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Workforce Development

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Accountability
Policies and Procedures
Manual

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PREFACE¹

The passage of the Workforce Investment Act (WIA) of 1998 [Public Law 105-220] by the 105th Congress has ushered in a new era of collaboration, coordination, cooperation, and accountability. The overall goal of the Act is "to increase the employability, retention, and earnings of participants, and increase occupational skill attainment by participants, and, as a result improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation." The key principles inculcated² in the Act are:

- ❑ Streamlining services;
- ❑ Empowering individuals;
- ❑ Universal access;
- ❑ Increased accountability;
- ❑ New roles for local boards;
- ❑ State and local flexibility; and
- ❑ Improved youth programs.

The purpose of Title II, The Adult Education and Family Literacy Act (AEFLA), of the Workforce Investment Act of 1998 is to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult education and literacy services in order to:

- ❑ Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- ❑ Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and
- ❑ Assist adults in the completion of a secondary school education.

Adult education is an important part of the workforce investment system. Title II restructures and improves programs previously authorized by the Adult Education Act. AEFLA focuses on strengthening program quality by requiring States to give priority in awarding funds to local programs that are based on a solid foundation of research, address the diverse needs of adult learners, and utilize other effective practices and strategies.

To promote continuous program involvement and to ensure optimal return on the Federal investment, AEFLA also establishes a State performance accountability system. Under this system, the Secretary and each State must reach agreement on annual levels of performance for a number of "core indicators" specified in the law:

- ❑ Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills.
- ❑ Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.
- ❑ Receipt of a secondary school diploma or its recognized equivalent.

Oregon's adult basic education program has implemented a series of proactive strategies in order to effectively and systematically meet the challenges posed by WIA. The Oregon WIA Title II Accountability Policies and Procedures Manual is a direct result of Oregon's pro-active efforts in this educational arena.

¹ This Preface section is reproduced from 2007 Iowa TOPS Pro Data Dictionary, Iowa Department of Education Division of Community Colleges and Workforce Preparation with permission.

² Inculcate is to impress (something) upon the mind of another by frequent instruction or repetition.

SECTION I: ASSESSMENT POLICY

INTRODUCTION AND CONTEXT

This document provides Oregon's guidelines for developing and implementing a comprehensive state and local assessment policy for Adult Basic Education (ABE), English as a Second Language (ESL) and Adult Secondary Education (ASE)/General Educational Development (GED) programs, including workforce and family literacy programs. This document identifies key assessment policies that support:

- ❑ Selection and use of appropriate assessment instruments
- ❑ Appropriate test administration, scoring, and reporting of test scores
- ❑ Appropriate use of test results to inform instruction and improve programs
- ❑ Reporting valid and reliable assessment results and related information for accountability to local, state, and federal funding sources and policymakers

Oregon's assessment policy guidelines include the selection and use of appropriate learner assessment and procedures for:

- ❑ Accurate learner placement into appropriate program and instructional level
- ❑ Diagnostic information to inform instruction
- ❑ Pre- and post- testing to monitor progress toward goals

These policy guidelines also include staff training and test security requirements for all staff who administer state approved assessments and use the results from these assessments.

NEED FOR ASSESSMENT POLICY

Federal Role

In response to the 1993 Government Performance Results Act (GPRA) that required all Federal agencies to develop indicators of performance to demonstrate their agency's impact, and the 1998 Workforce Investment Act (WIA) that established accountability requirements, the U.S. Department of Education created the National Reporting System (NRS). The goals of the NRS were to establish a national accountability system for adult education programs by:

- ❑ Identifying a set of measures that describe adult education students and the outcomes they achieve due to their participation
- ❑ Defining a set of educational functioning levels
- ❑ Establishing methods and requirements for data collection and reporting
- ❑ Developing training materials and activities on NRS requirements and procedures

The five required core performance measures for Title II programs include outcome and descriptive measures and participation measures that reflect the core indicator requirements of the WIA. States must report the required measures on all students who receive 12 hours or more of service. The Department of Education will use the following measures to judge program performance, including eligibility for incentive grants.

- ❑ **Educational Gain:** Learner completes or advances one or more educational functioning levels from starting level measured on entry into the program.
- ❑ **Entered Employment:** Learner obtains a job by the end of the first quarter after the program exit quarter.
- ❑ **Retained Employment:** Learner remains employed in the third quarter after the exit quarter.
- ❑ **Receipt of Secondary School Diploma or GED:** Learner obtains certification of attaining passing scores on the GED tests, or obtains a diploma, or state recognized equivalent, documenting satisfactory completion of secondary studies.
- ❑ **Placement in Postsecondary Education or Training:** Learner enrolls in a postsecondary educational or occupational skills training program that does not duplicate other services or training received, regardless of whether the prior services or training were completed.

State Role

The state is responsible for implementing the procedures and ensuring that local programs follow these uniform data collection policies and procedures. These responsibilities include:

- ❑ Ongoing staff development of local staff
- ❑ Providing technical assistance to local programs
- ❑ Implementing quality control and monitoring procedures to ensure that local data procedures are accurate and complete
- ❑ Establishing a state database that includes an individual student record system employing a relational database for local programs
- ❑ Establishing statewide uniform methods for a student assessment system
- ❑ Documenting state learning gains on the educational functioning levels
- ❑ Analyzing assessment results to identify trends and anomalies
- ❑ Setting annual performance targets for educational functioning levels
- ❑ Inclusion of performance outcomes in the annual funding formula

Local Role

Local programs are responsible for allocating sufficient resources to collect the NRS measures and reporting them according to state and federal requirements. These activities include:

- ❑ Understanding the definitions of each measure and the clear guidelines on how to record these measures, including how to handle missing or incomplete data

- ❑ Understanding of, and compliance with, the federal and state-defined procedures for assessing students for placement into educational functioning levels and assessing progress using valid, standardized procedures to ensure comparability across programs
- ❑ Understanding how to correctly report data to the state

USE OF STATE APPROVED ASSESSMENT TOOLS FOR ACCOUNTABILITY TO ENSURE DATA QUALITY

Quality data lead to information that is accurate, unbiased and presented in a clear, complete, well-documented manner. Quality data also lead to information that is useful and available to its intended audience. Only state approved standardized assessment instruments may be used for state and federal reporting to ensure data quality. In addition, assessment tools should have the following characteristics to ensure the highest data quality.

- ❑ **Objectivity:** Objectivity is achieved by using appropriate data sources and sound analytical techniques, proven methods and careful review of the content of all information and reports.
- ❑ **Integrity:** Data with integrity lead to information that is not compromised through corruption (intentional or unintentional), error or falsification.
- ❑ **Transparency:** Transparent data come from a clear description of methods, data sources, assumptions, outcomes, and related information that allow users to understand the data.
- ❑ **Reproducibility:** Quality data can be reproduced by others to achieve comparable findings.
- ❑ **Comparability:** Data are comparable from program to program and state to state. Test content and skills are comparable; test format and administration are comparable.
- ❑ **Security:** Data are secure and confidential.

FEDERAL CRITERIA FOR ASSESSMENT INSTRUMENTS

The following criteria are mandatory for any assessment instruments used for federal reporting.

- ❑ **Standardized:** 1. In test administration and scoring, maintaining a constant testing environment and conducting the test according to detailed rules and specifications, so that testing conditions are the same for all test takers. 2. In test development, establishing scoring norms based on the test performance of a representative sample of individuals with which the test is intended to be used.
- ❑ **Valid:** The degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests.
- ❑ **Reliable:** The degree to which test scores for a group of test takers are consistent over repeated applications of a measurement procedure and hence are inferred to be dependable and repeatable for an individual test taker; the degree to which scores are free from errors of measurement for a given group.
- ❑ **Alternate Forms of the same Test for Pre- and Post-Testing:** When distinct forms of a test are constructed to the same explicit content and statistical specifications and administered under identical conditions, they are referred to as alternate forms or sometimes parallel or equivalent forms.

- ❑ **Appropriate:** Assessment instrument must be appropriate for measuring literacy and language development of adult students.
 - ❑ **Educational Functioning Level Alignment:** Assessment tools must have evidence behind them linking them to the NRS educational functioning levels.
-

OREGON CRITERIA FOR ASSESSMENT INSTRUMENTS

In addition to federally mandated requirements, Oregon gives preference to assessment instruments with the following characteristics:

- ❑ Inform instruction and program design
 - The CASAS Competencies form the basis of the CASAS integrated assessment and curriculum management system. Incorporating CASAS Competencies into curriculum and using the CASAS assessment system can help meet learner and program needs. CASAS Competencies provide instructional objectives for curriculum, direct links to test content for monitoring student learning, criteria for program evaluation, and a referencing system for instructional materials. The CASAS resource QuickSearch lists more than 2,300 print, audio, visual and computer-based instructional materials, and correlates them to CASAS competencies.
 - TOPSpro is CASAS software for tracking student progress. TOPSpro reports are used to report learner assessment scores. They can also report learner performance on target competencies. These classroom reports are helpful to teachers and administrators for planning instructional approaches.
 - More information regarding how to use the CASAS Competencies, QuickSearch, and TOPSpro reports to inform instruction and program design is available at the CASAS I and CASAS II workshops offered by the Oregon Professional Development System.
- ❑ Are formative and summative
 - Formative: ensure accuracy in learner placement, diagnose learner strengths and weaknesses, and inform instruction
 - Summative: monitor progress
- ❑ Are contextualized
- ❑ Assess an appropriate range of skills
- ❑ Assess adult educational functioning levels (minimum NRS levels)
- ❑ Are aligned with the NRS educational functioning levels in order to ensure uniform documentation of student, local program, and state achievement
- ❑ Address local impact considerations
 - Availability for purchase, cost, amount of time to administer
 - One to one administration vs. group administration
 - Testing modality: computer-based, computer-adaptive, paper
- ❑ Address certification/re-certification training considerations
 - Availability for purchase, cost, amount of time to administer
 - One to one administration vs. group administration
 - Testing modality: computer-based, computer-adaptive, paper

Standardized, ongoing assessment of learner progress is essential to ensure that all learners become proficient in literacy and language skills for adult learners. To ensure accuracy and consistency, Oregon

prescribes that adult education agencies use assessments with proven validity and reliability that correlate to the NRS. Assessment data are used to place learners at appropriate levels of instruction, to diagnose learner strengths and weaknesses, and to monitor progress.

VALIDITY AND RELIABILITY

All CASAS assessment instruments undergo rigorous test development and validation procedures and meet the standards of the American Educational Research Association (AERA), the National Council for Measurement in Education (NCME), and the American Psychological Association (APA). The *CASAS Technical Manual, (Third Edition, 2004)* contains detailed information about test validity and reliability.

The BEST Plus assessment was also developed under rigorous procedures. A thorough study of the reliability of the computer-adaptive version of BEST Plus is detailed in the *BEST Plus Technical Report* (September 2005) including typical interrater reliability that may be achieved by qualified and well-trained test administrators, and the consistency of measurement across test/re-test administrations of the computer-adaptive form of BEST Plus. For more information about these studies, see pages 10 -19 of *the BEST Plus Technical Report*. Validity studies were also conducted as well as a standard-setting study panel to relate BEST Plus to the Student Performance Levels (SPLs) and to the NRS ESL Educational Functioning Levels. Information regarding how BEST Plus was developed and on the Center for Applied Linguistics (CAL) project staff, technical working group members, item writers, field testers, reliability testers, and the standard-setting study panel can be found in the *BEST Plus Test Administrator Guide*.

Validity of the CASAS Assessments

The Standards for Educational and Psychological Testing (1999) states that validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores. There are various evidences of validity, with construct validity encompassing the overriding issue of proper use and construction of test items, and with content-related and criterion-related validity as subcomponents. Item content evidence is a measure of the extent to which test items measure what they are intended to measure. For a detailed discussion of CASAS content validity evidence, see the *CASAS Technical Manual*.

Criterion-related validity, sometimes referred to as predictive validity, assesses the ability or effectiveness of an instrument in predicting something it should theoretically be able to predict. CASAS created ABE Skill Level Descriptors (reading, math, and writing skills) to show a continuum of skills from beginning ABE through advanced adult secondary levels; CASAS also created ESL Skill Level Descriptors (listening, reading, writing, and speaking skills) for ESL from beginning literacy/pre-beginning ESL through proficient skills. Skill Level Descriptors provide general content information on how an adult learner's numerical scale score on a CASAS test in a specific skill area corresponds to the job-related and life skills tasks a person can generally accomplish.

Results from most CASAS tests are reported on a common numerical scale. This scale has been used successfully with more than three million adult and youth learners. The CASAS scale is divided into five broad levels: A (beginning literacy) to E (advanced secondary), each encompassing a range of scores. Levels A and B have been further subdivided to guide instructional placement and to monitor learner progress. Each level is defined by a CASAS scale score range with corresponding competency descriptors of performance in employment and adult life skills contexts.

The CASAS Skill Level Descriptors have been validated by expert teachers, members of the CASAS National Consortium, as well as through external validation studies (see the *CASAS Technical Manual*, pages 57-70). During the late 1990s staff from the Center for Applied Linguistics and CASAS worked together to review and update the correlation between Student Performance Levels (SPLs) and CASAS levels to ensure that the NRS Skill Level Descriptors used for reporting learner gains were consistent with

research already done in the field. Large-scale CASAS implementing states such as California, Connecticut, and Oregon participated in a national-level NRS advisory committee and provided guidance in the initial development and implementation of the NRS.

Once the NRS educational functioning levels were finalized, CASAS conducted a review and confirmed that the CASAS Skill Level Descriptors align with the skill levels of the NRS. Refer to Tables 3A and 3B in Summary and Overview, Scoring and Alignment with NRS Levels.

Reliability of the CASAS Assessments

The *CASAS Technical Manual* provides data on the reliability of the item bank (Chapter 3) and specific test series (Chapters 4 and 5). The test administration manuals for each test series also contain information about reliability.

Reliability (test accuracy) has two major subcomponents — consistency and stability. For each scale score attained on a CASAS test, a standard error of measurement (SEM) is given. In addition to reporting a scale score for raw scores attained on a test, CASAS established a range of accuracy for each test form. For every score in the accurate range, a SEM for each scale score is given. For scale scores exceeding the accurate range, CASAS provides a usable, conservative scale score estimate. However, administrators are encouraged to administer a test at the next more difficult test level to obtain a more accurate scale score estimate. CASAS does not report scale scores for raw scores falling below the accurate range. In addition to the SEMs, the Test Information Function is displayed for each of the test forms in Chapters 4 and 5 of the *CASAS Technical Manual*.

CASAS uses the most currently researched and recommended methodology in educational measurement practice — Item Response Theory (IRT) — to establish indexes of item bank, test, and test score reliability. For indexes of consistency, CASAS tests for the unidimensionality of the item bank ensuring items all measure the same underlying construct. See pages 29 through 50 of the *CASAS Technical Manual* for results of these analyses. Traditional item statistics, including item point biserial correlations and their p-values, are presented for all the test series.

The test for item stability is found under “parameter invariance” (pages 51–52) and “differential item functioning” (pages 52–56). Parameter invariance analyses test whether the item difficulties have changed over time. The 2002 findings show that the item difficulties have maintained their relative difficulties since their original calibrations in the 1980s. Differential item functioning (DIF) tests whether the item difficulties change in the measurement of different kinds of learners, such as learners of different gender and different ethnicity. The findings show that the item difficulties have remained stable regardless of gender or ethnicity.

Studies Conducted

Three claims of CASAS implementation were evaluated and upheld by the Program Effectiveness Panel, U.S. Department of Education (1993) for evaluating the effectiveness of educational programs. Each claim centered on adult learners in adult and alternative education programs. The degree of program implementation was determined by the adoption of key elements of the CASAS system. These key elements include identifying CASAS Competencies necessary for learners to meet their goals, linking these competencies to instructional materials using the *CASAS Instructional Materials Quick Search*, and linking these competencies to appropriate CASAS assessment tools. Learners within education programs that adopted the key elements demonstrated:

- ❑ Significant learning gains
- ❑ Increased hours of participation

- ❑ Achievement of higher goal attainment compared to programs that have not adopted the key elements

Numerous studies such as the National Evaluation of Adult Education Programs have repeatedly confirmed this claim. In addition, two California studies, an Oregon study as well as a North Carolina study, among others, confirm these three claims. (For a detailed literature review, refer to the *CASAS Technical Manual*.)

Another important study examined the relationship of CASAS to the 2002 version of the GED. This study used data from California, Iowa, Oregon, Kansas, and Hawaii (n = 4801). A clear monotonic increasing relationship was found between CASAS reading scores and GED reading scores and CASAS math scores and GED math scores. Moreover, a similar relationship was found between CASAS reading and overall GED results averaged across the five test content areas. (See the *CASAS Technical Manual*.)

There have been a number of recent studies conducted across the United States to reaffirm that the content and competencies addressed in the initial development of the item banks are still valid and relevant to the current needs of learners, instructors, administrators, employers, and social service agencies:

- ❑ The Iowa Basic Skills Survey (IABSS), 1995
- ❑ Validation of Foundation Skills (Indiana Dept. of Education), 1996
- ❑ Targeting Education: The Connecticut Basic Skills Survey, 1997
- ❑ CABSS Report: California Adult Basic Skills Survey, 1999

Readers should refer to the *CASAS Technical Manual*, pages 24–26 and Appendix C, pages 213–225 for more detailed information about these validation studies.

For the past two years CASAS has undertaken the development of a content standards framework on behalf of CASAS National Consortium states. The project uses the expertise of adult education professionals across the country to determine the essential content standards in reading and math for ABE and ASE and in reading and listening for ESL. The project identifies the basic skills content standards at each NRS level embedded in CASAS Competencies and links them to appropriate CASAS assessments.

PURPOSES AND USES OF ASSESSMENT

In order to report on federal and state performance measures, all students must be assessed with state approved assessments at program entry and progress tested before program exit. Student demographic and assessment data are used at an aggregate level for local, state, and federal reporting.

Programs must assess all students in at least one basic skill area. Programs are encouraged to pre-test students in multiple skill areas in order to fully evaluate their needs. Reportable basic skill areas for ABE/GED are reading, math, and writing. Reportable basic skill areas for ESL are speaking, listening, reading, and writing.

State Approved Assessments

Subsequent sections of this document provide a more detailed discussion of the purposes, descriptions, policies, and test administration procedures of state approved standardized assessments. In general, state approved assessments are used to ensure accuracy in learner placement (appraisal tests), in diagnosis of learner strengths and weaknesses, to inform instruction (pre-tests), and in monitoring progress (post-tests). These tests are administered in a standardized fashion, and assessment results provide the basis for state and federal accountability reporting.

Use of Informal Assessments

Oregon encourages local adult education agencies to use a variety of informal assessments to assist in informing instruction. The use of teacher-made tests, unit tests, portfolios, applied performance assessments, and learner observations should be encouraged to monitor learning and to inform instruction on a regular, ongoing basis.

SUMMARY AND OVERVIEW

APPRAISAL TESTS: INITIAL ORIENTATION AND PLACEMENT INTO PROGRAM AND INSTRUCTIONAL LEVEL

Initial placement with a CASAS appraisal gauges a learner's reading, math, and listening comprehension. The test results guide placement into the appropriate program or instructional level, and also identify the appropriate pretest level. The HSWA, CASAS FWA Picture Task, and BEST Plus do not require separate appraisals. Oregon requires the use of CASAS appraisals to ensure that appropriate decisions are made regarding:

- ❑ Educational placement
- ❑ Appropriate pre-test form to administer
- ❑ Selection of short- and long-term instructional goals

Learners who are placed in an instructional level that is not at their ability level may be frustrated or bored and leave the program. Learners who take an inappropriate level pretest may “top out” or score below the accurate range of the test level, and agencies will not have accurate baseline pretest information to inform instruction and monitor progress. Learners who have low skill levels and identify secondary diploma or GED as a goal will not achieve their goal within a reasonable timeframe and may become discouraged. Establishing short-term goals in addition to long-term goals enables the learner to document success leading to the long-term goal. Federal reporting is based on learning gains and achievement of learner goals within a program year, although some longer-term learner goals are not reported until the learner exits the program.

Appraisals may not be used as a pretest or to measure learner progress. Each CASAS test administration manual includes specific recommendations about which level of pretest to administer, based on the appraisal test score. CASAS provides appraisals for reading, math, listening comprehension, and speaking. Agencies must administer CASAS appraisal tests prior to learner placement and prior to administering the appropriate pretest.

Oregon requires local adult education agencies to use one of the following appraisals in the skill areas indicated in Tables 1A through 1E:

Table 1A CASAS Appraisal Tests for ESL

Skills Areas	ESL Appraisal Form 20	Life and Work Form 80
Reading	✓	✓
Listening	✓	✓

Table 1B CASAS Appraisal Tests for ABE/ASE

Skills Areas	Life Skills Form 30	Life and Work Form 80	Employability Form 130	Workforce Learning Form 230
Reading	Not for use in Oregon	✓	✓	✓
Math	✓		✓	✓

Table 1C BEST Plus for ESL

Skills Area	Appraisal
Speaking	No appraisal

Table 1D CASAS Functional Writing Assessment Picture Task for ABE/GED/AHSD/ESL

Skills Area	Appraisal
Writing	No appraisal

Table 1E Holistic Scoring for Writing Assessment for ABE/GED/AHSD

Skills Area	Appraisal
Writing	No appraisal

State Approved Assessment Instruments

The following chart describes appropriate appraisal, pre-tests, and post-tests for ABE, GED, and ESL including a brief description of the context of the individual instruments and skills tested.

Table 2 Oregon State Approved Assessment Instruments

2008-09 State Approved Assessment Instruments for Accountability Use in Oregon

	Context	Appraisal Forms	Reading Forms	Math Forms	Writing Forms	Speaking Forms	Listening Forms*	Computer Forms	Required Certification Training
CASAS TEST SERIES									
Beginning Literacy for All Test Series		none; use as appraisal, pre, & post	Pre-Level A (27-28)						Certification - Yes CASAS I Recertification - Yes
Employability Series (ECS)	Pre-employability	80, 130, or 230 ABE 20 or 80 ESL	Levels A-D (11-18)	Levels A-D (11-18)			Levels A-C (51-52, 63-66)*	130 Appr Pre/post R Pre/post M	
Life Skills Series	Life Skills	130 or 230 ABE 20 ESL		Levels A-D (31-38)			Levels A-C (51-56)*		
Life and Work Series	Life and Workplace	80, 130, or 230 ABE 20 or 80 ESL	Levels A, AX, B, C, D (81-188)				Levels A-C (81-86)	80 R & L Appr Pre/post R Pre/post L	
Workforce Learning Systems: Workplace Series	Workplace Skills identified by business and industry	80, 130, or 230 ABE 20 or 80 ESL	Levels B, C (213-216)	Levels B, C (213-216)		Levels B-D (273-274)		230 Appr Pre/post R Pre/post M	YES R & M - CASAS I S - Self-Study
Dev. Disabilities - Adult Life Skills, POWER	Life Skills	350	ABE only Level AA - AAAAA						YES Special Needs
EL Civics	Civics & Citizenship & Bibliography	20 ESL	Level A-AX (951-952X)			Levels B-D (973-974)			YES R - CASAS I S - Self Study
Functional Writing Assessment (FWA) (Picture Task)	Community/Workplace: street scene, street accident, grocery store, dept store, warehouse, restaurant, hotel				Levels A-D (464-466 Work) (460-463 Life)				Certification - Yes Recertification - Yes
Oregon HSWA^A					Levels 1-6 (ABE/GED only)				Certification - Yes Recertification - Yes
BEST Plus						SPL 0- 10		Computer-Adaptive Version Print-based Version	Certification - Yes Recertification - Yes

* 2008-2009 is the last year that ECS and Life Skills Listening may be used. All programs must transition to Life and Work Listening by July 1, 2009.

^A 2008-2009 is the last year that the HSWA may be used for federal reporting. June 30, 2009 is the last day of use for NRS purposes.

Progress Testing: Pre-Test and Post-Test

Standardized progress tests are designed to assess learning along a continuum from beginning literacy and English language acquisition through completion of secondary level skills. There are several test series that monitor learning progress, with test difficulty levels ranging across all federal educational functioning levels. Each test level has alternate test forms parallel in content and difficulty. The CASAS test series differ primarily in contextual focus (for example, employability versus general life skills and work skills).

Oregon encourages agencies to select the test series based on a learner's goals and/or the instructional focus of the program— life skills, community/workplace skills, civics and citizenship, or employability skills (see Table 2). Pretests should be administered within two weeks of program entry: either during the intake process after an appraisal is given, or after the learner is placed into the appropriate instructional level.

Suggested Next Test Charts provided by CASAS or the TOPSpro Suggested Next Test Reports by Learner and Class should be consulted to guide pre- and post-test selection. Post-testing will be at either the same level or a higher level, depending on the pretest score. An alternate test form must be used for post-testing. It is recommended that the same test series be used for post-testing; however, with the exception of the CASAS listening series, the test series are interchangeable and an alternate series may need to be utilized if a student is post-testing in the same level repeatedly. The CASAS listening series are not interchangeable. Additionally, a post-test must be in the same skills area as the pre-test, that is, programs cannot use a reading pre-test and a math post-test to determine learner gains.

Post-testing policies and procedures are covered at greater length in General Assessment Requirements.

Scoring and Alignment with NRS Levels

Tables 3A and 3B show the relationships between the state approved assessment instruments scale score ranges and NRS levels for ESL and ABE/GED. For NRS reporting purposes, placement in educational functioning levels is determined by the lowest pre-test score. For example, when a student has reading and writing scores that fall into different NRS levels, the lowest score determines educational functioning level placement.

Table 3A Scoring and Alignment with NRS Levels for ABE/GED

NRS Educational Functioning Levels	CASAS Writing Picture Prompt Scale Score Ranges	CASAS Reading Scale Score Ranges	CASAS Math Scale Score Ranges	HSWA Scores
Beginning ABE Literacy	200 and below	200 and below	200 and below	1
Beginning Basic Education	201-225	201-210	201-210	2
Low Intermediate Basic Education	226-242	211-220	211-220	3
High Intermediate Basic Education	243-260	221-235	221-235	4
Low Adult Secondary Education	261-270	236-245	236-245	5
High Adult Secondary Education	271 and above	246 and above	246 and above	6

Table 3B Scoring and Alignment with NRS Levels for ESL

NRS Educational Functioning Levels	CASAS Writing Picture Prompt Scale Score Ranges	CASAS Reading Scale Score Ranges	CASAS Listening Scale Score Ranges	BEST Plus Speaking Score Ranges
Beginning ESL Literacy	n/a	180 and below	180 and below	400 and below
Low Beginning ESL	136	181-190	181-190	401-417
High Beginning ESL	146-200	191-200	191-200	418-438
Low Intermediate ESL	201-225	201-210	201-210	439-472
High Intermediate ESL	226-242	211-220	211-220	473-506
Advanced ESL	243-260	221-235	221-235	507-540

RESOURCES FOR INFORMATION AND ASSISTANCE

Individuals requiring information or assistance related to assessment policy or procedures in Oregon should contact Katie Monaco, Assessment Lead (katie.monaco@oregonstate.edu) or Toshihiko Murata, Accountability Coordinator (503-378-8648 x370 or toshihiko.murata@state.or.us).

Individuals should contact Linda Taylor, Director of Assessment Development, at CASAS for more specific information about CASAS assessments. Call 1-800-255-1036, ext. 186, or ltaylor@casas.org.

Individuals should contact Adult ESL Assessments at the Center for Applied Linguistics for more specific information about the BEST Plus Assessment (1-866-845-2378 or best-plus@cal.org).

GENERAL ASSESSMENT REQUIREMENTS

Learners to be Assessed

All learners receiving adult basic education Title II services must be included in the state NRS reporting. All learners reported in the National Reporting System must be assessed using WIA-approved standardized assessments. Oregon has authorized the standardized assessments presented in Table 2, Oregon State Approved Assessment Instruments. See page 15 of this document, Accommodations for Learners with Disabilities or Other Special Needs, to note exceptions or accommodations for special populations (e.g., learners with disabilities, language barriers, and limited literacy skills).

Assessments Permitted

All assessments listed in Table 2, Oregon State Approved Assessment Instruments, meet NRS requirements. Current state certification is required to administer and score all assessments used for state and federal accountability reporting. Additionally, state approved assessments:

- ❑ Are appropriate for measuring literacy and language development of adult learners
- ❑ Have standardized administration and scoring procedures
- ❑ Have alternate, equivalent, forms for pre- and post-testing
- ❑ Have evidence linking them to the NRS Educational Functioning Levels

Uniform Test Administration Times

The majority of assessments have appraisal tests that learners must take prior to taking a pretest. Appraisal tests indicate the appropriate level for instruction, as well as which pretest form agencies should administer. Learners must be assessed in the areas that are the focus of instruction, using the appropriate standardized test in reading, math, writing, speaking, or listening comprehension. Learners must take a pretest as soon as possible upon entry into the program and before the occurrence of any substantial instructional intervention. Pre-and post-tests should be administered under comparable conditions, that is, time allowed for test administration should be the same for pre-and post-tests. Agencies must administer post-tests, using an alternate form, at the end of a semester, term, quarter, or other substantial block of instruction to document learning gains. Students must be post-tested only in the skill area(s) in which they received instruction. Students must not be post-tested in a skill area in which they did not receive instruction. Additionally, students must not receive the same version/form of a test within the same 6-month period. See the Summary and Overview section of this document for additional information on Appraisal Tests, Progress Testing, and Scoring and Alignment with NRS Levels.

Programs must progress test all students at least once prior to program exit. Oregon recommends approximately 60-80 hours of instruction between testing although some students may require as many as 100 hours of instruction before demonstrating a full level gain.

Although it is sometimes necessary, it is not recommended that students with fewer than 60-70 hours of instruction be post-tested. For all state approved assessments, programs may assess individual learners who indicate they are leaving the program before the scheduled post-test time, or at the end of a term, to maximize collection of paired test data.

CASAS recommends assessing after approximately 70-100 hours of instruction, however:

- ❑ Programs offering **high** intensity courses (for example, a class meets more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hours of instruction.
- ❑ Programs offering **low** intensity courses with fewer than 70 hours in a semester, quarter, term, or other substantial block of instruction, may choose to administer a post-test at the end of the instructional period.

The Center for Applied Linguistics (CAL) requires a minimum of 60 hours of instruction before post-testing the BEST Plus and recommends post-testing after 80-100 hours of instruction. CAL also states:

- ❑ If the hours for a course of instruction exceed the recommended number of hours, post-testing may most appropriately take place at the end of the instructional session.

- ❑ Because program-related factors such as intensity of instruction, class size, teacher training and experience, and use of appropriate curricula and materials will affect language learning proficiency gains, programs should consider these factors when determining timing for pre- and post-testing.

Factors that affect learning gains include intensity and duration of instruction, motivation of learners, competence of instruction, the link between learner goals and instruction, and other instructional factors.

Program personnel may wish to retest “stop outs” or students returning the following semester or reporting period if they have reason to believe that during the learner’s absence or over the summer recess a significant learning intervention occurred that may invalidate the learner’s previous assessment results. In such circumstances, retesting is always an option.

Required Pre-/Post- Match Percentages

Oregon requires that local adult education providers have a pre-/post- match as prescribed in Table 4:

Table 4 Pre- Post- Match Percentages

	Actual 06-07	Goal 07-08	Actual 07-08	Goal 08-09
ABE	57%	57%	58%	59%
ASE	65%	65%	61%	62%
ESL	69%	71%	67%	68%
Total	64%	64%	62%	63%

Strategies to increase pre- and post-test match are shared regularly at statewide accountability meetings that include local program directors, database administrators, and state staff.

Pre-Test Conservative Estimate Score

If a student achieves a conservative estimate (diamond) score on a CASAS pre-test, it is recommended that the student be re-tested with a test from the next higher level within a week of the initial pre-test. The new assessment score replaces the conservative estimate score and the replaced test record should be deleted from the database.

Post-Test Conservative Estimate Score

If a student achieves a conservative estimate (diamond) score on a post-test, the student has sufficiently demonstrated skill gain and should not be re-tested until the next scheduled assessment cycle. At the next scheduled assessment cycle the student should receive a test from the next higher CASAS level.

Test Score Life

An assessment score remains reliable for reporting purposes:

- ❑ During a program year: The score remains reportable for the length of that program year.
- ❑ Between two program years: A score from the April 1st – June 30th window is reliable to serve as a pre-test in the following program year as long as the student enters the next program year by October 15th.

TRAINING FOR ADMINISTERING ASSESSMENTS

Training is essential to quality assessment implementation. Test administrators must be certified by the state through the Oregon Professional Development System before administering or scoring any state approved assessment instrument.

The Oregon Professional Development System maintains a cadre of highly qualified state trainers. Trainers apply, are screened, and upon selection go through a documented apprenticeship process and are certified by a master trainer recognized by the assessment publisher. In addition, state trainers are required to complete recertification to maintain trainer status. The Oregon Professional Development System maintains the above as well as a history of trainings conducted. Oregon state policy states that only Oregon Professional Development System state trainers can conduct assessment training and certify test administrators.

All assessment test administrators must be certified through Oregon Professional Development System (OPDS) training. In addition, test administrators who have not given the test within a twelve-month period and/or who have not passed an annual recertification activity are no longer certified to administer the test. In order to re-gain certification, administrators must attend and pass a certification workshop. Oregon strongly recommends all test administrators review the Test Administration Manual prior to the start of a new year, or prior to assessment if they do not administer the assessment regularly throughout the year. CASAS I recertification is required every four years. OPDS distributes an annual CASAS I update to all CASAS I test administrators certified within the previous four years. Local programs must include the update information in current internal training.

Table 5 Assessment Recertification Processes 2008-2009

	BEST Plus	CASAS I	CASAS FWA Picture Task	HSWA
Frequency	Annual	Every four years	Annual	Annual
Required participants	Recertified in 2007 or initially certified in 2007-2008 before July 1, 2008	Initial certification between July 1, 2003 and June 30, 2004	Recertified in 2007 or initially certified in 2007-2008 before July 1, 2008	Recertified in 2008 or initially certified in 2007-2008 before July 1, 2008
Time period	Fall 2008	Fall 2008	Fall 2008	Winter 2009
Process (facilitated by OPDS)	View Scoring Refresher videos at local program and submit scores to OPDS	Attend CASAS I or CASAS II workshop or by-mail recertification	By-mail recertification	By-mail recertification

Local programs are responsible for determining sufficient numbers of certified assessment test administrators to meet state assessment requirements and local program assessment needs. The Oregon Professional Development System offers quarterly training for each state approved assessment. Training schedule information is distributed on an annual and quarterly basis. Training is also available on an as-needed basis. When new assessment instruments or forms are added to the state approved assessment list, the Oregon Professional Development System adds the assessment training to their training schedule.

The Oregon Professional Development System maintains a database of all assessment training/certification records for the state, including initial certification, recertification, refresher training, and conducting trainer. The Oregon Professional Development System provides each program with an annual report of all locally certified test administrators for each approved assessment.

ACCOMMODATIONS FOR LEARNERS WITH DISABILITIES OR OTHER SPECIAL NEEDS

Accommodations in testing alter the conditions for administering a test or change the nature of an assessment instrument, allowing test takers with disabilities to demonstrate their skills and abilities more accurately. Proper accommodations meet the needs of examinees without changing what a test is intended to measure. Programs must comply with federal laws established by the Americans with Disabilities Act.

Local Adult Education Agencies

Local agencies are responsible for providing fully accessible services and for ensuring that these 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 diagnosis. The need to use an accommodation should be documented in official learner records, such as the Individual Program Education Plan (IPP) or Individualized Plan for Employment (IPE). 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, and other clinical records. Agencies often can contact the local division of vocational rehabilitation or a secondary school to request documentation of a disability.

CAL Accommodations in Test Administration Procedures

Accommodations in test administration procedures for BEST Plus include using hearing aids but do not include allowing students to read prompts from the computer screen. As BEST Plus is not a timed test, no accommodation for testing time is needed. Furthermore, as an oral proficiency interview, students need to hear test prompts and respond orally and no accommodation can be made for students who cannot hear or speak.

CASAS Accommodations in Test Administration Procedures

Local test administrators may provide or allow some accommodations in test administration procedures or environment for documented disabilities without contacting CASAS. Examples include accommodations in test time, giving supervised breaks, or providing a sign language interpreter for test administration directions only. It is not an appropriate accommodation in test administration procedures to read a CASAS reading test to a learner with low literacy skills or blindness. Refer to each test instrument for specifics.

Use of Appropriate CASAS Test Forms

CASAS test forms that are appropriate for learners with a disability include computer-based tests and large-print tests, such as the Employability Competency System (ECS) and Life and Work reading pre- and post-tests, and tests with enhanced print such as the Life Skills Beginning Literacy Reading Assessment and Reading for Citizenship test forms. CASAS Functional Auditory and Braille tests to measure basic literacy skills for learners who are blind or have a visual impairment are in development.

The papers Guidelines for Providing Accommodations Using CASAS Assessment for Learners with Disabilities and CASAS Functional Writing Assessment Picture Task Guidelines for Accommodation - Picture Task, Letter Task, Note Task provide more detailed information on providing accommodations. These documents are available in the appendix.

GUIDELINES FOR EACH ASSESSMENT

Test Administration Manuals

Oregon requires that local adult education programs follow the test administration guidelines in each test administration manual (TAM) published by CASAS, CAL, and HSWA for each test series used. All local adult education agencies must maintain copies of TAMs onsite for all assessments used. Test administration manuals provide quality control guidelines to ensure proper test use, administration, scoring, and interpretation of results. These manuals typically contain information about the following:

- The CASAS Assessment System
- Overview of CASAS progress testing
- Description of tests
- Determining pre- and post-test level
- Test security
- Instructions for administering tests
- Scoring
- Data collection
- Interpretation of results
- Curriculum planning, instruction, and assessment
- Resources
- Testing accommodations
- Skill Level Descriptors
- Suggested Next Test Charts
- Answer Keys and Score Conversion Charts (for converting raw scores to scale scores)
- Learner profile sheets
- Learner Performance by Competency Report
- Class Profile by Competency Report

Information Included for Each Assessment

Table 2, Oregon State Approved Assessment Instruments (page 11) provides information about which assessments are appropriate for which learner populations. Appraisal and pre-testing requirements are presented in Tables 1A through 1F, Assessments Permitted (page 14). All available students must be pre- and post-tested. Students must receive alternate forms of an assessment instrument for each pre- and post-test. Students must not receive the same version/form of a test within the same 6-month period. See General Assessment Requirements, Accommodations for Learners with Disabilities or Other Special Needs for detailed information on accommodations for each assessment.

Tables 6A through 6F, CASAS Test Forms by Skill Areas, Levels, and Series, are presented below. At each level multiple forms are listed; these are alternate forms for post-testing. In some instances an “X” follows a test form number (e.g., 32X). These tests are extended range tests and may be used as an additional post-test within that specified level (for example, 32 and 32X are alternative forms for 31, all at level A). This table also lists the appropriate appraisal test(s) to accompany different CASAS test series.

Tables 6A -6F: CASAS Test Forms by Skill Areas, Levels, and Series

Table 6A Reading (R) (ABE/ABE/ESL)

Level	Life & Work Series	ECS Series	WLS Series	Citizenship Series
Beg. Literacy	27	27		27
	28	28		28
A	81	11		951
	82	12		952
AX	81 X			951 X
	82 X			952 X
B	83	13	213	
	84	14 114	214	
BX	(in development)			
C	85, 86*	15	215	
	185	16	216	
	186	116		
D	187	17	217 (in development)	
	188	18	218 (in development)	
Appraisal	20 or 80	20, 120, or 130	20 or 230	

*workplace focused

Table 6B Math (M) (ABE/ASE)

Level	Life Skills Series	ECS Series	WLS Series
A	31	11	
	32	12	
B	33	13	213
	34	14	214
C	35	15	215
	36	16	216
D	37	17	217 (in development)
	38	18	218 (in development)
Appraisal	30	120 or 130	230

Table 6C Listening (L) (ESL)

Level	Life Skills Series	Life and Work Series	ECS and WLS Series
A	51	81	51
	52	82	52
B	53	83	63
	54	84	64
C	55	85	65
	56	86	66
Appraisal	20	80	20 or 80

Table 6D Writing (W) (ABE/ASE/ESL)

Level	Form #	Task	Notes
A – D	460 461 462 463	Pictures: Grocery Store (revised) Accident (revised) Department Store (revised) Street Scene (revised)	Tests “writing a narrative” Prompts are laminated and reusable
A - D	464 465 466	Workplace Pictures: Restaurant Warehouse Hotel	Tests “writing a narrative” Prompts are laminated and reusable

Table 6E Speaking (S) (ESL)

Level	Form #	Series	Content
A – D	973 974	Citizenship	Simulates U.S. Citizenship and immigration Service oral citizenship interview
A – D	273 274	WLS	Assesses speaking ability in workplace contexts, including workplace safety and customer service

Table 6F Special Needs (for learners with developmental disabilities)

Level	POWER	Adult Life Skills (R)
Beginning Literacy	305 Workplace & Employability Skills	27 28
AA	306 Advanced Independent Living	310 311
AAA	303 Community Access	320 321
AAAA	301 Independent Living	332 333
AAAAA		342 343

Training Requirements for Administering State Approved Assessments

Current state certification is required to administer and score all assessments used for state and federal accountability reporting. Training for each state approved assessment is required to ensure accurate use of tests, appropriate interpretation of learner results, and to maintain the integrity and quality of the assessment process.

Assessment trainings have been developed for CASAS, BEST Plus, CASAS FWA Picture Task, and HSWA. These trainings focus on teaching participants to administer, score, and interpret scores.

Oregon requires all local agencies to comply with the training policy presented above. See General Assessment Requirements, Training for Administering Assessments for more information on Oregon state training policies.

Post-Testing

Post-testing requirements are presented in the section Uniform Test Administration Times.

Guidelines for Raw Score Conversion to Scale Scores and Using Scale Scores to Place Learners into NRS Levels

Each Test Administration Manual (TAM) provides charts and guidelines for converting raw scores to scale scores. Oregon requires adult education agencies to use these as reference points. The CASAS and BEST Plus scales have been subdivided into ranges that correspond to the NRS levels.

Test Security Agreements

The local adult education program director assumes responsibility for safeguarding all state approved assessment materials, including test administration manuals, and answer sheets (which contain marks or responses). Oregon requires that all certified test administrators sign a test security agreement. This agreement includes the following stipulations:

- ❑ Agencies may not use displays, questions, or answers that appear on any test, discontinued or current, to create materials designed to teach or prepare learners to answer test items. Instead, programs should use instructional resources provided by test vendors and other support materials, to link curriculum, assessment and instruction.
- ❑ It is not permissible for teachers to review specific test items with students in discussing test results, or include actual test items in any instructional materials. Teachers should focus on the competencies and the underlying basic skills in preparing students for testing.
- ❑ All tests must be kept in a secure location. Any test booklets/test series that are no longer in use must be shredded.
- ❑ All answer sheets and writing samples are treated as confidential until destroyed.
- ❑ No duplication of any test form or any portion of any test form is permitted for any reason.

QUALITY CONTROL PROCEDURES

Entry of Assessment Data

Oregon requires that assessment data be entered into TOPSpro. See Section Two of this document: “Data Collection and Reporting Policies and Procedures.”

Quality Control Procedures

Oregon has the following quality control procedures in place to ensure that appropriate assessment procedures have been followed:

- Data integrity checks
- System logic to prevent inappropriate assessments being entered
- Filtering of incorrect scale score gains
- Data verification procedures
- Validating and editing data policies and procedures

- Record retention policy
- Quarterly data submission
- Quarterly training for local database administrators and directors
- On-site local program reviews
- Annual recertification requirements for test administrators

PURCHASING PROCEDURES FOR EACH ASSESSMENT

Oregon requires programs to order CASAS and CAL assessments authorized for use in Oregon directly from CASAS and CAL. Oregon provides CASAS and CAL with the names and contact information of certified administrators in order to ensure that local adult education programs have trained staff ordering appropriate materials.

ADDITIONAL ASSESSMENT POLICIES FOR SPECIFIC INSTRUMENTS

BEST Plus

- ❑ Always pre- and post-test using an alternate BEST Plus form when using the print-based version of the assessment. The computer-adaptive version of this assessment automatically generates alternate forms during each test administration.
- ❑ The state recommends that certified test administrators avoid scoring performance-based assessments such as the BEST Plus from their own students.

CASAS Functional Writing Assessment Picture Task

- ❑ Picture prompts may not be repeated for a minimum of three (3) consecutive tests. A different prompt must be used for each of three successive tests.
- ❑ Two state-certified scorers are required to score every writing sample.
- ❑ The state recommends that certified test administrators avoid scoring performance-based assessments such as the CASAS Functional Writing Assessment-Picture Task from their own students.
- ❑ Although there are two assessment tools available for assessing ABE/GED Writing, programs must utilize a single tool with each student (i.e. a student must be pre- and post-tested with either the CASAS FWA-Picture Task or the HSWA. One test of each type does not constitute a pre-test post-test pair and is not reportable to document educational gain.)
- ❑ The CASAS FWA Picture Task is the only writing assessment approved for use in NRS reporting of ESL writing.

Holistic Scoring for Writing Assessment

- ❑ Two state-certified scorers are required to score every writing sample.
- ❑ The state recommends that certified test administrators avoid scoring performance-based assessments such as the HSWA from their own students.

- ❑ Although there are two assessment tools available for assessing ABE/GED Writing, programs must utilize a single tool with each student (i.e. a student must be pre- and post-tested with either the CASAS FWA-Picture Task or the HSWA. One test of each type does not constitute a pre-test post-test pair and is not reportable to document educational gain.)
- ❑ The Holistic Scoring for Writing Assessment is not approved for use in NRS reporting of ESL writing.

LIST OF RESOURCES

Oregon Department of Community Colleges and Workforce Development – Adult Basic Skills Program - <http://www.oregon.gov/CCWD/ABE/index.shtml>

1993 Government Performance Results Act (GPRA) - <http://www.whitehouse.gov/omb/mgmt-gpra/gplaw2m.html>

1998 Workforce Investment Act (WIA) - www.doleta.gov/USWORKFORCE/wia/wialaw.pdf

Title II, The Adult Education and Family Literacy Act (AEFLA) - <http://www.ed.gov/policy/adulted/leg/legis.html>

National Reporting System for Adult Education (NRS) - <http://www.nrsweb.org/>

NRS Educational Functioning Levels - http://www.nrsweb.org/docs/EFL_Table.doc

CASAS - <https://www.casas.org/home/index.cfm>

Center for Applied Linguistics (CAL) BEST Plus Assessment - <http://www.cal.org/bestplus/>

Standards for Educational and Psychological Testing - <http://www.apa.org/science/standards.html>

American Educational Research Association (AERA) - <http://www.aera.net/>

National Council on Measurement in Education (NCME) - <http://www.ncme.org/>

American Psychological Association (APA) - <http://www.apa.org/>

Student Performance Levels (SPLs) - http://www.cal.org/caela/esl_resources/slspls.html

SECTION II: DATA COLLECTION AND REPORTING POLICIES

States and local adult basic skills programs receiving Workforce Investment Act (WIA), Title II Adult Education and Family Literacy Act funds are required to collect and report data in accordance with the U.S. Department of Education, National Reporting System (NRS) guidelines. The following section outlines Oregon's implementation of the NRS requirements.

DATA COLLECTION AND MANAGEMENT POLICIES

- ❑ Programs must input data into their TOPSpro compatible database within 30 days of collection. Programs are strongly encouraged to enter data more frequently.
- ❑ Programs must enter Provider Information into their TOPSpro database to identify the location as Oregon in order to activate appropriate programming for federal reporting (see “options” under “tools” menu in TOPSpro).
- ❑ Programs must collect instructional hours in accordance with the NRS definition of actual “contact hours”. The NRS defines contact hours as follows.
 - Hours of instruction or instructional activity the learner receives from the program. Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum, participation in a learning lab. (*Implementation Guidelines*, Chapter II, Student Participation Measure #1: Contact Hours (page 44)).
- ❑ Programs must maintain a secure data system to protect confidentiality and privacy of the students. Data (paper and electronic) must be housed in a secure location, and access to the electronic data must be restricted with individualized user passwords.
- ❑ Programs must utilize data systems that allow for collection of individual student records and local reporting options.
- ❑ Programs must assign dedicated staff to be responsible for maintaining the database. This staff must participate in at least one data-related training activity each year. In addition, the state strongly encourages regular, active participation in the statewide database administrators group by at least one representative from each local program.
- ❑ Programs must follow state policy regarding the collection and use of Social Security Numbers (SSN) by:
 - allowing a student to sign or reject a release of information form as required by The Family Educational Rights and Privacy Act (FERPA), and
 - assigning student identification numbers in a consistent and documented fashion to students who choose not to allow use of their SSN.
- ❑ Programs must collect data elements consistent with federal reporting requirements.
- ❑ Programs must enter Test Record information into their database to document educational gains.
- ❑ If a student achieves a conservative estimate (diamond) score on a CASAS pre-test, it is recommended that the student be re-tested with a test from the next higher level within a week of the initial pre-test. The new assessment score replaces the conservative estimate score and the replaced test record should be deleted from the database. If a student achieves a conservative

estimate (diamond) score on a post-test, the student has sufficiently demonstrated skill gain and should not be re-tested until the next scheduled assessment cycle. At the next scheduled assessment cycle the student should receive a test from the next higher CASAS level.

- ❑ To ensure successful state data matching, program staff may enter the student’s GED ID (Access code) into the TOPS student record (additional information tab) when the student’s Social Security Number is not available.

GOAL SETTING

The Adult Education and Family Literacy Act requires federally funded programs to annually report on five federal core performance measures. Student goals provide the foundation for reporting on these measures. For the purpose of federal reporting, these goals must be attainable within one program year.

- ❑ Title II funded programs are required to report on the following five federal core performance measures
 - Educational Gain
 - Placed in Employment
 - Employment Retention
 - Placed in Post-secondary Education or Training
 - Receipt of Secondary Diploma or Equivalent
- ❑ Programs must ensure that student goals reported in TOPS are consistent with NRS definitions. Within the NRS framework, students must select only goals that are truly attainable during the program year. Programs should not confuse NRS goals with other long-term student goals that could span multiple program years. Establishing student goals defines the areas in which instruction and learning will be focused in addition to providing a benchmark by which programs and students report progress. To serve this dual purpose, it is essential to differentiate between short and long-term milestones. The orientation process must include adequate explanation of goals and dedicated time to help students make informed goal selections. To learn more about NRS guidelines on goal setting, see *Implementation Guidelines*, page 43, Student Status Measure #5.
- ❑ It may be appropriate to restrict the choice of certain goals when their selection is inappropriate. Programs must provide guidance so that students select goals that are truly attainable within the program year. Programs are encouraged to use common sense when helping students choose goals. For example:
 - a student who is unemployed should not select “Retain a job” as a goal, but should select “Get a job” as a goal.
 - a student who enters the program in a low educational functioning level should not select “Get HSD/GED” as a goal.
- ❑ Educational Gain is an assumed goal for all students enrolled in the program. All records are examined to determine educational gain, regardless of other attainable goals selected at the time of entry.
- ❑ Although it is not a requirement, a student can select up to two additional goals that are attainable during the program year (see “Entry Record – 12. Attainable Goal within Program Year” section later in this manual). If the student selects goals that pertain to the remaining four core performance measures, the results (whether achieved or not) are included in the federal report.
- ❑ For the additional four core performance measures, Oregon determines goal achievement through a process of data matching. Each December, student records from the TOPSpro database are matched against records in other statewide databases such as the Oregon GED Testing database, Oregon

Community College Unified Reporting System (OCCURS), and the Oregon Employment Department Unemployment Insurance Wage Records.

- ❑ Programs must update the student’s goal selection if their situation changes. Students may make goal changes at any point during the program year; however, programs must show evidence of the goal update process. Programs must have a defined process for updating student goals that includes:
 - how they will communicate with students about goal changes,
 - how often this process will occur during the program year,
 - how they will document and retain evidence, including the reason for modifying the goal, of each student’s update process for purposes of audit, and
 - when those goal changes will be reported in TOPS.
- ❑ TOPS only reports the primary and secondary goals with the earliest date. If the proxy function is used to create a proxy entry record, the goal update needs to be done on the proxied entry record, otherwise goals on the proxy entry record will override the goals on the current year’s entries. For examples of acceptable and unacceptable goal changes, see the Oregon Policy on Validating and Editing Data in this section.

RETAINED AND EXITED STUDENTS

Adult Basic Skills student enrollments are often fluid, and it is not always possible to know a student’s status in terms of being either retained or exited. However, programs are required to track student status as accurately as possible. It is inappropriate to automatically mark every student as “left program” with “unknown reason” as the reason for exit. For federal reporting, the following policy will be used to determine an individual student’s status.

- ❑ Students are considered retained from one program year to the next if they enroll in the subsequent program year by October 15.
- ❑ Students are considered exited in the previous program year if they are not enrolled in the subsequent program year by October 15.
- ❑ CCWD will match spring term Update Records (April 1 through June 30) with Entry Records from July 1 through October 15 to determine if the student has exited or been retained and adjust Update Record fields 7 and 13 accordingly.

PROXY RECORDS

Because Title II student data is collected during an academic year but reported according to a program year, TOPSpro provides a proxy function which allows programs to carry forward student records that meet specific criteria into the subsequent program year without re-testing the student. The parameters of state approved use of the proxy function follow:

- ❑ Assessments administered within the appropriate window of time in one program year (April 1- June 30, if the student re-enters the program by October 15th) may be proxied forward for use as pre-tests in the subsequent program year by utilizing the TOPSpro proxy function. Entry records may also be created using this proxy function to eliminate the need to complete new Scantron entry record forms.
- ❑ When the TOPSpro proxy function is initiated by a user, TOPSpro will look for a “trigger” in the current program year. A trigger could be an Entry, an Update or a Test record in the new program year. When one or more triggers are found, TOPSpro will create proxies. TOPSpro proxies all test

forms used in Oregon. Also, the TOPSpro proxy function provides an auditable activity log that identifies records as proxies, differentiated from records created by manual entry or scanning.

- ❑ The only permissible method of carrying forward a proxy record into a new program year (as opposed to entering an entirely new record indicative of new program entry and/or assessment) is through use of the TOPSpro proxy function. It is not permissible to manually create any student records for use as proxy records in a subsequent program year by erasing or otherwise altering any previously completed Scantron form or mimicking a similar process by manual data entry.

VALIDATING AND EDITING DATA

Changes during the program year:

- ❑ Programs must monitor the quality of their data utilizing the data validation features of the TOPSpro software. It is appropriate to check for missing data and compare various data elements to each other to ensure they make sense.
- ❑ All programs are required to utilize these data validation features at least once each quarter and are encouraged to do so more frequently (i.e. after scanning sessions) to check for data errors and make corrections to data elements. All local data is validated and, if necessary, corrected, prior to export to the state. This data validation process is essential to the credibility of data and allows local sites to correct information while the student and instructor are still on site.
- ❑ Appropriate data editing and correction are integral parts of the required local data quality certification process under NRS guidelines. Examples of allowable data changes include:
 - John marks his labor force status as “employed” but marks his goal as “get a job”. You contact John to identify which of these elements is incorrect.
 - Aimee is administered a test and receives an invalid score. This test record may be deleted and replaced with the record from an appropriate level test.
- ❑ This data validation process must not be confused with the manipulation of previously collected data to match known outcomes. Fraudulently changing data after the outcome is known is prohibited. Examples of inappropriate data changes include:
 - John attended classes studying for his GED; however after he leaves your program, you discover he got a job so you change his declared goal in TOPSpro to match the known outcome (i.e. add the goal of “get a job”)
 - Aimee is pre-tested in Reading and Math and receives instruction in both. She is post-tested in Reading and Math but, because she doesn’t do well on her Math test, you only record the Reading post-test score.

Changes after the end of the program year:

To maintain the integrity of the database, it is necessary to limit the timeframe during which data may be altered. Instructions for this process are contained in the Title II Compliance Calendar. The most recent edition of this document can be downloaded from the CCWD website (<http://www.oregon.gov/CCWD/ABE/index.shtml>).

DATA REPORTING AND SUBMISSION

- ❑ Programs must submit their data quarterly to CCWD for review. Programs will submit data by using the TOPSpro Replication procedure within the established timeframe. If a program is unable to use the TOPSpro Replication procedure, the program must submit the data in TOPSpro export file format.
- ❑ During this program year (2008-2009), programs are encouraged to report instructional hours quarterly

2008-2009	
Quarter	Data Submission Deadline
Summer Term and Preliminary Fall Term	October 20, 2008
Fall Term	Due on or before January 12, 2009
Winter Term	Due on or before April 6, 2009
Spring Term	Due on or before July 1, 2009

- ❑ Programs must provide a final end-of-year data export to the state by the July 1 deadline.

RECORD RETENTION

- ❑ Programs must retain complete student files for Title II eligible program participants for 3 years from the end of the grant or the length of time required by their own record archiving policy, whichever is longer.
- ❑ Programs must maintain electronic databases as submitted to CCWD for 10 years or the length of time required by their own archiving policy, whichever is longer.
- ❑ Programs must allow access to all student files by CCWD and/or federal Department of Education staff for audit purposes.

IMPORTANT INSTRUCTIONS FOR COMPLETING ALL TOPSPRO FORMS

- ❑ Use a number 2 pencil.
- ❑ Completely erase undesired marks when changing response.
- ❑ Erase any stray marks near the black scanning marks on top and side.
- ❑ Do not staple, fold, hole-punch, or paper clip forms.

ENTRY RECORD INSTRUCTIONS

AGENCY # – Institutions or programs have a single Agency Number assigned by CCWD, and therefore the agency number does not need to be entered on each form. Check with your local database administrator.

SITE # – The Site Code number is assigned locally to identify specific locations. See your local database administrator.

1A. STUDENT NAME AND PHONE NUMBER – Enter last name, then first name. Students with hyphenated names should be reminded to use the same first and last name on all TOPSpro forms. The phone number field is optional for local use.

1B. STUDENT ADDRESS – These fields are intended to assist programs in states that must complete follow-up surveys; therefore these fields are optional in Oregon. Your local program may decide whether to complete the address fields or leave them blank.

2. INSTRUCTOR'S NAME – Enter information as directed by the local site. Sites may designate this space to indicate an instructor, class time, location, or other information.

3. STUDENT IDENTIFICATION – Enter identification number used for student registration. If an actual SSN is entered, mark “Yes” for Social Security #. Otherwise, mark “No”. To be used for data match (GED, OCCURS, Employment wage record), SSN must appear in TOPSpro. If an identification number other than SSN is used as Student ID, enter SSN into TOPSpro’s “SSN” field, either manually or by using TOPSpro “3rd party import of demographic records.”

Begin entry at the left. Do not include “leading zeros” that are not significant to the ID number. (Some SSNs begin with a zero that must be entered as part of the ID number.)

Mark yes or no to indicate the student has signed informed consent statement/release of information to use the SSN according to your agency’s confidentiality policy. Your agency’s informed consent statement/release of information must meet FERPA requirements.

4. GENDER – Indicate the student’s gender. Per NRS guidelines, this data is collected either through observation or self-report of learner. This is a mandatory field for federal reporting.

5. DATE OF BIRTH – Enter student’s date of birth by marking the Month, Day (DD), and Year (YY). Add a leading zero for days less than “10” (DD). This is a mandatory field for federal reporting.

6. HIGHEST YEAR OF SCHOOL COMPLETED – Enter student’s highest full grade of school completed as a two-digit number if their schooling was completed in this country. If the student studied outside of the U. S., enter the number of years in school.

7. HIGHEST DIPLOMA OR DEGREE EARNED – Mark only one (highest earned) of the following:

- None** – Has no high school level diploma or GED Certificate.
- GED Certificate** – Received an official GED Certificate issued by the state agency.
- High School Diploma** – Received high school diploma, adult high school diploma, modified high school diploma, or certificate of high school completion.
- Technical/Certificate** – Received a certificate of completion in a professional/technical program such as welding, cosmetology, phlebotomy, or nurse’s assistant.

- A.A./A.S. Degree** – Has a two-year degree from an accredited institution.
- 4-year College** – Has a four-year degree from an accredited institution.
- Graduate Studies** – Has completed accredited course work beyond a 4-year degree.
- Other** – Was awarded some type of diploma or secondary degree comparable to a High School diploma or GED but not included above.

Mark the box to indicate that the degree marked above was awarded outside of the U. S.

NOTE: Race/Ethnicity is a mandatory field for federal reporting and student records in which both 8A and 8B are blank will be dropped. Recognizing that many students identify with more than one race/ethnicity, you may complete 8A Hispanic or any race(s) in 8B or both fields.

8A. ETHNICITY – Mark one. Per NRS guidelines, this is the category with which the learner self-identifies, appears to belong, or is regarded in the community as belonging.

- Hispanic or Latino** – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- Not Hispanic or Latino** – Not of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture of origin, regardless of race.

8B. RACE– Mark all that apply based on the NRS definitions below.

- White** – Origins in any of the original peoples of Europe, North Africa or the Middle East.
- Asian** – Origins in any of the peoples of the Far East, Southeast Asia, or the Indian subcontinent. (Example: Cambodia, China, Japan, India, and Korea)
- Black or African American** – Origins in any black racial groups of Africa.
- Native Hawaiian or Other Pacific Islander** – Origins in any of the original peoples of the Hawaiian Islands or other Pacific Islands such as Samoa.
- Filipino** – Origins in the original people of the Philippine Islands.
- American Indian** – Origins in any of the original peoples of North America who maintain cultural identification through tribal affiliations or community attachments.
- Alaska Native** – Origins in any of the original peoples of northern North America, now usually considered Alaska.

9. NATIVE LANGUAGE – Mark the prevalent language spoken in the home when the student was a child. Mark only ONE of the listed languages.

10. DATE OF ENTRY INTO THIS CLASS – Enter the date that the student begins this instructional program within the current program year. Use a leading zero for days that are less than 10.

This program year began July 1, 2006, and will end June 30, 2007. Some programs choose to hold summer term Entry Records from June for scanning after July 1 in the new program year.

11. INSTRUCTIONAL PROGRAM –The student may be enrolled in more than one instructional program during the program year and thus have multiple entry records and entry dates. This is a mandatory field for federal reporting.

Note: TOPSpro automatically reports students enrolled in ESL and other instructional programs during the same program year as ESL. Math test data will not be used for ESL reporting purposes.

Mark only ONE instructional program per Entry Record:

- Basic Skills (ABE)** – This instructional program provides instruction below the postsecondary level for adults who lack sufficient mastery of basic educational skills to enable them to function effectively in society.
- ESL** – English as a Second Language – Student is learning English and his/her native language is not English.
- ESL/Citizenship**– Student is a non-native English speaker who is receiving basic skills instruction while preparing for U. S. citizenship test requirements. For reporting purposes, basic skill assessment is required for students in this instructional program.
- Citizenship** – Student is preparing for U.S. citizenship test requirements without receiving instruction in basic skills. This instructional program does not require basic skills assessment and these records are not included in federal reporting.
- High School Diploma** – Student is enrolled in a program designed to earn credits toward a high school or adult high school diploma. This Instructional Program includes all of the categories below:
 - Adult High School Diploma: Student is released from public instruction or at least 18 years of age, and enrolled in a program to earn a high school credential approved by CCWD in compliance with OAR 589-007-0600. Mark High School Diploma in Field #11 Instructional Program on TOPSpro form.
 - Alt Ed: Student is not released from public instruction but has all or a significant part of their instructional program provided by an approved Alternative Education provider. The student’s high school continues to receive state school fund dollars (ADM). Mark High school diploma in Field #11 and ALT ED in Field #13 Special Programs and Concurrently Enrolled in High School/K12 in Field #14 on TOPSpro form.
 - Credit Recovery: Student is not released from public instruction and primary instruction is provided by the K-12 system while specific credits are earned through an approved and accredited secondary education program. The student or the school district may pay the tuition fee. Mark High school diploma in Field #11 and Field #14 Concurrently Enrolled in high school/K-12 on TOPSpro form but do not mark Alt Ed [K-12] in Field #13 Special Programs.
- GED** – Student is enrolled in coursework preparing for the English version of the GED.
- Spanish GED**– Student is enrolled in coursework preparing for the Spanish version of the GED. *These students are excluded from Title II federal reporting. Note: If a student is concurrently enrolled in other eligible programs, passing Spanish GED is counted as a valid outcome for the students having pass GED as their goal.*
- ~~Voc./Occupational Skills~~ – *(Not for use in Oregon – not eligible for NRS reporting)*
- ~~Workforce Readiness~~ – *(Not for use in Oregon – not eligible for NRS reporting.)*

- ~~Adults w/Disabilities~~ – (Not for use in Oregon – not eligible for NRS reporting)
- ~~Health & Safety~~ – (Not for use in Oregon – not eligible for NRS reporting)
- ~~Home Economics~~ – (Not for use in Oregon – not eligible for NRS reporting)
- ~~Parent Education~~ – (Not for use in Oregon – not eligible for NRS reporting)
- ~~Older Adults~~ – (Not for use in Oregon – not eligible for NRS reporting)
- ~~Other~~ – (Not for use in Oregon – not eligible for NRS reporting)

12. ATTAINABLE GOAL WITHIN PROGRAM YEAR – Mark one or two Attainable Goals that are reasonable for the student to achieve THIS program year based on evaluation of student goals, assessed skill levels, date of entry into this class, and remaining length of the program year. This is a mandatory field for federal reporting.

Primary and Secondary Attainable Goals Within Program Year are equivalent. TOPSpro forms require a mark in each column so, if a student identifies only one goal, mark None in the Secondary column. See policy relating to Goal Setting and Changing Data on page 25 of this manual.

Note: For federal reporting, CCWD will aggregate up to three goals from all entry records based on the following policy. 1) Improve basic/English skills is an assumed goal and this goal is always selected. 2) If a student has two federally reportable goals, both goals are selected regardless of the timeframe of the entry. 3) When a student has more than two federally reportable goals, the two goals declared earliest are selected (excluding proxied Entry records, identified by having an entry date of July 1). Federally reportable goals are goals reported on “Core Follow-up Outcome Achievement” (Federal Table 5). These goals include Placed in Employment, Employment Retention, Placed in Post-secondary Education or Training, Receipt of Secondary Diploma or Equivalent.

- Improve basic skills** – Goal is to improve reading, math, writing and/or speaking, listening skills.
- Improve English skills** – Goal is to improve English speaking, listening, reading and/or writing skills for non-native speakers.
- H.S. Dipl./GED** – Goal is to earn a high school level certificate (GED, high school diploma) this program year.
- Get a job** – Goal is to gain employment. If so, Labor Force Status must be marked Unemployed.
- Retain job** – Goal is to upgrade skills to retain current job or to improve employment or promotional opportunities. If so, Labor Force Status should be marked Employed.
- Enter college or training** – Goal is to enroll in a post secondary educational or training program, such as a short term vocational, apprenticeship, or certificate or degree program.
- ~~Work-based Project~~ – *Not for Use in Oregon.*
- Family Goal** – Goal is to integrate the basic skills needed to support parental role such as reading to children, interacting with the child’s school, etc.
- U. S. Citizenship** – Goal is to meet the requirements of the U. S. citizenship test.
- Military** – Goal is to meet military entry requirements and/or test scores.

- Personal Goal** – Goal is to integrate the basic skills needed to achieve a personal outcome not covered by any other goal (i.e. get a driver’s license, earn a First Aid card, etc.)
- None** – This is marked only in Column 2 when the student does not identify a second goal.
- Other**— (Not for use in Oregon).

13. SPECIAL PROGRAMS – Mark all that apply. This is a mandatory field for federal reporting.

- None** – In none of the special programs listed below.
- Jail** – Program designed specifically for learners housed in city or county jail.
- Community Corrections** – Program is fully or partially funded by Parole and Probation.
- State Corrections** – Program is fully or partially funded by the Department of Corrections.
- Homeless Program** – Program is targeted specifically for adults lacking a fixed, regular nighttime residence or residing in a temporary public or private shelter.
- Family Literacy** – Programs with a literacy component for parents and children or other intergenerational literacy components. Includes all Even Start program participants.
- Workplace Ed.** – Basic skills programs designed for and delivered at a worksite, and/or, programs designed for employer-specific workplace skills.
- Tutoring** – Individual or small group instruction by a volunteer tutor funded by a Title II Outreach Grant. The volunteer tutor is assigned to work regularly with a specific Title II-eligible student or students. Do not mark this bubble for students receiving instruction provided by a volunteer working as an instructional assistant for the whole class. Mark TOPS forms according to the chart below.

Table 7 Tutoring Bubbling Guide

Student is....	TOPS Entry & Update Forms	Site #	Field #13 Special Program
Enrolled in a regular course with a paid instructor -----and----- tutored by a volunteer tutor during part of normal class time	One Entry/Update pair	Regular course’s site code #	Tutoring
Not enrolled in a regular course with a paid instructor -----and----- tutored independently by a volunteer tutor	One Entry/Update pair	Outreach tutoring site code (99000)	Tutoring
Enrolled in a regular course with a paid instructor -----and----- tutored independently by volunteer tutor outside normal class time	Two Entry/Update pairs	One E/U pair with regular course’s site code and Special Program=None -----and----- One E/U pair with 99000 site code plus Special Program = Tutoring	
Enrolled in a regular course with a paid instructor and tutored by a volunteer tutor during part of normal class time -----and----- tutored independently by a volunteer tutor outside of normal class time	Two Entry/Update pairs	One E/U pair with the regular course’s site code and Special Program = Tutoring -----and----- One E/U pair with 99000 site code plus Special Program = Tutoring	

- Distance Learning** –(Not for use in Oregon in 2008-2009)

NOTE: Do not mark “Distance Learning.” Until a distance learning policy is developed, no student in Oregon can be considered as enrolled in a distance learning program. To comply with the new federal rules on distance learning, CCWD will be developing an official state policy during the program year.

- Special Needs** – Programs specifically designed for developmentally disabled adults.
- Alternative Ed. [K12]** – Programs receive ADM reimbursement and the students have not been released from k-12 compulsory attendance. Mark Personal Status – Concurrently enrolled in high school/K12. *These students are not eligible for reporting on the Title II federal report.*
- Non-traditional training** – Programs considered non-traditional for a specific gender, age, etc.
- EL Civics** – Program funded by an English Literacy/Civics grant to integrate English language literacy and civic education services for limited English proficient populations. This field is appropriately marked only for students in ESL or ESL/Citizenship instructional programs.
- Carl Perkins** – The purpose of the Carl D. Perkins Vocational and Technical Education Act of 1998 is to develop more fully the academic, vocational and technical skills of secondary students and postsecondary students who elect to enroll in vocational and technical education programs.
- Other** – Programs that are designed for specific targeted populations not identified above.
- Even Start** – Student participates in a program funded by an Even Start grant. (This special program must be marked manually on the student data record. It does not appear on the Scantron form.)

14. PERSONAL STATUS – (Mark all that apply.)

- TANF** – (Temporary Assistance for Needy Families, a welfare program administered by the U. S. Department of Health and Human Services) Participant is a TANF client.
- Other Public Assistance** – Participant receives other public assistance such as subsidized childcare, transportation, food stamps, or health care but not cash assistance. Social security benefits, unemployment insurance and employment-funded disability are not included here.
- WIA IB** – Participant receives services funded by the WIA Title 1B Youth, Adult or Dislocated Worker Program.
- Rehabilitation** – Participant is receiving Vocational Rehabilitation Division services.
- Concurrently enrolled in high school/K12** – Student has not been released from compulsory attendance in the K-12 system. *These students are not eligible for reporting on the Title II federal report.*
- Dislocated Worker** – Participant is receiving dislocated worker services because they lost their job through no fault of their own and meet any of the following criteria:
 - Laid off, received notice of layoff, eligible for/exhausted Unemployment Insurance, or unlikely to return to previous industry or occupation

- Laid off or received notice of a layoff due to permanent closure or substantial layoff at a plant, facility or enterprise
- Was self-employed but is unemployed due to general economic conditions in the community or natural disasters
- **Veteran** – Participant is an U. S. military service veteran.
- **Disabled** – Participant has a physical (motion, vision, hearing) or mental (learning or developmental) impairment, which substantially limits one or more of his or her, major life activities and has a record of such impairment, or is regarded as having such impairment. This includes adults who are alcohol and drug abusers, mentally retarded, hearing-impaired, deaf, speech-impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impairments and adults with specific learning disabilities.
- **Displaced Homemaker** – Participant has been providing unpaid services to family members in the home and is:
 - unemployed or underemployed and
 - experiencing difficulty in obtaining or upgrading employment and
 - no longer supported by the income of another family member upon whom they were previously dependent or is on public assistance.
- **Single Parent** – Learner has sole custodial support of one or more dependent children.
- **Other** – *(Not for use in Oregon)*

15. LABOR FORCE STATUS – This is a mandatory field for federal reporting

- **Employed** – Participant works as a paid employee, or is self-employed or works 15 hours or more per week as an unpaid worker on a farm or in a business operated by a family member. Also includes those who are not currently working, but who have jobs or businesses from which they are temporarily absent.
- **Unemployed** – Participant is currently not working but is seeking employment and is available for work. This includes persons who will not be called back to a job from which he/she has been laid off. By definition, unemployed participants are looking for work, and should select “Get a job” as one of their goals. If this goal is inappropriate for an unemployed participant, their labor force status should be changed to “Not employed and not seeking work.”
- **Not employed and not seeking work** – Participant is not employed and is not looking for a job.
- **Retired** – Participant identifies themselves as retired. Current wages and whether the participant is seeking work do not affect this status.

16. HOME ZIP CODE – Enter the 5-digit zip code of the participant’s current residence.

17. CLASS NUMBER – This is a required field; however local sites can define class numbers to group participants for local reporting purposes by assigning class numbers to represent instructors, class times, location, etc.

18. INSTRUCTIONAL LEVEL – *Not for use in Oregon*

19. SKILL LEVEL – *Not for use in Oregon*

20. PROVIDER USE – *Not for use in Oregon*

BASIC RULES FOR UPDATE RECORDS

Rule #1: For every student, at least one Entry Record and one Update Record in the same program year are required. These records need not include matching instructional programs.

Rule #2: A student may have multiple Entry and Update Records within one program year.

When is an Update Record completed?

- An Update Record *may be* completed at the end of each term for programs wishing to report progress on students on a term basis. A new Entry Record is not necessary.

NOTE: If multiple updates are completed for a single entry:

- Report only outcomes since the previous update.
 - Mark instructional hours since the previous update only. Hours are not marked as a cumulative total.
 - Mark only HS credits earned since the previous update. Credits are not reported as a cumulative total.
- An Update Record *must be* completed at the following times:
 - **When student separates from the program.** An Update Record should be completed soon after a student informs an instructor of plans to drop a program, or does not attend for more than four weeks; or
 - **When a previously enrolled student fails to return to the program.** If a student who was expected to continue enrollment does not return by the fourth week of a new term, an Update Record is then completed; or
 - **At the end of a program year (6/30).** For reporting purposes, each student must have at least one Entry and one Update Record per program year.

End of year paperwork process notes: Because the program year ends in the middle of summer term, there may be confusion regarding the need for Update and Entry Forms. Under a variety of circumstances, the TOPSpro Proxy Function can create records for students continuing in the next program year without scanning another Entry Record or Test Record. See your local database administrator for information on your program's end-of-year process.

UPDATE RECORD INSTRUCTIONS

***AGENCY #** – Match Entry Record.

***SITE #** – Match Entry Record.

1A. STUDENT NAME AND PHONE NUMBER – Name must match Entry Record. Phone number is optional for local use.

1B STUDENT ADDRESS – See Entry Record instructions

2. INSTRUCTOR NAME

3. STUDENT IDENTIFICATION – Must EXACTLY match student ID number on Entry Record.

4. DATE OF CLASS UPDATE – Enter the date that the student last participated in the program. If an Update Record is completed on each student at the end of each term, enter the last day of the term for students who attended up to the end of the term. Days that are less than “10” must include a leading zero.

5. HOURS OF INSTRUCTION – Enter the number of instructional contact hours the student actually received between the Date of Entry or the most recent Update and the date of this Update. The TOPSpro software calculates cumulative instructional hours. Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum such as assessment, orientation, tutoring, or participation in a learning lab. Hours of instruction are actual contact hours as documented by attendance records.

6. INSTRUCTIONAL PROGRAM – Mark one. See Entry Record instructions for definitions.

7. STATUS – This is a required field on every Update Record. Mark only one status code based on the definitions below.

- Retained in program**– Student will continue in the program after the update.
- Left program**– Student is no longer participating in the Program.
Note: Field #13 Reason for Exiting must also be marked.
- No show or did not attend at least 12 hours**– The student did not attend at least twelve (12) Hours of Instruction based on the definition above.
Note: Field #13 Reason for Exiting must also be marked.

8. PROGRESS – *Not for use in Oregon.* Progress and completion of levels are computed from other reporting elements; therefore leave this field blank.

9. LEARNER RESULTS– Instructors should confer with students when recording learner results whenever possible. Learner results reflect completion of a declared goal, therefore, this section reflects consideration of Field #12 – Attainable Goal Within Program Year on the Entry Record. See Goal Setting section of this manual.

Work–

- ❑ **Got a job**– Learner obtained a full or part-time job.
- ❑ **Retained job** – Learner remained in same job due to improved skills or credential earned.
- ❑ ~~**Met work-based project goal**~~ – *Not for use in Oregon*
- ❑ **Entered job training** – Learner entered specific job training program, i.e. short term vocational training, on-the-job training, work-based training, cooperative work experience.
- ❑ **Entered apprenticeship** – Learner entered a state-certified apprenticeship program.
- ❑ **Entered military** – Learner increased skill levels required to enter U. S. military (including Oregon National Guard).
- ❑ **Acquired workforce readiness skills** – Learner has acquired the skills described on the Pre-Employment Work Maturity Skills and Workforce Readiness Indicator Checklist.
- ❑ **Reduced public assistance** – Learner has reduced their reliance on, or eligibility for, public assistance grants or programs.
- ❑ **Other** – Learner has achieved some goal that does not fit any of the above categories. Staff must be able to clearly document student goal and its attainment.

Personal/Family–

- ❑ **Increased involvement in children’s education**– Increased involvement in children’s school, such as attending school activities, parent meetings or volunteering to work on school projects.
- ❑ **Increased involvement in children’s literacy related activities**– Completed a program with a literacy component for parents and children or other intergenerational components, such as Even Start.
- ❑ ~~**Met other family goal**~~– *(Not for use in Oregon)*
- ❑ **Met personal goal**– Learner met a previously declared, well-defined goal integrated with the basic skills needed to achieve a personal outcome such as getting a driver’s license, passing a Certified Nursing Assistant test, earning a First Aid card, etc. which is not covered by any other goal.
- ❑ **Other** – *(Not for use in Oregon).*

Community–

- ❑ **Achieved U. S. Citizenship skills** – Learner acquired the skills to pass a practice citizenship test predictive of successful completion of official test for U. S. citizenship.
- ❑ **Registered to vote or voted for the first time** – Learner registered to vote or voted for the first time in an official governmental election before the end of the program year.
- ❑ **Increased involvement in community activities** – Learner increased community activities such as contributing to the support of, attending, organizing meetings or volunteering for neighborhood, community or political organizations; or volunteering to work on community improvement activities.
- ❑ **Other** – *(Not for Use in Oregon)*

Education–

- ❑ **Returned to K-12**– Learner returned to the local K-12 school system. Usually the student is under the age of 21. This may include students in summer programs or teen parent programs or dropout recovery programs. *These students are excluded from federal reporting under WIA Title II.*
- ❑ **Passed GED** – Learner earned a GED and at least one test was passed in the current program year.

- ~~Earned certificate~~ – *(Not for use in Oregon)*
- Earned high school diploma** – Learner completed credit requirements for an Oregon high school diploma.
- Entered college** – This outcome is verified through a data match at the state level.
- Entered training program** – Learner enrolled in an educational or occupational skill training program.
- Gained computer or technology skills** – Learner gained technology skills.

Note: Guidance is provided as an attachment at the end of this manual for programs who are interested in a tool to informally assess technology gain.

- ~~Mastered course competencies/educational plan~~ – *(Not for use in Oregon)*
- ~~Other~~ – *(Not for use in Oregon)*

10. CLASS NUMBER – This field is for local reporting purposes only so, for statewide reporting purposes, it is not necessary that class number match on Entry and Update Records.

11. INSTRUCTIONAL LEVEL – Instructional level must be assigned to every learner who received 12 or more hours of instruction but has not been pre-tested. Assign an appropriate Instructional Level based on the appraisal score.

~~**12. SKILL LEVEL**~~ – *(Not for use in Oregon)*

13. REASON FOR EXITING – Mark one for each student whose status is marked either Left Program or No Show/Did Not Attend At Least 12 Hours.

- Changed class or program** – Learner left the current instructional program or class prior to completion to enroll in a different education or training program or class.
- Completed program** – Learner met the completion requirements for this program or class.
- Met Goal** – Learner met personal goal set at entry (Field 12). Mark only if learner marked Personal Goal on the matching Entry Record.
- End of program year** – Learner was “artificially” exited for reporting purposes due to the end of the program year.
- Got a job** – Learner obtained a seasonal, permanent, part-time, or full-time job.
- Moved** – Learner moved out of program service area or beyond his/her transportation capabilities. (For Corrections, learner was transferred to an institution or unit where the education program is not available.)
- Schedule conflict** – Learner cannot maintain the agreed upon program schedule due to conflicts with work, family schedule, or class location.
- Lack of transportation** – Learner cannot find, fund, or maintain adequate transportation to and from the instructional program.
- Lack of childcare** – Resources or facilities to meet learner’s childcare needs are not available.
- Family problems** – Learner left the program due to problems related to family responsibilities or care of family members.

- ❑ **Own health problems** – Learner is receiving medical or mental health treatment, including substance abuse treatment, which precludes participation.
- ❑ **Lack of interest** – Learner left due to lack of interest in, or perceived value of the program
- ❑ **Public safety** – Learner left due to concern for personal safety in traveling to/from the program (i.e. fear of riding bus, walking through dangerous neighborhoods, etc)
- ❑ **Administratively separated** – Learner was removed from the program by the instructor or administrator to correct an error in student placement or because the student is no longer allowed to continue in the program for cause.
- ❑ **Unknown reason** – Learner left and cannot be contacted by mail, phone or alternative contact information provided by the learner.
- ❑ **Other known reason** – Learner’s reason for leaving the program is known, but does not fit any of the above categories.

14. SUB SECTIONS OF GED PASSED – This field is for local reporting purposes only. For the state reporting, this field is not required.

15. HIGH SCHOOL CREDITS EARNED – *(Not for use in Oregon).*

TEST FORM TO MANUAL CROSSWALK

TOPS
Tracking Of Programs and Students

TRUS-004

PRACTICE

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

Test Record

① Student Last Pg 45 First Middle

② Instructor Name _____

Agency # _____

Site # Pg 45

TEST

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

5 (A) (B) (C) (D)

6 (A) (B) (C) (D)

7 (A) (B) (C) (D)

8 (A) (B) (C) (D)

9 (A) (B) (C) (D)

10 (A) (B) (C) (D)

11 (A) (B) (C) (D)

12 (A) (B) (C) (D)

13 (A) (B) (C) (D)

14 (A) (B) (C) (D)

15 (A) (B) (C) (D)

16 (A) (B) (C) (D)

17 (A) (B) (C) (D)

18 (A) (B) (C) (D)

19 (A) (B) (C) (D)

20 (A) (B) (C) (D)

21 (A) (B) (C) (D)

22 (A) (B) (C) (D)

23 (A) (B) (C) (D)

24 (A) (B) (C) (D)

25 (A) (B) (C) (D)

26 (A) (B) (C) (D)

27 (A) (B) (C) (D)

28 (A) (B) (C) (D)

29 (A) (B) (C) (D)

30 (A) (B) (C) (D)

31 (A) (B) (C) (D)

32 (A) (B) (C) (D)

33 (A) (B) (C) (D)

34 (A) (B) (C) (D)

35 (A) (B) (C) (D)

36 (A) (B) (C) (D)

37 (A) (B) (C) (D)

38 (A) (B) (C) (D)

39 (A) (B) (C) (D)

40 (A) (B) (C) (D)

41 (A) (B) (C) (D)

42 (A) (B) (C) (D)

43 (A) (B) (C) (D)

44 (A) (B) (C) (D)

45 (A) (B) (C) (D)

46 (A) (B) (C) (D)

47 (A) (B) (C) (D)

48 (A) (B) (C) (D)

49 (A) (B) (C) (D)

50 (A) (B) (C) (D)

Directions for marking answers

- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen
- Make dark marks that fill rectangle completely
- Erase cleanly any answers you change

Right

(A) (B) (C) (D)

Wrong

(X) (1) (2) (3)

(0) (1) (2) (3)

③ **STUDENT IDENTIFICATION**

④ **FORM NUMBER**

⑤ **TEST DATE**

⑥ **CLASS NUMBER**

⑦ **INSTRUCTIONAL PROGRAM**

⑧ **HOURS OF INSTRUCTION***

⑨ **RAW SCORE**

⑩ **TEST 1**

⑪ **TEST 2**

⑫ **TEST 3**

⑬ **TEST 4**

⑭ **TEST 1**

⑮ **TEST 2**

⑯ **TEST 3**

⑰ **TEST 4**

* = required for TOPSpro software

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TEST RECORD INSTRUCTIONS

All programs are required to enter test data from assessment instruments approved for federal reporting.

1. STUDENT NAME – Enter last name, then first name. Students with hyphenated names should be reminded to use the same first and last name on all TOPSpro forms.

2. INSTRUCTOR NAME – Enter information as directed by the local site. Sites may designate this space to indicate an instructor, class time, location or other information.

AGENCY # – Institutions or programs have a single Agency Number assigned by the CCWD, and therefore the agency number does not need to be entered on each form. Check with your local database administrator.

SITE # – The Site Code number is assigned locally to identify a specific location. Questions should be directed to your local database administrator.

3. STUDENT IDENTIFICATION – Enter identification number used for student registration. Programs are strongly encouraged to use actual SSNs for Student ID. If an actual SSN is entered, mark “Yes” for Social Security #. Otherwise, mark “No”.

To be useful for data matching on the state level, the SSN should appear exactly the same on TOPSpro records, GED records and employment wage records.

Begin entry at the left. Do not include “leading zeros” that are not significant to the ID number. (Some SSNs begin with a zero that must be entered as part of the ID number.)

4. FORM NUMBER – Enter the test form number for any state approved assessment. Starting at the left, enter the form number as a three digit number (i.e. add a leading zero to two digit numbers) and include the letter indicating the subject area. R = Reading, M = Math, S = Speaking, W = Writing, and L = Listening. The letter X is used for the extended range forms. Examples: Form 032RX, Form 999S, Form 185R.

5. TEST DATE – Enter the two digit date that the student is tested. Use leading zeros for days that are less than “10.”

6. CLASS NUMBER – Local sites define class number. For federal reporting purposes, Class Number is not required to match the Class Number on an Entry or Update Record. Class numbers are used to group records for local reporting purposes and may represent instructors, class times, location, etc.

7. INSTRUCTIONAL PROGRAM – Mark only one instructional program per Test Record. See Entry record section of this manual for complete definitions.

8. HOURS OF INSTRUCTION – *(Not for use in Oregon).*

9. RAW SCORE –

- When entering a CASAS Score:**

- **If a student does not bubble the answers** directly on a Test Record, enter the raw score (number of correct items) for a CASAS test here and the correct form number in Field #4. Other required fields marked with a (*) (Student Identification, Test Date, Class Number, Instructional Program) must also be completed.
 - **If a student does bubble the answers** on a Test Record answer strip, leave this Raw Score field blank.
- **When entering BEST Plus or HSWA test results:**
- **leave this field blank. See instructions for field 11 below.**

10. TEST 1 – *Not for use in Oregon*

11. TEST 2 – Record scale scores from BEST Plus and HSWA in this field.

- BEST Plus: Record the scale score, not the SPL. Report the score as a three digit number even if it is necessary to add a leading zero (i.e. 088, 438, 541).
- HSWA: Record the score as a three digit number (i.e. 001, 002, 003, 004, 005, 006).

12. TEST 3 – *Not for use in Oregon*

13. TEST 4 – *Not for use in Oregon*

Student does not yet have the skills to be tested - Mark if an attempt was made to test a student, but the student does not yet have the skills to be tested. Coding this field does not constitute a pre-test since no skills have been assessed, however it does indicate that the program is in compliance with the state policy on pre-testing.

APPENDIX A

Guidelines for Measuring Technology Gain

In the absence of a standardized assessment tool for technology, these skill descriptors may serve as a checklist for informal assessment of ABE or GED students. (May be used to complete Update Record, Field #9, Learner Outcomes)

Table 8 Technology Gain

Technology Level	SKILLS AT LEVEL <u>ENTRY</u>	SKILLS AT LEVEL <u>COMPLETION</u>
0	No knowledge of computers or other technology.	Turn on a computer; Correctly turn off a computer; Use a mouse for controlling the cursor and the status line; Use a keyboard for controlling the cursor and the status line; Adjust monitor; Start a program by double-clicking an icon; Start a program from program list or Windows display; Use educational software; Find and respond to screen prompts.
1	Minimal knowledge of and experience using computers and related technology. (See Skills At Level Completion column for previous level.)	Format a floppy disk; Explain the difference between a program and a document; Create a simple text document; Open a document; Save a document in a new file and an existing file; Close a document; Print a document from the list files option; Print a document using print menu; Use the view document option before printing; Distinguish between <i>SAVE</i> and <i>EXIT</i> functions; Retrieve existing document, edit, save in new file; Use <i>RENAME</i> to change the name of a file; Keyboard at 25 words per minute; Use calculator to add, subtract, multiply, divide.
2	Can use simple computer programs and perform a sequence of routine tasks given directions using technology. (See Skills At Level Completion column for previous level.)	Use word processing to create a simple document demonstrating these competencies: set and change left, right, top, bottom margins; underline, bold, italicize text as it is typed; use the blocking function; move and copy text to other parts of a document; and delete text from a document; Use <i>SPELL CHECK</i> and correct errors in a document; Select and alter font style and size; Save a block of text as a separate document; Send a FAX document using a FAX machine; Duplicate documents using a photocopier; Compose and send an e-mail message; Read an e-mail message; Use a calculator to do multi-step operations.

Technology Level	SKILLS AT LEVEL ENTRY	SKILLS AT LEVEL COMPLETION
3	<p>Operate or learn basic computer software, such as word processing; Can follow simple instructions for using technology.</p> <p>(See Skills At Level Completion column for previous level.)</p>	<p>Create business letter using word processing program; Reformat margins, spacing, justification, and tabs within documents; Select and use the appropriate document template for different types of document; Create supporting visual aids for simple presentation Create simple tables; Copy tables to a separate document; Access and use the <i>HELP</i> function; Send & receive e-mail messages with attachments; Access a specific Web page (URL) and search the Web using a variety of tools; Utilize e-mail, newsgroups, or other web browser applications to obtain information on selected topic; Access, use, and research resources through the World Wide Web; Keyboard at 35 words per minute.</p>
4	<p>Proficient using computers; Use common computer applications; Understands the impact of using different technologies; Can interpret appropriate use of new software and technology. (See Skills At Level Completion column for previous level.)</p>	<p>Troubleshoot computer problems by checking electrical connections and using computer support materials; Keyboard at 45 words per minute; Research by selecting and evaluating appropriate information from multiple resources; Install and use a new software program; Operate a scientific calculator to solve mathematical problems such as square root.</p>
5	<p>Use common software and learn new applications; Can define purpose of new technology and software, and select appropriate technology; Can adapt use of software or technology to new situations. (See Skills At Level Completion column for previous level.)</p>	<p>Can use computer programs as a work and communication tool by demonstrating knowledge of at least three basic software programs for specific purposes and electronically communicate with others by email and Internet; Install and use a new software program; Use computer technology to assist in research by gathering, analyzing, and using information from diverse sources to form opinions, make decisions, and take action; Understand social, ethical, and human issues related to technology through reflecting and analyzing human, legal, and civic rights and responsibilities in order to stay informed.</p>

APPENDIX B

Guidelines for Providing Accommodations Using CASAS Assessment for Learners with Disabilities

PURPOSE

The accountability standards in the 1998 Workforce Investment Act include the Rehabilitation Act Amendments of 1998 to improve access to adult programs and achieve employment outcomes for learners with disabilities. Other legislation addresses provisions related to testing accommodations for learners with disabilities, including Section 504 in the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the No Child Left Behind Act of 2001, and the Individuals with Disabilities Education Act reauthorized in 2004. These laws ensure equal access for all learners in education programs, including learners with disabilities. Accommodations provide an opportunity for all test takers to demonstrate their skills and ability. The accommodations may alter test administration procedures without changing what the test is intended to measure.

The following guidelines address methods for administering CASAS assessments using accommodations for learners with documented disabilities. The suggested accommodations for disability categories consist of the provisions below.

1. Accommodations in test administration procedures.
2. Use of appropriate CASAS test forms.

LOCAL AGENCY RESPONSIBILITY

Local test administrators must consider the individual needs of the learner when they provide accommodations. The responsibility of fulfilling learner requests for accommodations is that of the local agency, not of CASAS. However, CASAS will work with state and local agencies to develop additional tests that are in a format reflecting the manner in which learners acquire and report information needed to function in everyday life. For example, if a learner is legally blind and reads information using Braille, then a standardized reading test in a Braille format is appropriate for testing. CASAS is currently developing such a form to include test items in Braille that reflect functional literacy situations in the life and work of a person who is blind.

Local agencies are responsible for providing fully accessible services and have the responsibility to ensure that these services meet reasonable criteria. In addition, the agency administering the test must provide any necessary accommodations at no cost to the learner. The costs are negligible for most of the common accommodations that learners will request.

Local agency, district, and state accountability data collection systems should include CASAS test results for learners with disabilities. However, all public reports of test results must follow confidentiality laws and report scores without reference to name, address, or Social Security number of the learner. Local and state agencies may also want to collect accountability data on which and how many accommodations or alternate test forms are provided during test administration for program improvement purposes.

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 diagnosis. The need to

use an accommodation should be documented in official learner records, such as the Individual Program Plan (IPP) or Individualized Plan for Employment (IPE). The information could come from a doctor's report, a diagnostic assessment from a certified professional, and other clinical records. Adult agencies can often contact the local division of vocational rehabilitation or a secondary school to request documentation of a disability. The documentation must show that the disability interferes with the learner's ability to demonstrate performance on the test. Local agencies should provide the same accommodations when they administer CASAS assessment as they do for the learner during instruction and as documented in annual plans such as individual education plans. For example, if the learner acquires information and receives instruction with the assistance of a sign language interpreter, then an interpreter is also necessary to provide directions for standardized testing. However, interpreters do not sign the test questions themselves because the purpose of the assessment is to determine level of basic reading literacy skill.

It is important that a learner practice using the appropriate accommodation during instruction before using the accommodation during the assessment. Also, it is important to ask learners what accommodations will work best in their situation.

CASAS has a variety of standardized performance-based assessment instruments to use with learners who do not demonstrate their skills well on multiple-choice tests. Standardized performance-based instruments are available for special purposes such as demonstration of writing and speaking skills and functional life skills for developmental disabilities.

ACCOMMODATIONS IN TEST ADMINISTRATION PROCEDURES

Local test administrators may provide or allow some accommodations in test administration procedures or environment for documented disabilities without contacting CASAS. Test administrators often use these same strategies as test taking strategies for other learners who do not have documented disabilities. Students may request to take only one test per day or to test in an alternate quiet room. Learners may also use a variety of strategies when they take a test, such as a plain straight-edge ruler, magnifying strips or glass, colored overlays, ear plugs, and other devices as deemed appropriate (www.acenet.edu/calec/ged/).

Sample accommodations in test administration procedures or environment are shown in Table 1. Examples of these accommodations are extended time, supervised breaks, or sign language interpreter for test administration directions only. The accommodations listed are suggestions only. Accommodations are based on needs of individual learners and not on a disability category. Any testing accommodation must be consistent with documentation in the annual plan, such as an IEP. These strategies do not alter the validity of the test results. The local test administrator does not need to contact CASAS when providing these accommodations.

It is not an appropriate accommodation in test administration procedures to read a CASAS reading test to a learner with low literacy skills or blindness. The purpose of a reading test is to assess reading skill levels and to determine the learner's appropriate instructional level, not to assess knowledge of a subject area. Agencies may call CASAS to provide information on these or other suggested accommodations.

USE OF APPROPRIATE CASAS TEST FORMS

It is important to use an appropriate test form that best meets the learner's goals and manner of receiving and reporting information. Most learners with a disability can take some form of a CASAS test. CASAS is able to provide large-print versions of all tests. Large-print tests and computer-based tests are examples of test forms often used for learners with documented disabilities based on need as well as for all learners.

The Employability Competency System (ECS) appraisal as well as the ECS reading pre- and post-tests and the Life Skills reading pre and post-tests are available in large-print forms. Beginning Literacy Reading and the Reading for Citizenship series are in a large print format. The POWER performance-based assessment and the Tests for Life Skills, Forms 310 through 340, are available specifically for learners with developmental disabilities.

CASAS is currently expanding development of other test forms to measure basic literacy skills of learners with specific documented disabilities. For example, a functional Braille reading test to measure basic literacy skills is in development for learners who are blind or have a visual impairment. Current CASAS reading, math, and listening tests include multiple displays (test prompts) of actual everyday items — maps, telephone books, paycheck stubs, graphs — that cannot be translated realistically into an audio format or into Braille. Please contact CASAS if you are interested in participating in a national validation of appropriate assessment for visually impaired or blind learners. The CASAS test development process always includes field-based specialists who help design, develop, and field test assessment instruments to ensure appropriateness for assessment of the specific population.

WHEN APPROPRIATE CASAS TESTS ARE NOT AVAILABLE

Please contact CASAS if the accommodation needed is not currently available from CASAS. Changes in test format affect the standardization and statistical measures for the test. CASAS will provide advice regarding appropriate accommodations that are not currently available to test administrators.

Contact CASAS at 1-800-255-1036 for further information on appropriate accommodations for using CASAS tests.

Disability	Test Administration Procedures	CASAS Test Forms Available	CASAS Test Forms In Development
Specific Learning Disability and/or ADHD such as dyslexia, dyscalculia, receptive aphasia, hyperactivity, written language disorder, attention deficit disorder	Extended time Alternate schedule Frequent breaks Scribe/writer/alternate room Computer — spelling and grammar check disabled Simple calculator <i>for Level A/B only</i>	<i>Large- print tests</i>	Auditory format for Government and History for Citizenship
Deaf or Hearing Impaired	Sign language interpreter <i>for test directions only</i> Head phones for those taking a listening test		
Blind or Visually Impaired	Magnifier	<i>Large- print CASAS tests</i> <i>Computer-based CASAS tests</i>	Braille format
Mobility impairment	Extended time Alternate site/equipment Scribe/writer/ communication board		
Psychiatric Disability such as schizophrenia, major depression			
Developmental Disability such as autism, cerebral palsy, epilepsy, mental retardation		<i>Adult Life Skills</i> Forms 310 through 350 <i>POWER</i> Forms 301, 303 and 305	

Note. The accommodations listed above are suggestions only and in addition to use of regular CASAS tests. Accommodations are based on needs of individual learners and not on a disability category. Any testing accommodation should be consistent with documentation in the annual plan, such as an IPP. Alternate test forms developed by CASAS do not modify test standards.

APPENDIX C

CASAS Functional Writing Assessment Picture Task Guidelines for Accommodation

PICTURE TASK, LETTER TASK, NOTE TASK

The following accommodations are recommended for individuals with documented disabilities that impact the ability to use a writing instrument. *They are meant as a guideline only.* Please check with your local program or state director for guidelines and policies in your state.

When used as a pretest, the Functional Writing Assessment Picture Task may serve to identify learners with a possible disability who have been reluctant to come forward with information about a disability.

EXTRA TIME

Learners may have up to double time to complete this test, allowing for accompanied breaks. Additional time beyond this may be appropriate depending on the individual and the disability. Unlimited time is discouraged, since research studies show that it does not increase test results significantly. Also, there are time restraints to complete tasks in most workplaces.

MATERIALS

Learners may choose the type of paper and writing implement they feel most comfortable with (lined/unlined paper; pencil, ballpoint pen, felt tip pen, ergonomic writing tool, grip aids and arm supports, etc.). They may print or write in cursive.

COMPUTER

Learners may use the computer or alternative computer access with spell check and grammar check turned off and any self-correcting software turned off.

USE OF A SCRIBE

Use of a scribe may result in excessive time for the Picture Task and Letter Task. The nature and length of the tasks make it difficult for the learner to dictate to the scribe spelling, punctuation, capitalization, indentation, etc. Use of the computer, voice recognition software and other alternative computer access would result in better efficiency to complete these tasks. However, use of a scribe for the Note Task may not affect the efficiency as much.

Note that research on effects of accommodations on interpretation of test scores remains inconclusive at this time. Caution must be exercised however, especially when using a scribe as an accommodation for the writing test, as it most likely affects how the student's test score is interpreted in relation to interpretation of test scores for the general population of test takers.