA). To help ensure the comparability of measures across states and the integrity of the data submitted to the U.S. Department of Education, regulations on measuring educational gain were issued by the Secretary of Education. These regulations codify the requirements that **states and local providers** must meet when measuring educational gain.

Under Title 34 of the Code of Federal Regulations, Part 462: Measuring Educational Gain in the National Reporting System for Adult Education, Section 40 (Must a State Have an Assessment Policy?), a state must have a written assessment policy that its **local AEFLA-funded providers must follow** in measuring educational gain and reporting data in the NRS.

Local implementation of state assessment policy will ensure that Colorado's Adult Education and Family Literacy programs comply with federal requirements by using test publishers' guidelines and state policy to establish consistent testing and security protocols.

Implementation

AEFLA-funded programs must establish an assessment policy to account for local implementation of the state assessment policy. Policies must be submitted to CDE/AEFL for review and approval.

Format and Content

Programs may follow the organization used in this policy document or they may use another format and organization, whichever best meets their needs. (Each section may apply to all assessments administered by the program, or it may be necessary or preferable to address each assessment separately within one or more of the sections.) CDE/AEFL will accept any format and organization, as long as it contains the basic elements described here for all assessments administered by the program.

The questions under each element provide guidance as to the content to be included.

1. Security of Assessment Materials

Describe the secure location of test materials and how access to it is controlled. Who has access to the secure area? What security measures are in place? Are the test booklets numbered? How is loss prevented? Where is the inventory of tests kept? What is the procedure for destroying test materials? Where are test administration manuals and scoring forms kept? Where are test results stored?

2. Assessment Environment

Describe the adult-appropriate area where testing is conducted. If it is a shared area, how are other activities scheduled to prevent interference with testing? Who monitors the test? What training do they receive? What protocol is followed? Are students tested individually or in groups?

3. Assessment Accommodations

Include language from and reference to the program's description of how special learning needs are addressed during assessment in its Special Learning Needs Policy. How are test accommodations documented?

4. Staff Training

Which staff members are trained to administer the tests? How often does staff attend training?

How and when are staff members trained on implementation of the assessment policy?

5. Administration of Appropriate Assessments

How do staff determine which pre-test to administer? How is the appropriate test form identified? When are students pre-tested?

How is the appropriate post-test form identified? When are students post-tested?

6. Assessment Time Frame

How does the program ensure that students receive the recommended minimum hours of instruction between pre- and post-testing? How are exceptions documented?