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**Department of Community Colleges and**  
**Workforce Development**

**WIA TITLE II**  
**Accountability**  
**Policies and Procedures**  
**Manual**

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## TABLE OF CONTENTS

TABLE OF CONTENTS .....	III
TABLE OF FIGURES .....	IV
PREFACE .....	1
<b>SECTION I: ASSESSMENT POLICY .....</b>	<b>2</b>
INTRODUCTION AND CONTEXT .....	2
NEED FOR ASSESSMENT POLICY .....	2
Federal Role .....	2
State Role .....	3
Local Role .....	3
USE OF STATE APPROVED ASSESSMENT TOOLS FOR ACCOUNTABILITY TO ENSURE DATA QUALITY .....	4
FEDERAL CRITERIA FOR ASSESSMENT INSTRUMENTS .....	4
OREGON CRITERIA FOR ASSESSMENT INSTRUMENTS .....	5
VALIDITY AND RELIABILITY .....	6
Validity of the CASAS Assessments .....	6
Reliability of the CASAS Assessments .....	7
Studies Conducted .....	8
PURPOSES AND USES OF ASSESSMENT .....	8
State Approved Assessments .....	9
Use of Informal Assessments .....	9
SUMMARY AND OVERVIEW .....	9
State Approved Assessment Instruments .....	9
OVAE Approval Expiration and Pending Approval .....	9
Appraisal Tests .....	12
Progress Testing: Pre-Test and Post-Test .....	12
Scoring and Alignment with NRS Levels .....	12
RESOURCES FOR INFORMATION AND ASSISTANCE .....	13
GENERAL ASSESSMENT REQUIREMENTS .....	13
Learners to be Assessed .....	13
Assessments Permitted .....	13
Appraisal Tests: Initial Orientation and Placement into Program and Instructional Level .....	14
Uniform Test Administration Times .....	15
Required Pre-/Post- Match Percentages .....	16
Pre-Test Conservative Estimate Score .....	16
Post-Test Conservative Estimate Score .....	16
Test Score Life .....	17
DISTANCE LEARNING POLICY .....	17
Definition: Distance Education .....	17
Definition: Distance Learners .....	17
Requirements for Measuring Contact Hours for Distance Learners .....	17
Reporting Distance Learning Contact Hours .....	17
Assessment of Students in Distance Learning Programs .....	18
Application and Approval Procedures to Operate Distance Education Classes/Sections .....	18
TRAINING FOR ADMINISTERING ASSESSMENTS .....	19
ACCOMMODATIONS FOR LEARNERS WITH DISABILITIES OR OTHER SPECIAL NEEDS .....	20
Local Adult Education Agencies .....	20
CAL Accommodations in Test Administration Procedures .....	20
CASAS Accommodations in Test Administration Procedures .....	20
GUIDELINES FOR EACH ASSESSMENT .....	21
Test Administration Manuals .....	21
Information Included for Each Assessment .....	21
Training Requirements for Administering State Approved Assessments .....	23
Post-Testing .....	24

Guidelines for Raw Score Conversion to Scale Scores and Using Scale Scores to Place Learners into NRS Levels .....	24
Test Security Agreements .....	24
QUALITY CONTROL PROCEDURES .....	24
Entry of Assessment Data .....	24
Quality Control Procedures.....	24
PURCHASING PROCEDURES FOR EACH ASSESSMENT.....	25
ADDITIONAL ASSESSMENT POLICIES FOR SPECIFIC INSTRUMENTS.....	25
BEST Plus.....	25
CASAS Functional Writing Assessment Picture Prompt.....	25
LIST OF RESOURCES .....	26
<b>SECTION II: DATA COLLECTION AND REPORTING POLICIES .....</b>	<b>27</b>
DATA COLLECTION AND MANAGEMENT POLICIES .....	27
RETAINED AND EXITED STUDENTS.....	28
PROXY RECORDS.....	28
VALIDATING AND EDITING DATA.....	29
Changes during the program year: .....	29
DATA REPORTING AND SUBMISSION .....	30
RECORD RETENTION .....	30
<i>OREGON PATHWAYS FOR ADULT BASICS SKILLS TRANSITION TO EDUCATION AND WORK (OPABS)</i> .....	30
PERFORMANCE TARGETS .....	31
IMPORTANT INSTRUCTIONS FOR COMPLETING ALL TOPSPRO FORMS .....	32
<b>SECTION III: DATA COLLECTION AND REPORTING PROCEDURES .....</b>	<b>33</b>
ENTRY RECORD FORM TO MANUAL CROSSWALK .....	33
ENTRY RECORD INSTRUCTIONS.....	34
BASIC RULES FOR UPDATE RECORDS.....	41
When is an Update Record completed? .....	41
UPDATE FORM TO MANUAL CROSSWALK .....	42
UPDATE RECORD INSTRUCTIONS.....	43
TEST FORM TO MANUAL CROSSWALK .....	47
TEST RECORD INSTRUCTIONS.....	48
APPENDIX A.....	50
Guidelines for Providing Accommodations Using CASAS Assessment for Learners with Disabilities .....	50
APPENDIX B .....	54
CASAS Functional Writing Assessment Picture Task Guidelines for Accommodation .....	54

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## TABLE OF FIGURES

Table 1	Oregon State Approved Assessment Instruments for Accountability Use in Oregon .....	11
Table 2A	Scoring and Alignment with NRS Levels for ABE/ASE.....	12
Table 2B	Scoring and Alignment with NRS Levels for ESL .....	13
Table 3A	CASAS Appraisal Tests for ESL .....	14
Table 3B	CASAS Appraisal Tests for ABE/ASE.....	14
Table 3C	BEST Plus for ESL .....	15
Table 3D	CASAS Functional Writing Assessment Picture Task for ABE/ASE/ESL .....	15
Table 4	Pre- Post- Match Percentages.....	16
Table 5	Assessment Recertification Processes 2012-2013.....	19
Table 6A	Reading (R) (ABE/ASE/ESL).....	22
Table 6C	Listening (L) (ESL).....	22
Table 6D	Writing (W) (ABE/ASE/ESL) .....	23
Table 6E	Speaking (S) (ESL)** .....	23
Table 6F	Special Needs (for learners with developmental disabilities) .....	23

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## PREFACE<sup>1</sup>

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 inculcated<sup>2</sup> 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.

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<sup>1</sup> 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.

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

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## SECTION I: ASSESSMENT POLICY

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### 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), 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.

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### 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

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## 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.

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## FEDERAL CRITERIA FOR ASSESSMENT INSTRUMENTS

The following criteria are mandatory for any assessment instruments used for federal reporting, and the instruments must be pre-approved by the Office of Vocational and Adult Education (OVAE) for federal reporting. “OVAE conducts the approval process annually using panels of independent experts in assessment who evaluate the assessments according to the process outlined in 34 CFT Part 462 (see *Federal Register*, Vol. 73, No. 9, January, 14, 2008)” (Implementation Guidelines: Measures and Methods for the National Reporting System for Adult Education, November 2011, p. 24).

- ❑ **Standardized:** 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.

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## 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. A free online version of QuickSearch is available at [www.casas.org](http://www.casas.org).
  - 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 state.
- ❑ 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.

Note: Computer-Based (CBT) and Computer-Adaptive (CAT) testing are two distinct approaches to computerized testing. While CBT is a replication of paper based test on computer format, CAT is a dynamic test format that adapts itself to the test taker. In essence the CAT test questions become easier if the user is answering incorrectly and more difficult if the user is performing well.

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## 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 (CTM)* 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 inter-rater 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) state 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, which is 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 that a person can generally accomplish.

A common numerical scale reports results from most CASAS tests. CASAS has successfully used this scale with more than three million adult and youth learners. Five broad levels divide the CASAS scale: A (beginning literacy) to E (advanced secondary), each encompassing a range of scores. CASAS further subdivides levels A and B to guide instructional placement and to monitor learner progress. CASAS defines each level scale score range with corresponding competency descriptors of performance in employment and adult life skills contexts.

Expert teachers, members of the CASAS National Consortium, as well as external validation studies have validated the CASAS Skill Level Descriptors. 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 finalized the educational functioning levels, CASAS conducted a review and confirmed that the CASAS Skill Level Descriptors align with the skill levels of the NRS. Refer to Tables 2A and 2B 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, test 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. Each of the test forms in Chapters 4 and 5 of the *CASAS Technical Manual, Third Edition*, in addition to the SEMs, displays the Test Information Function.

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. The *CASAS Technical Manual* presents traditional item statistics, including item point biserial correlations and their p-values, 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

The Program Effectiveness Panel of the U.S. Department of Education (1993) evaluated and upheld three claims of CASAS implementation of effective educational programs. Each claim centered on adult learners in adult and alternative education programs. The adoption of key elements of the CASAS system determined the degree of program implementation. These key elements include identifying CASAS Competencies necessary for learners to meet their goals, linking these competencies to instructional materials using the CASAS Quick Search Online, 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 (1991) 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, Third Edition*).

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 (total number of participants = 4801). The study found a clear monotonic increasing relationship between CASAS reading scores and GED reading scores and CASAS math scores and GED math scores. Moreover, the study found a similar relationship between CASAS reading and overall GED results averaged across the five test content areas. (See the *CASAS Technical Manual*, pages 63–65.)

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:

- ❑ Revalidation of the CASAS Competencies 2008
- ❑ CASAS National Consortium Content Standards 2007
- ❑ CABSS Report: California Adult Basic Skills Survey, 1999
- ❑ Targeting Education: The Connecticut Basic Skills Survey, 1997
- ❑ Validation of Foundation Skills (Indiana Department of Education), 1996
- ❑ The Iowa Basic Skills Survey (IABSS), 1995

For more detailed information and complete copies of these validation studies go to [www.casas.org](http://www.casas.org).

CASAS undertook the development of a content standards framework on behalf of CASAS National Consortium states. The project used 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 identified the basic skills content standards at each NRS level and specific links to CASAS assessments.

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## 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, provided students have

met the required minimum 40 hours of instruction. Student demographic and assessment data are used at an aggregate level for local, state, and federal reporting.

Programs must assess at a minimum to measure literacy, numeracy, and language skill development of adult learners. Programs pre-test students in multiple skill areas in order to fully evaluate their needs. Reportable basic skill areas for ABE/ASE 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.

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## **SUMMARY AND OVERVIEW**

### **State Approved Assessment Instruments**

The following chart describes appropriate appraisal, pre-tests, and post-tests for ABE, ASE, and ESL including a brief description of the context of the individual instruments and skills tested. The assessments included in the state approved assessment chart are the only assessments approved for use in Oregon. The CASAS Test Series Beginning Literacy, Employability Competency Systems, Life Skills, Life and Work, Workforce Learning Systems, Adult Life Skills, POWER\*, and EL Civics include approved assessments for reading, math, listening, and speaking\*\*, as indicated on the chart. Paper-based and eTests CBT versions of these CASAS test series are approved. Currently, the eTests CAT version is only approved as an appraisal, and cannot be used for progress testing.

The approved assessment for writing is the CASAS Functional Writing Assessment Picture Prompt. The BEST Plus is the approved speaking assessment for non-native English speakers.

### **OVAE Approval Expiration and Pending Approval**

The CASAS Life and Work Listening Series Forms 81-86 did not receive OVAE approval to be used in 2012-13, therefore CASAS Life and Work Listening Series may not be used in the Federal Reporting. Until the Life and Work Listening Series receive OVAE approval, Oregon is reinstating OVAE approved Employability Competency System (ECS) Listening Assessments—Life Skills (LS). Forms 51, 52, 53, 54, 55, 56, 63, 64, 65, and 66 as the Oregon approved Listening Assessment.

OVAE approval For following Assessments' will expire February 2013; however programs may continue to use these assessments through June 2014.

- BEST Plus (Speaking )

- ❑ CASAS FWA Picture Prompt (Writing)
- ❑ CASAS Employability Competency System (ECS) Reading Forms 11, 12, 13, 14, 15, 16, 17, 18, 114, and 116
- ❑ CASAS Workforce Learning Systems (WLS) Reading Forms 213, 214, 215, and 216
- ❑ CASAS Employability Competency System (ECS) Math Forms 11, 12, 13, 14, 15, 16, 17, and 18
- ❑ CASAS Workforce Learning Systems (WLS) Math Forms 213, 214, 215, and 216
- ❑ CASAS Employability Competency System (ECS) and Life Skills Listening Forms 51, 52, 53, 54, 55, 56, 63, 64, 65, and 66

Table 1 Oregon 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
<b>CASAS Test Series</b>									
<b>Employability Series (ECS)</b>	Pre-employability	130 eTests CAT	Levels A-D (11-18)†	Levels A-D (11-18)†			CASAS Employability Competency System (ECS) and Life Skills Listening Forms 51, 52, 53, 54, 55, 56, 63, 64, 65, and 66. <u>Life and Work Series is not approved†</u>	eTests	Certification - Yes CASAS I Recertification - Yes
<b>Life Skills Series</b>	Life Skills	130 eTests CAT		Levels A-D (31-38)				eTests	
<b>Life and Work Series</b>	Life and Workplace	80 *** eTests CAT	Levels A, AX, B, C, D (81-188)					eTests	
<b>Workforce Learning Systems: Workplace Series</b>	Workplace Skills identified by business and industry	230 eTests CAT	Levels B, C (213-216)†	Levels B, C (213-216)†		Levels B-D (273-274)**		eTests	YES R & M - CASAS I S -Self-Study
<b>Dev. Disabilities - Adult Life Skills, POWER*</b>	Life Skills	352 eTests CAT	ABE only Level AA - AAAAA					eTests	YES Special Needs
<b>EL Civics</b>	Civics & Citizenship & Bibliography	80 *** eTests CAT	Level A-AX (951-952X)			Levels B-D (973-974)**		eTests	YES R - CASAS I S - Self Study
<b>Functional Writing Assessment (FWA) (Picture Task)</b>	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
<b>BEST Plus</b>						SPL 0- 10†		Computer-Adaptive Version Print-based Version	Certification - Yes Recertification - Yes

\*POWER cannot be used to document NRS level gains. \*\* CASAS Speaking assessments cannot be used to document NRS level gains. \*\*\*ESL Oral Screening Interview may be used to determine if a Form 80 Appraisal is appropriate for non-native English speakers. † See OVAE Approval Expiration and Pending Approval above.

This approved assessment list may be revised following the publication of OVAE approved assessment list in Spring 2013 to ensure compliance with OVAE policy.

## Appraisal Tests

Appraisal tests will be covered at length in the General Assessment Requirements section of this document.

### **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 1). Pre-tests should be administered within two weeks of program entry during the intake process after an appraisal is given. The pre-test measures what a student knows prior to instruction. The results of the pre-test help determine the learning needs of the student and help guide instruction.

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 pre-test 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, 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. 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 2A and 2B show the relationships between the state approved assessment instruments scale score ranges and NRS levels for ESL and ABE/ASE. 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. Post-test results are used to measure educational gain and to advance students across educational functioning levels.

Table 2A Scoring and Alignment with NRS Levels for ABE/ASE

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

**Table 2B 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

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**RESOURCES FOR INFORMATION AND ASSISTANCE**

Individuals requiring information or assistance related to assessment policy or procedures in Oregon should contact Marque Haeg, Assessment Lead ([marque.r.haeg@state.or.us](mailto:marque.r.haeg@state.or.us)), or Toshihiko Murata, Accountability Coordinator ([toshihiko.murata@state.or.us](mailto: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](mailto: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](mailto:best-plus@cal.org)).

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**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 Oregon approved NRS standardized assessments. Oregon has authorized the standardized assessments presented in Table 1, Oregon State Approved Assessment Instruments. See page 20 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 1, Oregon State Approved Assessment Instruments, meet NRS requirements. The Oregon Approved Assessments are the CASAS Test Series, the CASAS Writing Picture Prompt, and the BEST Plus Assessment. 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

**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 pre-test level. The 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 pre-test may “top out” or score below the accurate range of the test level, and agencies will not have accurate baseline pre-test 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 pre-test or to measure learner progress. Each CASAS test administration manual includes specific recommendations about which level of pre-test 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 pre-test. Appraisal time should be no more than 30 minutes.

Oregon requires local adult education agencies to use one of the following appraisals in the skill areas indicated in Tables 3A through 3D. Each CASAS test series has its own appraisal form. In CASAS eTest, the CAT version of the appraisal is administered automatically prior to the pre-test.

**Table 3A CASAS Appraisal Tests for ESL**

Skills Areas	Life and Work Form 80
Reading	✓
Listening	✓

**Table 3B CASAS Appraisal Tests for ABE/ASE**

Skills Areas	Life and Work Form 80	Employability Form 130	Workforce Learning Form 230
Reading	✓	✓	✓
Math		✓	✓

Table 3C BEST Plus for ESL

Skills Area	Appraisal
Speaking	No appraisal

Table 3D CASAS Functional Writing Assessment Picture Task for ABE/ASE/ESL

Skills Area	Appraisal
Writing	No appraisal

### Uniform Test Administration Times

The majority of assessments have appraisal tests that learners must take prior to taking a pre-test. Appraisal tests indicate the appropriate level for instruction, as well as which pre-test 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 pre-test 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. Pre- and post-test time should be no more than 70 minutes per test. Learners must be pre-tested in the appropriate test modality. ABE/ASE students must be pre-tested, at least in reading and math; however, pre-testing in writing is optional. ESL learners can be also pre-tested in speaking and listening, but not in math.

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 Progress Testing and Scoring and Alignment with NRS Levels.

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. ***Students with less than 40 hours of instruction may not be post-tested.***

CCWD will conduct quarterly random spot checks to assure compliance with the 40-hour minimum of instructional hours prior to post-testing. CCWD will select a small percentage of students randomly from each program every quarter. The local programs will submit the daily attendance records for these students to CCWD. CCWD will use these attendance records to verify the required hours of instruction took place between pre- and post-tests.

CASAS requires a minimum of 40 hours of instruction before post-testing and 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, provided students have met the required minimum 40 hours of instruction.

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 11-12*	Goal 12-13	Actual 12-13*	Goal 13-14
ABE	74%	75%	74%	75%
ASE	73%	74%	73%	74%
ESL	80%	81%	80%	81%
Total	76%	78%	76%	77%
Percentages are based on the number of students receiving required hours of instruction				

\*preliminary results

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 an appropriate level 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.

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## **DISTANCE LEARNING POLICY**

*This policy is intended to define distance learning delivery requirements for all Oregon Adult Basic Skills programs that integrate distance learning into their Adult Basic Skills Programs.*

### **Definition: Distance Education**

The Oregon Department of Community Colleges and Workforce Development (CCWD) has adopted the definition of distance education provided by the *National Reporting System Implementation Guidelines, July 2007*:

Distance education is formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software.

### **Definition: Distance Learners**

Oregon has defined distance learners as students who receive distance education services, as defined above. However, it is not uncommon for adult learners to receive both distance education and traditional classroom education during the program year.\* Students who receive a blended approach of instruction must be classified as either a distance learning student or a traditional classroom student, not both. Therefore, if a student takes both distance learning and classroom-based courses throughout the year, a student will be classified as a distance learning student if more than 50% of the instructional hours are at a distance. As a result, the student must be reported as a distance learner in the TOPS system.

\* (A program year = July 1 – June 30)

### **Requirements for Measuring Contact Hours for Distance Learners**

Students in distance learning courses must have at least 12 hours of contact with the program before they can be counted for federal reporting purposes (TOPS/NRS). Contact hours for distance learners can be a combination of direct contact and distance contact (e.g., through telephone, video, teleconference, or online communication), where student and program staff can interact and through which learner identity can be verified.

### **Reporting Distance Learning Contact Hours**

Distance Learning contact hours must be associated with one of three OVAE [Office of Vocational Education]-approved distance learning models of instruction:

- ❑ Clock Time Model – Assigns contact hours based on time that learner is engaged in a software program that tracks time.
- ❑ Teacher Verification Model – Assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a learner engaged in, or completed, the assignment.
- ❑ Learner Mastery Model – Assigns a fixed number of hours based on the learner passing a test on the content of the lesson.

Each local ABS program will determine the model or models that it will employ for distance learning course offerings. Each ABS program that wishes to operate a distance learning program and count students as distance learners for federal reporting must submit an application to CCWD for approval prior to implementing the course(s).

### **Assessment of Students in Distance Learning Programs**

Oregon’s Assessment Policy will apply to all Oregon ABS students – distance and non-distance. Programs must administer all pre- and post- assessments used to measure educational gain of distance education students for NRS reporting in person, at proctored program sites within the state that meet the requirements of the NRS policy. Assessments not conducted through face-to-face interaction with a trained test administrator in a secure setting are not allowed for NRS reporting.

Those students defined as distance learners with 12 or more hours of instruction will be reported on NRS Tables 4C and 5A.

### **Application and Approval Procedures to Operate Distance Education Classes/Sections**

Before offering a distance learning class/course section, each Oregon Adult Basic Skills Program must submit an application to CCWD for approval. The application is located in the annual Title II Reporting Calendar and will be due each year on June 15. At a minimum, the application must include the following for each course:

- ❑ Name of Class/Course Section (ABE, GED, ESOL and Level)
- ❑ Class/Course Section Description
- ❑ Class/Course Section Type (e.g., 100% distance, hybrid)
- ❑ Distance Learning Contact Hour Models to be used (Clock Time, Teacher Verification, Learner Mastery)
- ❑ Assessment for Reporting Students in Distance Learning Programs
- ❑ List of distance materials to be used in the class/course section (e.g., software, online technology, videos, etc).
- ❑ Method/Methods and/or internal system for tracking student distance learning hours
- ❑ Method for reporting distance learning hours in TOPS.

## TRAINING FOR ADMINISTERING ASSESSMENTS

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

The CCWD 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 CCWD maintains the above as well as a history of trainings conducted. It is the Oregon state policy that only CCWD state trainers can conduct assessment training.

Test administrators of state approved assessments must be certified by CCWD. They do this by successfully completing appropriate training(s) for the assessment(s) they wish to administer/score. In addition, test administrators who have not given the test within a twelve-month period and/or who have not passed a recertification activity are no longer certified to administer the test. In order to re-gain certification, administrators must attend and pass a certification workshop.

All test administrators must 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. CCWD 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 2013-2014**

	BEST Plus	CASAS I	CASAS FWA Picture Task
Frequency	Annual	Every four years	Annual
Required participants	Recertified in 2012 or initially certified in 2012-2013 before July 1, 2013	Initial certification between July 1, 2008 and June 30, 2009	Recertified in 2012 or initially certified in 2012-2013 before July 1, 2013
Time period	Winter 2014	Fall 2013	Fall 2013
Process (facilitated by CCWD)	View Scoring Refresher videos at local program and submit scores to CCWD	Attend CASAS I or CASAS II workshop or 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 CCWD offers quarterly training for each state approved assessment. Training includes NRS policy, Oregon accountability policy, data collection processes and procedures, definition of the five required NRS core performance measures, and how to administer the assessments. 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 CCWD adds the assessment training to their training schedule.

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

Local programs are responsible for ensuring that only certified test administrators administer state approved assessments. The state monitors compliance of this requirement during program reviews and on-site visits.

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## **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.

*Accommodations procedures are applicable to all CASAS tests and include:*

- accommodations in test time
- giving supervised breaks
- providing a sign language interpreter for test administration directions only
- testing in an alternate room
- using a colored overlay
- large print test booklets and answer sheets
- allowing extended time

Additionally, CASAS test forms that may be appropriate for learners with a disability include CASAS eTests, computer-based tests, and large-print tests. CASAS large-print tests include Beginning Literacy Reading Assessment, ECS test booklets, Life and Work test booklets, and Secondary Level Assessment test

booklets in math. Large-print answer sheets are also available. A Life and Work test form in Braille format measures basic literacy skills for learners who are blind or have a visual impairment.

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 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.

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## **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, and CAL, 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 1, 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 3A through 3D, Summary and Overview. 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/ASE/ESL)

Level	Life & Work Series	ECS Series	WLS Series	Citizenship Series
A	81	11		951
	82	12		952
AX	81 X			951 X
	82 X			952 X
B	83	13	213	
	84	14 114	214	
C	85, 86*	15	215	
	185 186	16 116	216	
D	187	17	217 (in development)	
	188	18	218 (in development)	

Appraisal	80 or eTest CAT	130 or eTest CAT	230 or eTest CAT
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\*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	130 or eTest CAT	130 or eTest CAT	230 or eTest CAT
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Table 6C Listening (L) (ESL)

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

Appraisal	80 or eTest CAT	80 or eTest CAT	80 or eTest CAT
** Life and Work Series cannot be used to Document NRS Level Gains.			

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

\*\* CASAS Speaking assessments cannot be used to document NRS level gains

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

Level	POWER*	Adult Life Skills (R)
Beginning Literacy	306	27
	307 (for Corrections only) Advanced Independent Living Skills	28
AA	305	312
	Workplace & Employability Skills	313
AAA	303	322
	Community Access	323
AAAA	302	332
	Basic Living Skills	333
AAAAA	301	342
	Independent Living	343
Appraisal		352

\*POWER cannot be used to document NRS level gains

### 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, and CASAS FWA Picture Task. 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.

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## **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 program administrators
- On-site local program reviews
- Annual recertification requirements for test administrators

Oregon verifies quality control procedures during local program reviews, on-site technical visits, statewide database administrators group meetings, and review of local data submissions.

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### **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.

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### **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 Prompt**

- ❑ 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.

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## LIST OF RESOURCES

Oregon Department of Community Colleges and Workforce Development – Adult Basic Skills Program - <http://www.oregon.gov/ccwd/Pages/abs/index.aspx>

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](http://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](http://www.nrsweb.org/docs/EFL_Table.doc)

CASAS & QuickSearch Online - <https://casas.org/>

CASAS Online Training - <http://training.casas.org/>

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](http://www.cal.org/caela/esl_resources/slspls.html)

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## SECTION II: DATA COLLECTION AND REPORTING POLICIES

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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.

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### 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)).

If programs have distance learning programs and choose to report proxy instructional hours, they must report proxy hours as defined in their approved Distance Learning Application. See "Distance Learning Policy" in Section I.

- ❑ 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. All teachers and other local staff involved in gathering, analyzing, compiling, and reporting data must attend training. Training includes NRS policy, Oregon accountability policy, data collection processes and procedures, definition of the five required NRS core performance measures, and how to administer the assessments.
- ❑ 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, the student must 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 marked as retested or 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 (GED Access code) into the TOPS student record (additional information tab) when the student's Social Security Number is not available.

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### **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 "retained" or "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.

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### **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 are:

- ❑ 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.

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## 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.

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### **DATA REPORTING AND SUBMISSION**

- ❑ Programs must submit their data quarterly to CCWD for review. Programs will submit data in TOPSpro export file format using the secure FTP.

<b>2013-2014</b>	
Quarter	Data Submission Deadline
Summer Term and Preliminary Fall Term	October 18, 2013
Fall Term	Due on or before January 10, 2014
Winter Term	Due on or before April 2, 2014
Final end-of-year export	Due on or before June 30, 2014

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### **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.

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### ***OREGON PATHWAYS FOR ADULT BASICS SKILLS TRANSITION TO EDUCATION AND WORK (OPABS)***

Programs participating in the OPABS initiative must complete additional accountability reporting. In order to streamline this accountability reporting process, all OPABS courses must be clearly identified in TOPSpro data reporting by entering separate Entry and Update pairs for OPABS classes, with OPABS source type (e.g., Pre-Bridge Reading, Bridge Math, College and Career Awareness, etc.) and instructor's name clearly identified. Starting in the 2011-12 reporting year, all data and reports must be sent to CCWD through secure FTP.

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**PERFORMANCE TARGETS**

Performance Measures	2013-14 Targets
ABE Beginning Literacy	41%
ABE Beginning Basic Education	42%
ABE Low Intermediate	40%
ABE High Intermediate	35%
ASE Low	31%
ASE High	NA
ESL Beginning Literacy	37%
ESL Beginning Low	50%
ESL Beginning High	49%
ESL Low Intermediate	44%
ESL High Intermediate	37%
ESL Advanced	17%
Entered Employment	26%
Retained Employment	46%
GED/High School Completion	90%
Transition to Education/Training	39%

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### **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.

# SECTION III: DATA COLLECTION AND REPORTING PROCEDURES

## ENTRY RECORD FORM TO MANUAL CROSSWALK

Pg 34
TOPS
Pg 34
EUUS-002

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Pg 34

**Entry Record**

Agency # \_\_\_\_\_ Tracking Of Programs and Students \_\_\_\_\_ Site # \_\_\_\_\_

Student Last Name \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_ Phone Number \_\_\_\_\_

Instructor Name \_\_\_\_\_ Student Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**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: (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)

Wrong: (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)

<p><b>3 STUDENT IDENTIFICATION</b></p> <p>DOB: [0-9][0-9][0-9][0-9][0-9][0-9]</p> <p>Is this your Social Security #? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Is informed consent signed? <input type="checkbox"/></p>	<p><b>4 GENDER</b></p> <p>Male <input type="checkbox"/> Female <input type="checkbox"/></p>	<p><b>5 DATE OF BIRTH</b></p> <p>Month: [0-9] Day: [0-9] Year: [0-9]</p>	<p><b>6 HIGHEST YEAR OF SCHOOL COMPLETED</b></p> <p>[0-9]</p>	<p><b>7 HIGHEST DIPLOMA OR DEGREE EARNED (Mark one)</b></p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> GED Certificate</p> <p><input type="checkbox"/> High School Diploma</p> <p><input type="checkbox"/> Technical / Certificate</p> <p><input type="checkbox"/> Graduate Studies</p> <p><input type="checkbox"/> Other</p> <p>I earned the above outside of U.S. <input type="checkbox"/></p>	<p><b>8 ETHNICITY (Mark one)</b></p> <p><input type="checkbox"/> Hispanic or Latino</p> <p><input type="checkbox"/> Not Hispanic or Latino</p> <p><input type="checkbox"/> White</p> <p><input type="checkbox"/> Asian</p> <p><input type="checkbox"/> Black or African American</p> <p><input type="checkbox"/> Native Hawaiian or Other Pacific Islander</p> <p><input type="checkbox"/> Alaska Native</p>	<p><b>9 NATIVE LANGUAGE (Mark one)</b></p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> Spanish</p> <p><input type="checkbox"/> Vietnamese</p> <p><input type="checkbox"/> Chinese</p> <p><input type="checkbox"/> Hmong</p> <p><input type="checkbox"/> Lao</p> <p><input type="checkbox"/> Russian</p> <p><input type="checkbox"/> Farsi</p> <p><input type="checkbox"/> Other</p> <p>Name other _____</p>
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<p><b>10 DATE OF ENTRY INTO THIS CLASS</b></p> <p>Month: [0-9] Year: [0-9]</p>	<p><b>11 INSTRUCTIONAL PROGRAM (Mark one)</b></p> <p><input type="checkbox"/> Basic Skills (ABE)</p> <p><input type="checkbox"/> ESL</p> <p><input type="checkbox"/> ESL / Citizenship</p> <p><input type="checkbox"/> Citizenship</p> <p><input type="checkbox"/> High School Diploma</p> <p><input type="checkbox"/> GED</p> <p><input type="checkbox"/> Spanish GED</p> <p><input type="checkbox"/> Health &amp; Safety</p> <p><input type="checkbox"/> Home Economics</p> <p><input type="checkbox"/> Parent Education</p> <p><input type="checkbox"/> Older Adults</p> <p><input type="checkbox"/> Other</p>	<p><b>12 Attainable Goal Within Program Year (Mark one in each column)</b></p> <p>(1) Primary (2) Secondary</p> <p><input type="checkbox"/> Improve basic skills</p> <p><input type="checkbox"/> Improve English skills</p> <p><input type="checkbox"/> H.S. Diploma / GED</p> <p><input type="checkbox"/> Get a job</p> <p><input type="checkbox"/> Retain job</p> <p><input type="checkbox"/> Enter college or training</p> <p><input type="checkbox"/> U.S. Citizenship</p> <p><input type="checkbox"/> Military</p> <p><input type="checkbox"/> Personal goal</p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> Other</p>	<p><b>13 SPECIAL PROGRAMS (Mark all that apply)</b></p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> Jail</p> <p><input type="checkbox"/> Community Corrections</p> <p><input type="checkbox"/> State Corrections</p> <p><input type="checkbox"/> Homeless Program</p> <p><input type="checkbox"/> Family Literacy</p> <p><input type="checkbox"/> Workforce Ed</p> <p><input type="checkbox"/> Special Needs</p> <p><input type="checkbox"/> Alternative Ed. [K12]</p> <p><input type="checkbox"/> Non-traditional Training</p> <p><input type="checkbox"/> EL Civics</p> <p><input type="checkbox"/> Carl Perkins</p> <p><input type="checkbox"/> Other</p>	<p><b>14 PERSONAL STATUS (Mark all that apply)</b></p> <p><input type="checkbox"/> TANF</p> <p><input type="checkbox"/> Other Public Assistance</p> <p><input type="checkbox"/> WIA / JB</p> <p><input type="checkbox"/> Veteran</p> <p><input type="checkbox"/> Disabled</p> <p><input type="checkbox"/> Displaced Homemaker</p> <p><input type="checkbox"/> Single Parent</p> <p><input type="checkbox"/> Other</p>
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<p><b>16 HOME ZIP CODE</b></p> <p>[0-9][0-9][0-9][0-9]</p>	<p><b>17 CLASS NUMBER</b></p> <p>[0-9][0-9][0-9][0-9][0-9][0-9]</p>	<p><b>18 INSTRUCTIONAL LEVEL (Mark one)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>ESL</th> <th>Basic Skills (ABE)</th> </tr> <tr> <td><input type="checkbox"/> Beg. Literacy</td> <td><input type="checkbox"/> Beg. Literacy</td> </tr> <tr> <td><input type="checkbox"/> Beginning</td> <td><input type="checkbox"/> Beginning</td> </tr> <tr> <td><input type="checkbox"/> Int. Low</td> <td><input type="checkbox"/> Int. Low</td> </tr> <tr> <td><input type="checkbox"/> Int. High</td> <td><input type="checkbox"/> Int. High</td> </tr> </table>	ESL	Basic Skills (ABE)	<input type="checkbox"/> Beg. Literacy	<input type="checkbox"/> Beg. Literacy	<input type="checkbox"/> Beginning	<input type="checkbox"/> Beginning	<input type="checkbox"/> Int. Low	<input type="checkbox"/> Int. Low	<input type="checkbox"/> Int. High	<input type="checkbox"/> Int. High	<p><b>19 SKILL LEVEL</b></p> <p>[0-9][0-9][0-9][0-9]</p>	<p><b>20 PROVIDER USE</b></p> <p>[0-9][0-9][0-9][0-9]</p>
ESL	Basic Skills (ABE)													
<input type="checkbox"/> Beg. Literacy	<input type="checkbox"/> Beg. Literacy													
<input type="checkbox"/> Beginning	<input type="checkbox"/> Beginning													
<input type="checkbox"/> Int. Low	<input type="checkbox"/> Int. Low													
<input type="checkbox"/> Int. High	<input type="checkbox"/> Int. High													

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## 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** – A zip code must be entered in field 16. The rest of the address fields are intended to assist programs in states that must complete follow-up surveys; therefore, these other 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 “3<sup>rd</sup> 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(MM), 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 not listed 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.

A program year begins July 1 and ends June 30 of the following year. 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 per Entry form (use additional Entry form to enter additional goals) form 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 an optional 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..

- 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. All independent volunteer tutoring activities must be identifiable by a separate easily identifiable class name and ID.
- Distance Learning** – Distance education is a formal learning activity where students and instructors are separated by geography, time, or both, for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software. Students who receive a blended approach of instruction must be classified as either a distance learning student or a traditional classroom student, not both. Therefore, if a student takes both distance learning and classroom-based courses throughout the year, a student will be classified as a distance learning student if more than 50% of the instructional hours are at a distance. Only mark this field if your program has an Oregon state approved Distance Learning program..
- 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** – This is a required field. Enter the 5-digit zip code of the participant’s current residence.

**17. CLASS NUMBER** – This is a required field; each OPABS course must have a separate class number that identifies the specific OPABS course type and teacher. For courses other than OPABS, 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** – When a learner receives 12 or more hours of instruction but was not pre-tested, enter CASAS appraisal scores as test records. Federal Guidance dictates that instructional levels be determined through assessment, and TOPSpro no longer uses this field for reporting instructional levels.

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

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

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## 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.

**Rule #3:** For OPABS courses, separate Entry and Update pairs must be completed each term.

### When is an Update Record completed?

- An Update Record will be completed at the end of each term for programs. A new Entry Record is not necessary (non-OPABS course).

**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.



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## 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.

If programs have Oregon state approved distance learning programs and choose to report proxy instructional hours, they must report proxy hours as defined in their approved distance learning application. See “Distance Learning Policy” in Section I.

**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** – Use Field 18, **Entry** form to assign learner to instructional level when learner received 12 or more hours of instruction but has not been pre-tested. If CASAS appraisal scores are available, enter these results as test records.

~~**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 48 First Middle

② Instructor Name \_\_\_\_\_

Agency # \_\_\_\_\_

Site # Pg 48

---

**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)

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

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

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

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

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

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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**

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

③ **STUDENT IDENTIFICATION**

Is this your Social Security #? Yes  No

④ **FORM NUMBER**

⑤ **TEST DATE**

⑥ **CLASS NUMBER**

⑦ **INSTRUCTIONAL PROGRAM**

Basic Skills (ABE)

ESL

ESL / Citizenship

Spanish GED

Voc. / Occup. skills

Workforce Readiness

Adults w/ Disabilities

Health & Safety

Home Economics

Parent Education

Older Adults

Other

⑧ **HOURS OF INSTRUCTION\***

⑨ **RAW SCORE**

⑩ **TEST 1**

⑪ **TEST 2**

⑫ **TEST 3**

⑬ **TEST 4**

\* = required for TOPSpro software

Student does not yet have the skills to be tested.

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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 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). HSWA is for informal use only- HSWA cannot be used to document NRS level gains.

**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. Place the student in the lowest Instructional Level using the field 18 of the Entry form.**

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## APPENDIX A

### **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 the ADA Amendments of 2008, Section 504 in the Rehabilitation Act of 1973, the Individuals with Disabilities Education Improvement Act of 2004, and the No Child Left Behind Act of 2001. 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 following state guidelines, 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 has developed a life and work skills assessment in Braille format that reflects 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. The agency may wish to contact district or state rehabilitative or health and human welfare agencies for diagnostic services such as for learning disabilities.

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 Educational Plan (IEP), 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 adults who have 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<sup>1</sup>.

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. 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.

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<sup>1</sup> [www.acenet.edu/calec/ged/](http://www.acenet.edu/calec/ged/)

## 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 provides large-print versions of all tests. Large-print tests and CASAS eTests® are examples of test forms often used for learners with documented disabilities based on need as well as for *all* learners. The POWER performance-based assessment series\*, Forms 301-307, and the Tests for Adult Life Skills, Forms 312 through 352, are available specifically for learners who have developmental disabilities (\*POWER cannot be used to document NRS level gains).

CASAS is currently expanding development of other test forms to measure basic literacy skills of learners with specific documented disabilities. Please contact CASAS if you are interested in participating in a national validation of other appropriate assessment for specific needs. 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 to obtain permission *before* changing the test format locally, if the test form is not currently available from CASAS. CASAS requires approval because 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 858-255-1036 for further information on appropriate accommodations for using CASAS tests.

**TABLE 1. PROVIDING ACCOMMODATIONS USING CASAS ASSESSMENT**

<b>DISABILITY</b>	<b>TEST ADMINISTRATION PROCEDURES</b>	<b>CASAS TEST FORMS AVAILABLE</b>	<b>FORMS FOR DEVELOPMENT</b>
Specific Learning Disability and/or ADHD such as dyslexia, dyscalculia, receptive aphasia, hyperactivity, written language disorder, attention deficit disorder	Extended time (1.5) Alternate schedule Frequent breaks Scribe/writer/alternate room Computer — spelling and grammar check disabled Simple calculator <i>for Level A/B only</i>	Large-print forms and Answer Sheet for all CASAS tests  Oral assessment for Citizenship Interview Test  Large-Print Answer Sheets for Reading for Citizenship  CASAS eTests®	<i>Low-Level Literacy Forms in CASAS eTests® (with touch screen)</i>
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/Template Text-to-speech software Video magnifiers Scribe/reader	Level A/B Reading test in contracted Braille format  Large-print CASAS tests  CASAS Listening test series (Levels A, B and C)	<i>Level B/C Reading test in contracted Braille format</i>  <i>Audio Version</i>
Mobility impairment	Extended time Alternate site/equipment Scribe/writer/ communication board		
Mental Disability  such as bipolar disorder and major depression	Extended time Supervised breaks Private room Limit testing per day		
Intellectual and Developmental Disabilities (traumatic brain injury, autism, cerebral palsy, epilepsy, mental retardation)	One-on-one administration Extended time	<i>Adult Life Skills</i>  Color-Photo Forms 312 through 352  <i>POWER</i> Forms 301, 302, 303, 305, 306, and 307	<i>Low-Level Literacy Forms in CASAS eTests® (with touch screen)</i>

*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.

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## APPENDIX B

### 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 pre-test, 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.