# 2024-25 Assessment Assurances

## (Insert Fiscal Agent Name)

**Introduction**

To ensure educational and workforce services are provided at the highest levels of quality for the Adult Education and Family Literacy Act (AEFLA), the Office of Adult Education Initiatives (AEI) requires the following assurances.

Agreement to these assurances ensures the grantee commits to follow federal and state laws regarding AEFLA.

**Local Assessment Assurances**

The purpose of the Local Assessment Assurance is to ensure AEFLA funded programs are meeting state assessment policy and test publisher guidelines, implementing consistent testing and security protocols, and providing an environment for learners to show an accurate representation of their skills through assessment. These assurances are 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 assurances ensure assessments are administered in a standardized and consistent way by all grantees. When test procedures are not followed correctly or consistently, validity is lost, and comparability is compromised. In addition, these assurances 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.

**1. Assessment Compliance**

Local grantees must have the most current publisher test 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, including the scripts from the publishers for administering the assessments. Local grantees must always follow test administration practices and assessment publisher guidelines when administering these tests.

**Initial: \_\_\_\_\_**

Grantees may only use AEI-approved assessments and forms for determining Educational Functioning Levels (EFL) and demonstrating Measurable Skill Gain (MSG) through pre- and post-testing. Grantees must use scores from approved assessments when determining the class(es) in which to place learners and for planning instruction. Assessments being utilized for NRS reporting purposes cannot be used more frequently than within instructional hour windows prescribed by test publishers or for purposes other than those outlined above. Grantees are encouraged to utilize instructional-based assessments between pre- and post-testing to determine learner progress in addition to these approved assessments.

**Initial: \_\_\_\_\_**

Table 1 below outlines assessments approved in the state assessment policy. In the table below, place an “X” next to each assessment and format the grantee will use within the program year. Assessments marked with an asterisk (\*) are set to expire during program year 24-25, please see the Colorado Assessment Policy for more details.

Table 1

|  |  |  |
| --- | --- | --- |
| **Paper** | **Online** | **Assessment** |
|  |  | CASAS STEPS Reading (620 series) - ESL |
|  |  | CASAS STEPS Listening (620 series) - ESL |
|  |  | CASAS Reading GOALS (900 series) - ABE/ASE\* |
|  |  | CASAS Math GOALS 2 (920 series) - ABE/ASE |
|  |  | TABE 11/12 Language - ABE/ASE\* |
|  |  | TABE 11/12 Reading - ABE/ASE\* |
|  |  | TABE 11/12 Math - ABE/ASE\* |
|  |  | BEST Plus 3.0 (Language) - ESL 1-4 paper-based and ESL 1-6 computer-based |

If the grantee has multiple sites, please list the sites that will implement each assessment series on Table 2 below. If your program will not implement a particular series OR your program only operates at one site, please place N/A.

Table 2

|  |  |
| --- | --- |
| **Assessment** | **Grantee site(s) issued at** |
| CASAS STEPS Reading (620 series) - ESL |  |
| CASAS STEPS Listening (620 series) - ESL |  |
| CASAS Reading GOALS (900 series) - ABE/ASE\* |  |
| CASAS Math GOALS 2 (920 series) - ABE/ASE |  |
| TABE 11/12 Language - ABE/ASE\* |  |
| TABE 11/12 Reading - ABE/ASE\* |  |
| TABE 11/12 Math - ABE/ASE\* |  |
| BEST Plus 3.0 (Language) - ESL 1-4 paper-based and ESL 1-6 computer-based |  |

Learners may be enrolled in services based on scores from other assessments as listed in the CO Assessment Policy although these scores are not intended for reporting of EFL assignment or gains. Please place an “X” as an indication of use of the test vendor, series, and learner population that will use the assessments. Only applicable populations have cells available for selection, unavailable cells shaded in grey are suppressed from selection to the corresponding row, see the 25-26 Assessment Policy for more details.

Table 3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment** | **IET** | **WPL** | **HSD or HSE fast-track** | **College Readiness** |
| WorkKeys Applied Math |  |  |  |  |
| WorkKeys Workplace Documents |  |  |  |  |
| Accuplacer |  |  |  |  |
| HSE Official Practice Test |  |  |  |  |
| Employer Identified Assessments |  |  |  |  |

**2. Assessment Administration Training**

Grantees must have at least one staff member who is trained to administer any assessments offered by the program. All assessments must be administered by trained assessment administrators only. Administrators must receive initial training before administering tests and refresher training every two years. Grantees must submit training certificates of completion for initial and refresher training into staff LACES records. Grantees are encouraged to also maintain a program-level tracking mechanism of the assessment trainings staff attended and when they are required to take a refresher assessment training on file.

**Initial: \_\_\_\_\_**

During in-person testing sessions, test administrators must remain in the testing room throughout the entire session to ensure that everyone follows all testing rules. The testing environment during these sessions must follow test publisher guidelines on creating a focused and distraction-free experience, including but not limited to no cell phone usage, extraneous noise, sufficient spacing between test-takers, etc.

**Initial: \_\_\_\_\_**

To understand the specific processes for administering NRS-approved assessments in Colorado, at least one member of the grantee’s staff, the Assessment Coordinator, Director or a program designee must complete the Assessment training course available on the shared WIOA Moodle. All staff involved in assessment procedures are encouraged to take part in this self-enrollment course.

**Initial: \_\_\_\_\_**

**3. Using Proctors during Testing** A proctor is a staff person or program volunteer who has not been formally trained in the administration of the assessment. Proctors are utilized during test administration only if a certified test administrator is present in the room. Proctors may only hand out and collect materials, inventory materials, arrange the room, check in learners, 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.

The state assessment policy allows for the use of test proctors. In the space below, indicate with an “X” whether or not the grantee will use test proctors within the program year.

**\_\_\_\_\_** The grantee does not use proctors for assessment.

**\_\_\_\_\_** The grantee uses proctors for assessment.

**Initial: \_\_\_\_\_**

**4. Maintain Testing Materials**

Grantees must maintain a local inventory of all assessment materials. All assessment materials in the inventory, 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 assessment coordinator and program director or the director’s designee(s).

**Initial: \_\_\_\_\_**

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.

**Initial: \_\_\_\_\_**

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.

**Initial: \_\_\_\_\_**

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](mailto:orders@casas.org)). If the program prefers, they may return the materials to CASAS for destruction. In this case, 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)

**Initial: \_\_\_\_\_**

**5. Accommodating Learners with Disabilities**

Grantees must inform learners of the availability of accommodations during initial enrollment and orientation, and grantees must provide learners fully accessible services that meet reasonable criteria. Grantees must provide testing accommodations for eligible learners with disabilities that 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, testing accommodations must meet the needs of the eligible learner without changing what the test is intended to measure.

**Initial: \_\_\_\_\_**

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 a professional evaluation takes place. Grantees must maintain documentation of the need for specific testing accommodations as confidential information and securely store that documentation separate from other learner records. The documentation must show that the disability interferes with the learner’s ability to demonstrate performance on the assessment. The documentation 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 appropriate accommodations for assessment purposes listed in the documentation provided must be followed within reason. For assessment purposes, grantees must use only those accommodations approved by each publisher as [CASAS](https://www.casas.org/training-and-support/testing-guidelines/Assessment-Accommodations), [TABE](https://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf) and [CAL](https://www.cal.org/wp-content/uploads/2022/06/BP2.0-User-Agreement.pdf) all list different requirements and guidance. Documentation of assessments accommodations provided by grantees must be reported in LACES.

**Initial: \_\_\_\_\_**

**6. Demonstrating Educational Gain by Pre- and Post-testing**

Before administering an NRS pre-test, grantees must issue learners the publisher provided Locator or Appraisal to determine the appropriate level form to administer each learner for the first time or after any period of absence of 90 days or more. Pre-tests must be administered on forms indicated by the Locator or Appraisal results. Each assessment has at least two approved forms at each testing level, for the purpose of using alternate forms for post-testing. All assessments, including the Locator and Appraisal, must follow the recommended testing environment outlined in publisher guidance.

**Initial: \_\_\_\_\_**

All learners must be pre-tested at initial intake and before each new Period of Participation (PoP). Pre-tests occur prior to instruction taking place. Learners are assessed in reading, language, listening, or math (but not necessarily in all content areas).

**Initial: \_\_\_\_\_**

Learners must be placed into classes based on pre-test results. The state assessment policy allows for additional information about learners to inform class placement. In the space below, indicate with an “X” whether or not the grantee will use additional information to inform class placement within the program year.

**\_\_\_\_\_** The grantee does not use additional information about learners to inform class placement.

**\_\_\_\_\_** The grantee does use additional information about learners to inform class placement. If using additional information about learners to determine class placement, list the additional information considered, such as previous placement, learner educational records or goals, class size, etc. in the space below:

**Initial: \_\_\_\_\_**

Any CASAS or BEST Plus 3.0 pre-test which results in the EFL “Completed ESL L6” cannot be used for EFL or class placement, and these learners must be re-tested on an ABE assessment (CASAS GOALS or TABE 11/12).

**Initial: \_\_\_\_\_**

Learners are not eligible to post-test until they complete an appropriate number of instructional hours per content area. The state assessment policy allows grantees to set the hours threshold at which they will consider learners to be post-test eligible within the test publishers recommended range. In the space below, indicate with an “X” whether or not the grantee will set post-testing thresholds higher than the publishers’ minimums of 40 instructional hours (CASAS and TABE) and 60 instructional hours (BEST Plus) in the content area for any groups of learners (i.e. levels, subject areas, learner with attendance challenges, etc.) within the program year.

**\_\_\_\_\_** The grantee post-tests all learners at 40 instructional hours (CASAS and TABE) and/or 60 instructional hours (BEST Plus) in the subject area.

**\_\_\_\_\_** The grantee uses different instructional hour requirements for some or all learners. If using different instructional hour requirements, list those by each group of learners (i.e., levels, subject areas, learner with attendance challenges, etc.) number of hours for each information below. Please note that the post-testing threshold(s) must exceed the test publishers’ minimums.

Please describe the group of learners that will be post-tested at different instructional hours timeframes and the rationale for doing so:

**Initial: \_\_\_\_\_**

All learners who attain the instructional hour requirements outlined above, who did not initially place into or remediate into ABE Level 6 in a subject area, are considered eligible to post-test in that subject area. Learners who plan to take, or who have taken, an HSE test in a subject area must still be post-tested in all subject areas in which they are receiving instruction if eligible under the instructional hour requirements outlined above.

**Initial: \_\_\_\_\_**

If multiple content areas are assessed through pre-testing, and the learner receives instruction in those subject areas, the learner must be post-tested each time they are eligible in each subject area in which they are receiving instruction.

**Initial: \_\_\_\_\_**

Post-tests must be administered face-to-face or remotely, following publisher guidelines, 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, 60% of all WIOA Title II participants annually, excluding learners placed into classes using alternative placement methods identified in the Assessment Policy, to reach the required instructional hours and be able to post-test.

**Initial: \_\_\_\_\_**

When post-testing, an alternate form must be used. 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 taking an alternate assessment only after completing a minimum of 60 and up to 80 hours of instruction. If a learner is eligible to be post-tested and has already been post-tested on an alternate form, the grantee must contact their AEI Program Coordinator to discuss issuing learners a same form post-test.

**Initial: \_\_\_\_\_**

Under the following circumstances, a learner is re-tested before being placed into or continuing with classes:

* A learner has returned to the program after a 90 or more day gap in attendance.
* A learner has continued (no 90+ day attendance gap) from the prior program year into a new program year and, it has been more than 3 months (90 days) since their last assessment.
* A test score is invalidated due to non-completion or cheating.

**Initial: \_\_\_\_\_**

Learners are advanced through classes based on post-test scores. The state assessment policy allows grantees to use additional evidence to determine what class a learner is transitioned into. In the space below, indicate with an “X” whether or not the grantee uses additional evidence to determine what class a learner is transitioned into within the program year.

**\_\_\_\_\_** The grantee transitions learners between classes based on test scores only. If you check mark this section, please leave the box below blank.

**\_\_\_\_\_** The grantee uses evidence in addition to test scores to transition learners between classes. If using different additional evidence to assess learner transitions, please describe the type of evidence in the space below:

**Initial: \_\_\_\_\_**

**7. Early Post-Testing**

Grantees may only post-test learners who have not reached the required minimum number of instructional hours under limited and special circumstances. The learner must meet one of the following criteria to be post-tested prior to completing the required number of hours in a subject area:

* The learner is exiting the program permanently; or
* Evidence indicates readiness to demonstrate measurable skill gain.

**Initial: \_\_\_\_\_**

Grantees must document each post-testing exception. [Early Post-Test forms](https://www.cde.state.co.us/cdeadult/grantees/handbook/assessment-and-instructional-hour-data-entry-requirements) must be filled out and signed by the program director or a designee before early post-testing occurs. Completed and signed forms must be uploaded into the statewide database at the same time early post-test scores are entered.

**\_\_\_\_\_**The program director does not designate the ability to sign Early Post-Test forms to anyone else.

**\_\_\_\_\_** The program director designates the ability to sign Early Post-Test forms to the following individual(s):

Designee’s full name:

Title:

Reason for designating the individual to sign form (e.g., only administers at a particular site, individual is the Assessment Coordinator, etc.):

**Initial: \_\_\_\_\_**

**8. Assessment Scores from Other Entities**

The state assessment policy allows grantees to accept test scores from other organizations. Test scores from other entities must adhere to the Colorado Assessment policy, including which assessments are allowable. Scores from assessments not included in the Colorado Assessment policy cannot be accepted from other entities. In the space below, indicate with an “X” whether or not the grantee accepts test scores from other organizations.

**\_\_\_\_\_** The grantee does not accept assessment scores from other organizations.

**\_\_\_\_\_** The grantee accepts NRS assessment scores from the following organizations:

All test scores received from partner organizations must follow the state requirements on assessment delivery and the grantee must ensure that all results are obtained in a timely manner, to minimize unnecessary lag time between testing and the delivery of instructional services.

Tests administered by other entities may only accepted by the grantee if:

* The test is an approved assessment listed in the state assessment policy;
* The test was administered within the previous 3 months;
* The test was administered by an individual who meets test administrator requirements outlined in the state assessment policy;
* The learner was given a locator/appraisal prior to pre-testing; and
* All test procedures, e.g., time limits, etc., were followed.

**Initial: \_\_\_\_\_**

**9. Data Entry and Quality Control Procedures**

Grantees must track instructional hours between pre- and post-testing per content/subject area, and those hours must be entered into the statewide data reporting system, LACES, within one week of instructional delivery.

**Initial: \_\_\_\_\_\_**

All AEI-approved assessments a learner takes must be reported in LACES within one week of test administration. This includes re-tests, tests resulting in an invalid score, tests administered early, and tests administered on the same form.

**Initial: \_\_\_\_\_\_**

To ensure consistent data reporting statewide, and to monitor and track learner progress, grantees must follow the guidelines in the state Assessment Policy for recording instructional hours in LACES.

**Initial: \_\_\_\_\_\_**

Every assessment taken by a learner must be reported in LACES, assessments in LACES may only be deleted by AEI staff. If an assessment needs to be deleted due to a data entry error, the LACES System Administrator must email the Adult Education Data Coordinator and CC the Adult Education Program Coordinator with the following information:

* Student ID
* Test Name (including form, level, and subject area)
* Test scale score
* Test administration date (as entered in LACES)
* A brief description of the data entry error
* Rationale for requesting to delete the assessment

**Initial: \_\_\_\_\_**

Learner assessment results remain confidential. When results are shared with instructional staff, all parties must ensure that learner records are secure. Grantees maintain data sharing agreements and signed consent forms from learners before sharing any learner test data outside of the AEFLA program.

**Initial: \_\_\_\_\_**

Test administrators must report in LACES that an individual received testing accommodations and the type of accommodations provided by the program.

**Initial: \_\_\_\_\_\_\_**

For accountability purposes, grantees must upload test administrator certificates and two-year re-certifications in individual Staff Records in LACES.

**Initial:\_\_\_\_\_\_**

**10. Instructional Hours and Distance Education**

The AEFLA grant allows instruction to occur via distance technology if approved by the AEI Office. Learners receiving instruction via distance education must adhere to the same assessment and instructional hour requirements described for learners receiving face-to-face instruction. Both contact and proxy hours as defined in the state [Distance Education Policy](https://www.cde.state.co.us/cdeadult/grantees/handbook/distance-learning) must be reported and count towards the post-testing instructional hour requirements. In the space below, indicate with an “X” whether or not the grantee is opting to deliver distance education. Note that opting to deliver Distance Education requires platform approval from the AEI office.

**\_\_\_\_\_**The grantee is not opting to deliver distance education.

**\_\_\_\_\_** The grantee is opting to deliver distance education.

**Initial: \_\_\_\_\_**

**11. Remote Testing**

The state assessment policy allows for testing to occur remotely. If implementing remote assessments, the grantee must follow all test publisher remote testing guidelines and complete required test vendor documentation and trainings which vary by vendor.

\_\_\_\_ The grantee will NOT be implementing remote assessment in 2024-25.

If the grantee isNOT implementing remote assessment in 2024-25, please describe the grantee’s plan to assess learners if their program needs to pause in-person testing due to learner needs or a public emergency in the box below:

-OR-

\_\_\_\_ The grantee will be implementing the following remote assessments in 2024-25:

|  |  |
| --- | --- |
| **Assessment** | **Check below if the grantee will implement remotely:** |
| CASAS[[1]](#footnote-2) Reading GOALS (900 series) (Computer Based) |  |
| CASAS Math GOALS 2 (920 Series)  (Computer Based) |  |
| CASAS STEPS Reading (620 Series) |  |
| CASAS STEPS Listening (620 Series) |  |
| TABE[[2]](#footnote-3) 11&12 (Reading) (Computer based) |  |
| TABE 11 & 12 (Language)  (Computer based) |  |
| TABE 11 & 12 (Math) (Computer based) |  |
| BEST Plus 3.0 (Language) (Paper based) |  |
| BEST Plus 3.0 (Language) (Computer based) |  |
| Alternative Placement Assessments (as applicable and selected in section 1, table 3) |  |

\_\_\_\_ If the grantee will be implementing remote assessment, the grantee understands and agrees to implement all vendor requirements for remote testing.

**Initial: \_\_\_\_\_**

**Local Assessment Coordinator Name (Printed)**

**Local Assessment Coordinator Signature Date**

**Program Director Name (Printed)**

**Program Director Signature Date**

1. CASAS: Comprehensive Adult Student Assessment Systems [↑](#footnote-ref-2)
2. TABE: Tests of Adult Education [↑](#footnote-ref-3)