



**COLORADO**  
Department of Education

# 2021-22 State Assessment Policy

Adult Education and Family Literacy Act

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## Setting the Context

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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. To fulfill 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 (NRS). The assessment policy must be approved by the Secretary of Education (34 CFR §§ 462.4 (a)).

This assessment policy applies to 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.

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; and
- 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 <sup>1</sup>;
- 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; and
- Maintain records at the program level of staff trained to administer assessments.

This policy details the following:

- 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

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<sup>1</sup> Additional resources related to the assessment policy, including a FAQ document, can be found in the [Policies section of the Grantee Handbook](#).



- guidance on materials inventory and destruction
- requirements for assessing learners with accommodations;
- data entry requirements; and
- local assessment procedure requirements.

This policy helps encourage informed and effective instruction, ensure educational progress is consistently tracked, testing and security protocols are consistent for grantee comparability and quality data and that state level outcome data are accurate.

## Demonstrating Measurable Skill Gains

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Measurable Skill Gains (MSG) 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/or who are achieving measurable skill gains, defined as academic, technical, occupational, and other forms of progress towards such a credential, or employment.

Learners may demonstrate measurable skill gains by:

- Achieving an Educational Functioning Level (EFL) gain between a pre- and post-test during the program year;
- Exiting the adult education program and entering postsecondary education or training during the program year; or
- Obtaining a secondary diploma or equivalent during the program year.

Grantees are not required to track whether learners obtain a high school diploma, a high school equivalent, or enter postsecondary education or training. This information is gathered through a data match at the state level and is in accordance with performance and accountability requirements per the NRS and shared at the aggregate state level on relevant NRS tables. However, since the information collected at the state level in these areas will not be reported back to grantees, grantees should consider tracking this information at the local level through learner exit and follow-up surveys for the purpose of evaluating their ability to support learners in achieving outcomes.

## 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.

In order to demonstrate educational gain through pre- and post-tests, learners must be administered a test 1) that the Secretary deems suitable for use in the NRS, 2) that AEI has identified in this assessment policy and 3) in accordance to the instructional hour requirements set forth in this policy (see the [Approved Assessments section](#)).

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 the same content area(s).



## Educational Functioning Levels (EFLs)

EFLs have been determined by the National Reporting System. The EFLs are broken down in Tables 1A and 1B below. (See the [Approved Assessments section](#) for a breakdown of EFLs as they relate to approved assessments and placing learners within an EFL.)

**TABLE 1A: Adult Basic Education (ABE) and Adult Secondary Education (ASE)**

| EFL         | High School Grade Level Equivalent (GLE) |
|-------------|--|
| ABE Level 1 | 0-1.9                                    |
| ABE Level 2 | 2-3.9                                    |
| ABE Level 3 | 4-5.9                                    |
| ABE Level 4 | 6-8.9                                    |
| ABE Level 5 | 9-10.9                                   |
| ABE Level 6 | 11-12                                    |

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

| EFL         |
|-------------|
| ESL Level 1 |
| ESL Level 2 |
| ESL Level 3 |
| ESL Level 4 |
| ESL Level 5 |
| ESL Level 6 |

## Approved Assessments

Table 2 lists approved assessments in Colorado 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 also encouraged to utilize formative, instructional-based assessments between pre- and post-testing to determine learner progress in addition to these approved assessments.



The tests listed in Table 2 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**

| Assessment  | Approved Forms   | Educational Level | Approved Through (AEI) | Approved Through (Federal Register) |
|---|--|-------------------|------------------------|-------------------------------------|
| BEST Plus 2.0   | <b>Paper-Adaptive</b> (3 equivalent forms: D, E, F) and <b>Computer-Adaptive</b>   | ESL               | 2/2/2023               | 2/2/2023                            |
| CASAS <sup>2</sup> GOALS Reading (900 series)         | <b>Paper Forms:</b> 901, 902, 903, 904, 905, 906, 907, 908<br><b>Computer Based</b>  | ABE, ASE          | 2/5/2025               | 2/5/2025                            |
| CASAS GOALS Math (900 Series)                         | <b>Paper Forms: 900, 913, 914, 917, 918</b><br><b>Computer Based</b>   | ABE, ASE          | 3/7/2023               | 3/7/2023                            |
| CASAS Life and Work Reading (80 series)               | <b>Paper Forms:</b> 27 28 81 82 81x 82x 83 84 85 86 185 186 187 188<br><b>ASE English:</b> 513 514<br><b>Citizenship Tests:</b> 951 952 951x 952x<br><b>Computer Based</b> | ESL               | 2/2/2023               | 2/2/2023                            |
| CASAS Life and Work Listening (980 series)            | <b>Paper Forms:</b> 981L, 982L, 983L, 984L, 985L, 986L<br><b>Computer Based</b>  | ESL               | 2/2/2023               | 2/2/2023                            |
| TABE <sup>3</sup> 11&12 (Reading, Language, and Math) | <b>Paper Forms:</b> 11 and 12<br><b>Computer Based</b> 11 and 12   | ABE, ASE          | 9/7/2024               | 9/7/2024                            |

<sup>2</sup> CASAS: Comprehensive Adult Student Assessment Systems

<sup>3</sup> TABE: Tests of Adult Education



## Pre- and Post-Test Requirements

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### 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. Grantees must pre-test learners in all subject areas in which they are receiving instruction. The pre-test scale score will determine the learner's initial EFL. Pre-tests may be administered face-to-face between the test administrator and the learner or remotely between the test administrator and the learner per test publisher guidelines. Learners do not necessarily need to be assessed in all content areas. At a minimum, a learner must be assessed in reading, language, or math. Grantees must report all NRS assessments a learner takes in the statewide data reporting system, LACES.

For initial intake and each new Period of Participation (PoP), the pre-tests must occur, or be pushed forward, prior to instruction taking place. The pre-test scale score will determine the learner's initial EFL. Pre-tests may be administered face-to-face between the test administrator and the learner or remotely between the test administrator and the learner per test publisher guidelines. Learners do not necessarily need to be assessed in all content areas. At a minimum, a learner must be assessed in reading, language, or math. Grantees must report all NRS 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, LACES will automatically select the earliest test with the lowest EFL for placement on the NRS tables. Grantees may manually select which of those content areas will be used for EFL placement after 12 hours of instruction are recorded for the learner in the data system. The content area selected will determine the learner's initial EFL for recording purposes on NRS Tables. The content 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 content area that he/she pre-tested in, a level gain will be recorded for the program if the learner meets participant and PoP requirements. Once the learner's initial EFL for the program year is established, it cannot be changed.

**BEST Plus 2.0:** In the computer-adaptive version of the BEST Plus 2.0 assessment, the test administrator asks the learner items selected by the computer based on an algorithm that follows the ability of the learner as they answer and the test administrator scores each item. In the print-based version, the test administrator asks the learner questions from one of three fixed-form levels (D, E, F) as determined by an initial short locator test. Scores correspond to NRS ESL EFLs 1-6. Any BEST Plus 2.0 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.

**Note:** Programs intending to assess ELLs with BEST Plus 2.0 will need to make sure that learners have a valid pre-test/post-test combination on the same assessment type. That is, if a learner pre-tests on CASAS, they must post-test on CASAS, then pre-test and post-test on BEST Plus 2.0. Please see the Accommodating Learners with Disabilities section on page 17 for accommodations considerations related to BEST Plus.

**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. 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.

**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.

### 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 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 (the score based on the total number of questions answered correctly) to scale scores (the adjusted score based on number of questions answered correctly and the difficulty of the particular test level). The scale scores must then be reported in LACES. Tables 3A and 3B 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**

CASAS GOALS Scale Score

Educational  
Functioning Level

TABE 11/12 Scale Score



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|                                   |                             |  |
|-----------------------------------|-----------------------------|--|
| Reading: 0-200<br>Math: 0-193     | ABE Level 1<br>(GLE 0-1.9)  | Reading: 300-441<br>Math: 300-448<br>Language: 300-457 |
| Reading: 201-210<br>Math: 194-203 | ABE Level 2<br>(GLE 2-3.9)  | Reading: 442-500<br>Math: 449-495<br>Language: 458-510 |
| Reading: 211-220<br>Math: 204-214 | ABE Level 3<br>(GLE 4-5.9)  | Reading: 501-535<br>Math: 496-536<br>Language: 511-546 |
| Reading: 221-235<br>Math: 215-225 | ABE Level 4<br>(GLE 6-8.9)  | Reading: 536-575<br>Math: 537-595<br>Language: 547-583 |
| Reading: 236-245<br>Math: 226-235 | ABE Level 5<br>(GLE 9-10.9) | Reading: 576-616<br>Math: 596-656<br>Language: 584-630 |
| Reading: 246+<br>Math: 236+       | ABE Level 6<br>(GLE 11-12)  | Reading: 617-800<br>Math: 657-800<br>Language: 631-800 |

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TABLE 3B: English Language Acquisition

| CASAS Life and Work Scale Score        | Educational Functioning Level |
|--|-------------------------------|
| Reading: 0-180<br>Listening: 162-180   | ESL Level 1                   |
| Reading: 181-190<br>Listening: 181-189 | ESL Level 2                   |
| Reading: 191-200<br>Listening: 190-199 | ESL Level 3                   |
| Reading: 201-210<br>Listening: 200-209 | ESL Level 4                   |
| Reading: 211-220<br>Listening: 210-218 | ESL Level 5                   |
| Reading: 221-235<br>Listening: 219-227 | ESL Level 6                   |
| BEST Plus 2.0 Scale Score              | Educational Functioning Level |
| 88-361                                 | ESL Level 1                   |
| 362-427                                | ESL Level 2                   |
| 428-452                                | ESL Level 3                   |
| 453-484                                | ESL Level 4                   |
| 485-524                                | ESL Level 5                   |
| 525-564                                | ESL Level 6                   |

### 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 in a post-test than the pre-test level, the learner has made an EFL gain. Post-tests may be administered face-to-face between the test administrator and the learner or remotely between the test administrator and the learner per test publisher guidelines.



### COVID-19 Information

The Office of Adult Education Initiatives (AEI) altered its 2020-21 Assessment Policy in response to the COVID-19 pandemic and subsequent changes to grantees' adult education program delivery. These changes are informed by the US Department of Education's Office of Career, Technical, and Adult Education Friday, March 27, 2020 [Adult Education and Family Literacy Act and COVID-19 – Frequently Asked Questions](#) and Friday, April 17, 2020 [AEFLA and COVID-19 FAQs, Part 2](#).

Until further notice from AEI, there are some allowable post-testing exemptions due to COVID-19. An adult learner may be eligible for the COVID-19 post-testing exemption if:

- A) The grantee parent organization will not allow in-person interaction of any kind due to COVID-19; AND
- B) The adult learner does not have access to sufficient technology for remote testing.\*

**OR**

- A) The adult learner has medical conditions that prevent the learner from in-person interactions; AND
- B) The adult learner does not have access to sufficient technology for remote testing.\*

Should a grantee have post-test eligible learners that fit these criteria, they should email their AEI Program Coordinator with the learner's LACES ID and a description of why the learner needs an exemption. AEI will add a COVID-19 Post-Test Exempt comment to the learner's record if approved. **At this time there are no modifications to pre-testing requirements. Learners must be pre-tested before being placed/admitted into classes.**

\*Note: Please see test publisher guidelines for remote testing technology requirements: [DRC](#), [CASAS](#), and [BEST Plus](#).

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 all subject areas 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 Skill Gains section](#).

Measurable Skill Gain via EFL gain may be measured with a post-test in any content area that the learner pre-tested in. (Note: 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).



## Remote Testing

Grantees may pre- and post-test eligible learners through remote testing. All grantees must submit a signed Remote Assessment Supplement to AEI via Syncplicity indicating whether they will participate in remote assessment. Both the local Assessment Coordinator and Primary Contact must sign the form. (Digital signatures are allowed). Should the grantee wish to implement remote assessments, the grantee must follow all test publisher remote testing guidelines and complete required test vendor documentation and trainings. If a grantee’s decision to allow or not allow remote testing changes at any point during the grant, they will need to re-submit the Remote Assessment Supplement to AEI via Syncplicity with updated information.

## 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 instructional hour requirements greater than the vendor required minimums 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. Grantees may not set instructional hour requirements greater than the maximum recommended by the vendor. These instructional hour requirements must be documented in the grantee’s Assessment Assurances.

**TABLE 4: Instructional Hour Requirements**

| Assessment  | Recommended Instructional Hours (Per Content Area) | Required Instructional Hours (Per Content Area)   |
|---|--|---|
| TABE 11/12<br>ABE Educational<br>Functioning Levels 1-4 | 50-60 Hours  | 40 Hours  |
| TABE 11/12<br>ABE Educational<br>Functioning Levels 5-6 | 50-60 Hours  | 30 Hours<br>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. |
| CASAS GOALS and Life and Work Series                    | 70-100 Hours                                       | 40 Hours  |
| BEST Plus 2.0   | 80-100 Hours                                       | 60 Hours  |



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.
- Mathematics - Grantees are advised to choose “Math.”

For English Language Acquisition classes, content areas are as follows:

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

Time spent taking assessments may be counted as instructional hours and is reported as “Assessment” in the state data system.

## 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 taking an alternate assessment only after completing 60 hours of instruction and at least six months has passed since the assessment with the same form.

## Test Validity

Initial pre-test scores are only valid for NRS reporting in a program year or Period of Participation if administered within 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 may be administered face-to-face or remotely 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.



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## Instructional Hour Exception Policy

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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, they should contact AEI to discuss the possibility of granting an exception.

Grantees must document each post-testing exception using the [Early Post-Test Form](#). 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 data system 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.

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## Performance Targets

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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. For 2020-21, Colorado's target is 37 percent of AEFLA learners achieving measurable skill gains (See the [Grantee Handbook on the AEI website](#) for more information on the 2020-21 performance targets.).

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

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## Training Requirements

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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/refresher 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](#) with questions.

At least one staff member at each local program must be up to date with training requirements for the NRS assessments the program plans to use, respectively, if the grantee is administering those tests. Local program



staff members are not authorized to administer any NRS assessment if they are not up to date with training requirements.

When NRS assessments are updated, AEI will inform grantees if additional training is needed to administer new versions.

## 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

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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](mailto: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](mailto:bkringle@casas.org)) to notify him with the number and 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 [Contact AEI](#).

## 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>
- **TABE:** [http://tabetest.com/PDFs/TABE\\_Guidelines\\_to\\_Inclusive\\_Testing\\_2017.pdf](http://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf)
- **BEST:** <http://www.cal.org/aea/pdfs/BP2.0-Test-Usage-Policy.pdf>

Programs administering BEST Plus 2.0 are responsible for providing accessible services and for ensuring that requests for accommodations are considered and handled in a manner consistent with applicable laws and regulations. Program and test administrators may provide and allow accommodations in test administration procedures or in the testing environment for individuals with disabilities, provided that the accommodations do not compromise the purpose or results of the test. The test administrator cannot show the prompts on the screen or in the test booklet to a person with a hearing impairment nor may a sign language interpreter be used. A permissible accommodation for BEST Plus 2.0 would be the use of hearing aids. Likewise, a test administrator cannot explain the content of a picture cue prompt to a person with a visual impairment. An appropriate accommodation would be the use of a magnifying glass to enlarge the image. BEST Plus 2.0 is not appropriate for use with individuals whose visual impairment prevents them from seeing the picture cue prompts even when enlarged or otherwise enhanced. Skipping picture questions is not a reasonable accommodation for individuals with visual impairments.



[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

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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 program 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 Assessment Assurances reviews and onsite monitoring.

## Contact Us

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Please contact AEI staff with questions at [AEI@cde.state.co.us](mailto:AEI@cde.state.co.us).