



**Oregon**  
**Higher Education Coordinating Commission**  
**Office of Community Colleges and**  
**Workforce Development**

**WIOA TITLE II**  
**Assessment Policy**

**PY 2026–2027**

**State of Oregon**  
**Higher Education Coordinating Commission**  
**Office of Community Colleges and Workforce Development (CCWD)**  
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# 1. Setting the State Context

## Overview of State Policy

These documents provide Oregon’s policies for state and local assessment for Title II programs under WIOA: Adult Basic Skills (ABS), English as a Second Language (ESL), and Adult Secondary Education (ASE), including workforce and family literacy programs.

The state accountability system works in accordance with the National Reporting System (NRS) for Adult Education guidelines. The NRS is the accountability system for the federally funded adult education programs.

These documents identify 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
- ❑ Setting Performance Standards; and
- ❑ Reporting valid and reliable assessment results and related information for accountability to local, state, and federal funding sources and policymakers.

## A. Need for Assessment Policy

Oregon’s assessment policies 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; and
- ❑ Consistent testing and security protocols to ensure comparability and quality data.

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

**Assessments Permitted**

**Table 1 - OCTAE Approved Assessment Instruments for Accountability Use in Oregon**  
(The following may be used for ABE/ASE and ESL testing for Title II programs under WIOA.)

Test	Series	Appraisal & Locator forms	Reading forms	Math forms	Listening forms	Speaking forms	Computer forms	Approved until:
CASAS	Reading GOALS 2	920R (Locator) 919R (Appraisal)	Levels A-E (921/922, 923/924, 925/926, 927/928, 929/930) <b>ABE/ASE only</b>				eTests	May 8, 2032*
CASAS	Math GOALS 2	920M (Locator) 919M (Appraisal)		Levels A-E (921/922, 923/924, 925/926, 927/928, 929/930) <b>ABE/ASE only</b>			eTests	July 13, 2030
CASAS	Reading STEPS**	620R (Locator) 619R (Appraisal)	Levels A-E (621/622, 623/624, 625/626, 627/628, 629/630) <b>ESL only</b>				eTests	July 13, 2030
CASAS	Listening STEPS	620L (Locator) 619L (Appraisal)			621/622, 623/624, 625/626, 627/628, 629/630 <b>ESL only</b>		eTests	July 13, 2030

\*Per notice in Federal Register published 5/8/25.

\*\*The CASAS ESL Oral Screening Interview may be used to determine if a STEPS Appraisal 619R is appropriate for non-native speakers.

**Validity and Reliability**

Standardized progress tests are designed to assess learning along a continuum from beginning literacy and English language acquisition through completion of secondary level skills. They must monitor learning progress, with test difficulty levels ranging across all federal educational functioning levels. Each test level must have alternate test forms parallel in content and difficulty.

Title II programs under WIOA in the state of Oregon are required to use CASAS assessments with proven validity and reliability that correlate to the National Reporting System (NRS). (**Validity** refers to the appropriateness, meaningfulness, and usefulness of the specific

inferences made from test scores. **Validity** is a measure of the extent to which test items measure what they are intended to measure. Test **reliability** indicates the degree to which a test yields consistent results. Statistical techniques determine reliability and help ensure that there would not be a radically different score if the student were to attempt the test a second time with no additional learning).

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 Test Administration Manuals* contain detailed information about test validity and reliability. Test content of the CASAS Reading GOALS 2 series is aligned with College and Career Readiness (CCR) Standards for Adult Education. Test content of the CASAS STEPS series is aligned with the English Language Proficiency (ELP) Standards for Adult Education.

### **Uniform Implementation and Comparability**

Programs awarded Title II funds in Oregon shall have enrollment, attendance, and retention standards that are objective, quantifiable, and measurable. Programs allocated funds shall be held accountable for the execution of core activities leading to consistent and reportable student outcomes and continued program improvement.

Continual program improvement will be evaluated using indicators of performance such as the numeric measures and data used to determine the quantitative level of the impact of instruction on client achievement.

States and local adult basic skills programs receiving Workforce Opportunity and Innovation (WIOA), 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. This data will be audited on a regular basis and used by CCWD to compare and scrutinize student outcomes. In awarding grants, Oregon will consider the past effectiveness of the eligible provider receiving funds under Title II in improving the basic skills of adults and in meeting or exceeding performance measures.

### **Federal Criteria for Assessment Instruments**

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

#### **□ 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 equivalent for all test takers.
- 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 measurement errors for a given group.
- ❑ **Alternate forms of the same test exist for pre- and posttesting:** 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, parallel or equivalent forms.
- ❑ **Appropriate:** Assessment instrument must be appropriate for measuring literacy and language development of adult students.
- ❑ **Aligned with Educational Functioning Levels:** Assessment tools must have evidence linking them to the NRS Educational Functioning Levels.

Furthermore, the instruments used for assessing and reporting student progress must be identified and approved by the Office of Career, Technical and Adult Education (OCTAE) for federal reporting.

## **B. Purpose and Use of Assessments**

In response to the 1993 Government Performance Results Act (GPRA) that required all Federal programs to develop indicators of performance to demonstrate their program'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; and
- ❑ Developing training materials and activities on NRS requirements and procedures.

The 2014 Workforce Innovation and Opportunity Act (WIOA) replaced WIA. The Education Department (ED) and the U.S. Department of Labor (DOL) collaborated on the implementation of the performance accountability requirements for WIOA. This important effort focused on developing the six primary indicators of performance, among other things. The primary indicators of performance are:

- ❑ The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program

- ❑ The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program
- ❑ The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program
- ❑ The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent
- ❑ The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and
- ❑ The indicators of effectiveness in serving employers during participation in or within 1 year after exit from the program.

Federal regulation 34 CFR 462.40-41 requires that states have an assessment policy that identifies the pre- and post-tests and test procedures that eligible providers must use to measure the EFL placement and gain of ABE, ASE, and ESL learners. CCWD is responsible for ensuring that programs follow uniform federal data collection policies and procedures and for implementing accountability requirements which include:

- ❑ Facilitating ongoing professional 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 and maintaining 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; and
- ❑ Including performance outcomes in the annual funding formula.

State assessment policies support—

- ❑ The 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
- ❑ The training of staff on assessment; and
- ❑ The reporting of valid and reliable assessment results and related accountability information to local, state, and federal funding sources.

## **Program Responsibilities**

Programs must, in addition to complying with Federal assessment rules and the Oregon assessment policies, create and maintain local assessment policies, which must include the following:

1. A complete and current list of all certified test administrators, their assessment certifications and their dates of certification.
2. Documentation of testing procedures, including:
  - a) Who notifies instructors when students are eligible to posttest
  - b) When to notify instructors that students are eligible to posttest
  - c) How instructors communicate when students are ready to posttest; and
  - d) Who makes the final decision whether a student posttests.
3. Programs must make local assessment policies available to CCWD and OCTAE upon request.
4. Programs must report on the NRS measures according to state and federal requirements, including:
  - a) Complying with the federal and state-defined procedures for assessing learners for placement in EFLs and assessing progress using valid, standardized procedures to ensure comparability across programs; and
  - b) Reporting accurate data in TOPSpro Enterprise.
5. Scoring and alignment with NRS levels: Programs must use scaled scores provided in conversion charts by CASAS for state and federal reporting and when communicating with learners about their progress. Programs must not use raw test scores for these purposes.
6. Learners to be assessed and reported: Programs must assess all learners receiving Title II services and include assessment data in TOPSpro Enterprise.

## **C. Summary and Additional Information**

Implementation of a comprehensive assessment policy enables informed and effective instruction, and ensures reliable and comparable performance reporting. CCWD requires the use of standardized progress tests which are designed to assess learning along a continuum from beginning literacy and English language acquisition through completion of secondary level skills. Assessments must monitor learning progress, with test difficulty levels ranging across all federal educational functioning levels. Each test level must have alternate test forms parallel in content and difficulty. Programs must input all collected student data into TOPSpro Enterprise within 30 days of collection.

## **D. Resources for Information and Assistance:**

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CASAS

## **2. General Assessment Requirements**

### **A. Students to be Assessed**

All students receiving Title II services under WIOA in the state of Oregon must be included in NRS reporting using the TOPSpro Enterprise Learner Management and Accountability System. Local providers must measure the educational level of all learners who receive 12 hours or more of instruction within a program year (July 1 to June 30). See the section 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).

### **B. When to Test**

#### **Pretests**

Programs must pretest students in all required skill areas to establish a baseline against which progress will be measured and to evaluate their educational needs. The required skill area for ABE/ASE is reading. Math is a reportable skill area. Prior to receiving instruction in math, students must be pretested using CASAS for placement purposes, and subsequently posttested after receiving a minimum of 40 hours of instruction. The required skill area for ESL is reading. Listening and speaking are reportable skill areas, but are not required for either state or federal reporting. Pretests must be administered within the first 12 contact hours of program entry. Programs must collect instructional time 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, such as classroom instruction, assessment, tutoring, or participation in a learning lab. (Implementation Guidelines, Chapter II, Student Participation Measure #1: Contact Hours, page 44).*

The pretest establishes a baseline against which to measure future progress. The results of the pretests help identify the learning needs of the student and help guide instruction. The following exceptions apply:

- 1) If a student has passed one or more GED subject tests, the institution can decide if that GED test exempts the student from pretesting in that subject (e.g. passed GED math means student doesn't have to pretest in math). The local programs must outline which GED test(s) negate which pretest(s) in their local assessment procedure manuals.
- 2) Students who have previously tested at the highest level (Level 6) do not need to be retested in that subject, even if the test is from a previous year. Local programs must have a record of that student testing at the highest level.

### **Posttests**

Per CASAS guidelines, posttesting will be at either the same level or a higher level, depending on the pretest score. CASAS requires that the same test series be used for the pre- and post-test. For example, if the pre-test is given in the Math GOALS 2, then the post-test must also be given from the Math GOALS 2 series.

Programs must posttest learners in the same skills area as the pretest to measure academic progress (i.e., programs cannot use a reading pretest and a math posttest to determine learner gains). Learners must only be posttested in subject areas in which they received instruction. Students must not receive the same version/form of a test two testing sessions in a row. See the Summary and Overview section of this document for additional information on progress testing, scoring and alignment with NRS Levels.

Per CASAS guidelines and Oregon requirements, learners must receive at least 40 hours of instruction before being posttested. It is recommended that programs conduct posttesting at the end of a semester, term, quarter, or other substantial block of instruction if learners have received at least 40 hours of instruction. However, the CASAS *recommendation* is that students should receive between 70 and 100 hours of instruction before being posttested, therefore professional judgment should be exercised as to whether students are ready to test after the required 40 hours, or whether it would be in the students' interests to wait until the recommended number of hours has been reached.

### **Test Scores Outside the Range**

If a learner achieves a score on a CASAS pretest which is potentially inaccurate because the learner's skills exceed the upper limits of the test (displayed in the CASAS system as a conservative estimate or "diamond" score), the learner must be re-tested with a test from the

next higher level within a week of the initial pretest. The new assessment score replaces the conservative estimate score and the replaced test record should be deleted from the database. If a learner achieves a conservative estimate (diamond) score on an appropriate level posttest, the learner 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.

### **Periods of Participation**

A Period of Participation (PoP) begins when a student enters a program and becomes reportable when a student has 12 or more contact hours. The PoP ends when the student leaves the program and goes for 90 days without services or scheduled services (i.e. exits the program). Students who remain enrolled across program years/multiple program years do not need to requalify as participants. A Measurable Skill Gain (MSG) will be applied to a previous PoP if a student exits without posttesting, then reenters for a subsequent PoP, is tested at re-entry and demonstrates a level gain. However, an MSG cannot be retroactively applied to a prior program year. Any test given at re-entry will be used as a pretest for the subsequent PoP. A gain will also be counted for a prior PoP if the student exits with insufficient hours to posttest but achieves enough hours after re-entering to be eligible to posttest.

If a student is absent for 90 days or more but accumulated enough hours during the previous PoP to be eligible to posttest, the student must be tested on re-entry. If a student is absent for 90 days or more and did not accumulate enough hours during the previous PoP to be eligible to posttest, the program may determine that it is still in the student's best interests to retest upon re-entry, in which case the program must submit a detailed pedagogic justification for testing a student who has accumulated fewer than the minimum required number of hours (as outlined by published testing guidelines) to CCWD via secure file transfer. CCWD will use data to monitor students who are tested at under the minimum required number of hours and carry out random sampling to verify that required documentation has been submitted. If the student has been absent for 120 days or more, the student must be tested on reentry regardless of how many hours he/she accumulated during a previous PoP.

### **Uniform Test Administration Times**

Uniform test administration times: Programs must follow the test publisher's requirements for the maximum amount of time allowed for testing:

- CASAS Appraisal for Reading GOALS 2: 30 minutes
- CASAS Appraisal for Math GOALS 2, STEPS: 30 minutes
- CASAS Locator for Reading GOALS 2: 20 minutes
- CASAS Locator for Math GOALS 2, STEPS: 15 minutes.
- CASAS Reading GOALS 2 pre/posttests Level A: 35 minutes; Level B: 60 minutes; Levels C, D, E: 70 minutes

- CASAS Reading STEPS pre/posttests Level A: 30 minutes; Level B: 50 minutes; Levels C, D, E: 75 minutes.
- CASAS Listening STEPS pre/posttests Level A: 28 minutes; Level B: 45 minutes; Level C: 52 minutes; Level D: 56 minutes; Level E: 38 minutes.
- CASAS Math GOALS 2 pre/posttests Level A: 50 minutes; Level B: 65 minutes; Levels C and D: 75 minutes; Level E: 90 minutes.

**Pre- Post- Match Percentages**

In 2024-25, 57% of all Oregon Title II Participants had a test pair. While this is a nominal increase with the Overall test pair percentage from 2023-24 (56%), there was a 9% increase in the number of Title II Participants enrolled and a 12% increase in the number of those with a test pair. The test pair percentage for ESL levels has remained relatively consistent over the past three years, between 65% and 67% of participants with a test pair. While the test pair percentage for ABE (ABE Levels 1-4) has also remained relatively consistent for the past three years, between 51% and 53%, the test pair percentage for ASE (ABE Levels 5 and 6) increased four percent from 2023-24. The increase in posttesting rates is due, in part, to the continuation of a statewide remote proctoring service hosted at a local Oregon program. The statewide remote proctoring service continues to address barriers that local programs have with pre-and post-testing, including limited staffing capacity to conduct remote testing. Additionally, many local programs continued to increase capacity for posttesting within the local program in response to continued statewide professional development and technical assistance focused on increasing testing rates.

Percentages are based on the number of Title II Participants reported on the federal NRS tables. Programs must have a pre-/post-test match rate as prescribed in the table below.

	Actual 22-23	Actual 23-24	Actual 24-25	Goal 23-24	Goal 24-25	Goal 25-26	Goal 26-27
<b>ABE</b>	53%	51%	53%	45%	47%	50%	55%
<b>ASE</b>	24%	24%	28%	26%	28%	25%	27%
<b>ESL</b>	65%	67%	66%	50%	52%	60%	65%
<b>Overall</b>	54%	56%	57%	43%	45%	51%	55%

**C. Assessments Permitted**

**Appraisal and Locator Tests**

Appraisal or locator tests: The CASAS Locator and Appraisal scores serve the same purpose – to determine which pre-test to administer at intake. Programs must use the CASAS appraisal or locator tests for the skill areas indicated in Table 2 A below. Locator and/or Appraisal provide a quick, general indicator of reading, math, or listening abilities. Oregon

requires the use of CASAS appraisals or locators to ensure that appropriate decisions are made regarding educational placement and appropriate pretest form to administer.

Appraisals and locators cannot be used as a pretest or to measure learner progress. The CASAS test administration manual includes specific recommendations about which level of pretest to administer based on the appraisal or locator test score.

The appraisal/locator is built into the pretest of the computer-adaptive version of the test (CAT), but is a separate test for both the paper and computer-based (CBT) versions of the test.

Programs may use either the Locator or Appraisal, based on the student’s best interests, to determine which level pre-test to administer. A Locator can be used to determine the next assigned level test, but the locator can never be used alone. It must be paired with a pre-test. The Appraisal can be used as a standalone when using the paper version of the test in order to determine whether a student qualifies for service.

**Table 2A CASAS Appraisal and Locator Tests for ABE/ASE/ESL**

Skills Areas	ABE/ASE Reading GOALS 2	ABE/ASE Math GOALS 2	ESL Reading STEPS	ESL Listening STEPS
Appraisal	919R	919M	619R	619L
Locator	920R	920M	620R	620L

**Educational Functioning Levels**

Raw test scores are not to be used for either state or federal reporting or to communicate with students about progress. Instead, scaled scores provided in conversion charts by CASAS provide level information. Tables 3A and 3B show the relationship between 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 pretest scaled score. Posttest results are used to measure educational gain and to advance students across educational functioning levels.

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

NRS Educational Functioning Levels	CASAS Reading Scale Score Ranges (Reading GOALS 2)	NRS Educational Functioning Levels	CASAS Math Scale Score Ranges (Math GOALS 2)
Beginning ABE Literacy	203 and below	Beginning Literacy	192 and below
Beginning Basic Education	204-216	Beginning Basic	193-203
Low Intermediate Basic Education	217-227	Low Intermediate	204-213
High Intermediate Basic Education	228-238	Middle Intermediate	214-224
Low Adult Secondary Education	239-248	High Intermediate	225-235
High Adult Secondary Education	249 and above	Adult Secondary	236 and above

**Table 3B Scoring and Alignment with NRS Levels for ESL**

NRS Educational Functioning Levels	CASAS Reading Scale Score Ranges (STEPS)	CASAS Listening Scale Score Ranges (STEPS)
Beginning ESL Literacy	183 and below	181 and below
Low Beginning ESL	184-196	182-191
High Beginning ESL	197-206	192-201
Low Intermediate ESL	207-216	202-211
High Intermediate ESL	217-227	212-221
Advanced ESL	228-238	222-231
Exit Advanced ESL	239 and above	232 and above

## Publisher Recommended Timeframes for Pre- and Post-testing Adult Education Assessments

Test Name	Recommended Pre- and Post-testing Timeframes	Contact/Notes
CASAS	40 hours minimum; 70-100 hours recommended. Allow exceptions for courses with different schedules and intensity, e.g., allow more time for courses that meet infrequently or not intensively and for very intensive courses wait longer than the recommended number of hours to posttest. Programs offering high intensity courses (e.g., 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 less than 70 hours in a semester, quarter, term, or other block of instruction, may choose to posttest at the end of instructional period. Programs may choose to assess students who indicate they are leaving the program before the scheduled posttest time, to maximize collection of paired test data.	Linda Taylor, Director of Assessment Development, CASAS ltaylor@casas.org (800)255-1036 ext. 186 www.casas.org

### **D. Training, Dissemination, and Monitoring of Assessment Policy**

The OCTAE approved Oregon Assessment Policy will be published in the Higher Education Coordinating Commission’s Adult Basic Skills Policy Manual which is available on the HECC website at:

<https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/abs-resources.aspx>

Test administrators must be certified by both the testing company and CCWD before administering or scoring any assessment instrument used for state and federal accountability reporting. Training for each state approved assessment is required to ensure accurate use of tests and interpretation of learner results, and to maintain the integrity and quality of the assessment process.

Program Administrators will receive regular assessment policy and training updates at quarterly meetings of the Oregon Council on Adult Basic Skills Development, on monthly

program directors' calls and via occasional webinars. Program Directors will use the Assessment Policy in the ABS Policy Manual posted on the CCWD website to provide local staff training.

CASAS test administrators, e-Test site coordinators and e-Test proctors must complete applicable CASAS certification trainings and certification tests. In addition, as of 7/1/22 all new paper test proctors must also complete CASAS certification training. In addition to these trainings, all test administrators in Oregon Title II-funded programs must complete an Oregon-specific training which includes NRS policy, Oregon assessment and accountability policy, and data collection processes and procedures. Furthermore, all test administrators must be recertified as indicated in the table below. Test administrators who have not administered tests within a twelve-month period and/or who have not passed a recertification activity are no longer certified to administer the test and must be retrained and pass a certification test in order to be recertified.

Local program directors are responsible for determining sufficient numbers of certified test administrators and eTest proctors to meet state assessment and accountability requirements and local program assessment needs.

All test administrators must review the Test Administration Manual published by CASAS prior to the start of a new academic year, or prior to administering an assessment if they do not administer the assessment regularly.

Local program directors will monitor for assessment policy compliance by:

- ❑ Providing faculty and staff with a written copy of the assessment policy
- ❑ Ensuring that Certified Test Administration training procedures are adhered to
- ❑ Ensuring that required Oregon Assessment Certification documentation is submitted to CCWD; and
- ❑ Keeping test certification records with the program training records as required by HECC ABS Policy Manual.

CCWD ABS staff will monitor for assessment policy compliance by:

- ❑ Maintaining an updated Oregon Assessment Certification log
- ❑ Monitoring programs for compliance with the Assessment Policy during technical assistance site visits; and
- ❑ Performing ongoing desktop monitoring for compliance with policy.

### **Quality Control Procedures**

Oregon uses the following quality control procedures to verify 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
- ❑ Training for local program administrators
- ❑ On-site local program reviews; and
- ❑ Recertification requirements for test administrators.

**Assessment Certification Process**

(See table below for Oregon Assessment Certification Process Requirements)

<b>Assessment Instrument</b>	CASAS Initial certification and recertification (eTests or Paper Tests)	CASAS Paper Test Proctor Certification	CASAS eTest Coordinator Certification	CASAS eTest Proctor Certification	CASAS Remote Proctor Certification
<b>Who needs training</b>	<a href="#">CASAS Required Training by Role</a> (e.g. Agency Reps, DBAs, Coordinators, Proctors, Instructors)	All who administer paper tests	Each site must have at least one eTest coordinator; all eTest coordinators are required to be certified	All who administer eTests (eTest coordinators do not need Proctor Training)	All who administer the tests remotely
<b>Certification frequency</b>	Once with refresher training every three years	Once (for all new paper test proctors as of 7/1/22)	Once	Once	Once before administering any CASAS test remotely
<b>Training schedule</b>	On demand	On demand	On demand	On demand	On demand
<b>Process</b>	CASAS Certification is available online from CASAS.org. CCWD provides training for Oregon-specific assessment policy	Paper Test Proctor Certification is available online from CASAS.org.	eTest Coordinator Certification is available online from CASAS.org.	eTest Proctor Certification is available online from CASAS.org.	Remote Proctor Certification is available online from CASAS. Please note: all remote proctors must take eTest proctor training first and sign a proctor agreement with CASAS before remotely proctoring tests

Programs are required to submit an Online Site Agreement with CASAS at launch of eTest and TOPSpro Enterprise implementation, and a supplement to provide location and contact information if/when programs wish to reconfigure and/or add testing sites.

CASAS requires that programs identify one Point of Contact (POC) and one TOPSpro Enterprise (TE) Enhanced user (has full access to all TE functions) per program. This can be the same person or two different people.

The TE Enhanced user is responsible for managing other users' access to the account. The TE Enhanced user must review the **Users Lister** at least annually and add to and/or disable or delete user accounts the as staff changes.

CCWD maintains a database of all assessment training/certification records for the state, including initial certification, recertification, refresher training and Oregon-specific training. Local programs are responsible for ensuring that only certified test administrators administer state approved assessments. The state monitors compliance of this requirement during spot-checks, program reviews and on-site visits. Test Administrators conducting assessments via remote proctoring must complete trainings as recommended by test publishers.

#### **E. Accommodating Students with Disabilities or Other Special Needs**

Accommodations in testing alter the conditions for administering a test, 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 Programs**

Local programs 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. Programs can contact the local division of vocational rehabilitation or a secondary school to request documentation of a disability provided express written permission is granted by the student. If students are unable to provide required documentation, programs should follow their own internal accommodations procedures.

#### **CASAS Accommodations in Test Administration Procedures**

For learners who have documented disabilities, appropriately trained local assessment staff may provide accommodations in test administration procedures based on student documentation.

Examples of testing accommodations for CASAS assessments:

- ❑ Read aloud, sign, or translate test directions word-for-word
- ❑ Read aloud or sign test display, question and answer choices, except when taking a test of reading comprehension. This would interfere with the construct being measured\*
- ❑ Use a scribe
- ❑ Use an adaptive input device to respond to the test
- ❑ Use a magnifier for paper-based tests
- ❑ Use large-print paper tests and answer sheets
- ❑ Use a reading tracker/highlighter tool
- ❑ Use of screen reader assistive technology and tactile graphics test booklets where appropriate
- ❑ Use a talking calculator for math tests
- ❑ Allow breaks while testing
- ❑ Extend test-taking time
- ❑ Allow flexible test scheduling
- ❑ Provide a distraction-free testing space

**\*See below for more information about testing accommodations for test takers with visual impairment/blindness.**

CASAS adheres to Universal Test Design (UTD) principles in item and test development, with the guiding principle to develop tests accessible to the widest range of students within the target population.

The following accessibility features are available to all test takers using CASAS eTests Online:

- ❑ Preset text sizes (default, large, very large) of question stems and answer sets, toolbar, navigation features and directions
- ❑ Preset background and text color combinations
- ❑ Text and image magnification tool
- ❑ Customizable volume setting for listening tests
- ❑ Touch screen compatibility
- ❑ Keyboard accessible (tab, enter, etc.)
- ❑ Content masking (toolbar, including timer)

CASAS test forms that may be appropriate for learners with disabilities include CASAS eTests and computer-based tests. CASAS eTests are compatible with screen reader software; see [Accommodations Materials for Test Takers with Visual Impairment/Blindness](#). CASAS develops large-print versions of all test forms and answer sheets. Test materials are available in Braille for learners who have a visual impairment and can read Braille. If the documented testing accommodation for testing on an IEP or 504 Plan is for visual impairment/blindness you may provide a human reader for the entire CASAS reading test as well as math. Order the [Accommodations Materials for Test Takers with Visual Impairment/Blindness](#) that include test form scripts including descriptions of test displays and images and tactile graphics provided by the American Printing House for the Blind. If the documented testing accommodation is for a disability other than visual impairment/blindness, the test proctor may read only the test directions on a CASAS reading test aloud to the test taker. No other parts of the CASAS reading tests will be read aloud. The reader may read the entirety of a math test aloud.

For more information about providing accommodations, visit [CASAS Testing Accommodations and Accessibility](#) or email [info@casas.org](mailto:info@casas.org).

Please see **Appendices for Guidelines for Providing Accommodations for CASAS**.

### 3. Guidelines for Each Assessment

Assessment Name: **Comprehensive Adult Student Assessment System (CASAS)**

Applicable Program	ABE/ASE/ESL
Subject	Math, Listening, Reading
Administration Procedure	Individual or group
Expiration Date	Reading GOALS 2 – May 8, 2032 Math GOALS 2 – July 13, 2030 STEPS (ESL) – July 13, 2030
Scoring Procedures	Printed answer keys and scoring charts are available for administrators. Scoring software is also available. Raw scores of correct responses are converted into scale scores.
Scores linked to NRS levels	See <b>Table 3A and Table 3B</b> above.
Posttest time	40 hours required, 70-100 hours recommended
Training Requirements	View <a href="#">CASAS Required Training by Role</a> (e.g., Agency Reps, DBAs, Coordinators, Proctors, Instructors). Note: additional training is required for remote proctoring of test (see publisher’s guidelines). All test administrators in Oregon Title II-funded programs must also complete an Oregon-specific training (see ABS Policy Manual, Section 6.5).
Forms Available	See <b>Table 1</b> above.
Locator/Appraisal Required	Yes. See <b>Table 1, Section 2(C) Assessments Permitted, Table 2A</b> above.

#### **A. Assessment Integrity and Security**

##### **Test Administration Manuals**

Oregon requires that local adult education programs follow the Test Administration guidelines for each test series used the Test Administration Manual (TAM) published by CASAS. All local adult education programs must maintain copies of the appropriate administration manuals for all assessments used and for every testing site.

## **Test Security Agreements**

The local adult education program director is responsible for safeguarding all standardized assessment materials, including testing booklets 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:

- ❑ Programs 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 paper test materials must be kept in a secure lockable location and computer testing materials in secured computer testing stations.
- ❑ Any test booklets/test series or materials that are damaged, expired or no longer in use must be shredded.
- ❑ All answer sheets and writing samples are treated as confidential until shredded.
- ❑ No duplication of any test form or any portion of any test form is permitted for any reason.

## **Entry of Assessment Data**

Entry of Assessment Data Oregon requires that CASAS assessment data be entered into TOPSpro Enterprise within 30 days of collection. See Section 6.6 of the [Oregon ABS Policy Manual](#).

## **B. Distance Education-Specific Assessment Policy**

The Oregon Higher Education Coordinating Commission Office of Community Colleges and Workforce Development 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.*

Oregon's Assessment Policy applies to all Adult Basic Skills students in WIOA Title II funded programs, whether they are in face-to-face classes, hybrid classes or distance education.

Assessments are generally conducted through face-to-face interaction with a trained test administrator in a secure setting. However, assessments may be proctored remotely, provided they are conducted in accordance with the test publisher's (NRS approved) guidelines. Programs wishing to administer CASAS assessments remotely must complete an Agency Agreement with CASAS and individual proctors must sign a Proctor Agreement. Please see Section D (above) for state training and certification requirements for remote proctors.

### **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.

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.

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

Distance Learning contact hours must be associated with one of three OCTAE (Office of Career, Technical and Adult 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).

### **Approved Software for Distance Education**

A list of approved software for use with distance learning courses can be found on the CCWD website <https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/abs-resources.aspx>

## **Purchasing Procedures for Each Assessment**

Only certified administrators may order CASAS assessments authorized for use in Oregon from CASAS for their programs.

## **APPENDIX A**

### **Guidelines for Providing Accommodations Using CASAS Assessment for Learners with Disabilities**

#### **Purpose**

The accountability standards in the 2014 Workforce Innovation and Opportunity Act (WIOA) include the Rehabilitation Act Amendments of 1998. WIOA, effective July 2015, focuses on learners most in need, such as those with a low level of literacy skills, English language learners, and those who have disabilities. Other legislation addresses provisions related to testing accommodations including the ADA Amendments of 2008, Section 504 (equal opportunity) and 508 (comparable access to and use of electronic information technology) in the Rehabilitation Act Amendments of 2008, and the Individuals with Disabilities Education Improvement Act of 2004. These laws ensure equal access for all learners in education programs, including learners with disabilities. Accommodations provide an opportunity for all test takers to demonstrate their skills and ability. The accommodations may alter test administration procedures without changing what the test is intended to measure.

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

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

#### **Local Program 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 program following state guidelines, not of CASAS. CASAS describes standard conditions under which tests should be administered to a wide range of students within the target population. This information is in the Test Administration Manuals (TAMs) for each test series. Decisions about changes to these standard conditions, such as how students access, interact, and respond to test content will be made by appropriately trained individuals at the local agency or district level. The following guidelines provide support in making those decisions.

Local programs are responsible for providing fully accessible services and have the responsibility to ensure that these services meet reasonable criteria. In addition, the program 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 program may wish to contact district or state rehabilitative or health and human welfare programs for diagnostic services such as for learning disabilities.

Local program, 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 programs 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 public school records, a doctor's report, a diagnostic assessment from a certified professional, and other clinical records. Adult programs 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 programs 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, when taking a test of reading comprehension, 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 will work with state and local programs 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 an assessment in Braille format that reflects functional literacy situations in the life and work of a person who is blind.

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.

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. 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 aloud or sign a CASAS reading test* to a sighted 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. See the **CASAS Accommodations in Test Administration Procedures** section of this document for more information about testing accommodations for test takers with visual impairment/blindness. Programs may call CASAS to provide information on these or other suggested accommodations.

### **Use of Appropriate CASAS Test Forms**

It is important to use an appropriate test form that best meets the learner's goals and manner of receiving and reporting information. Most learners with a disability can take some form of a CASAS test. CASAS 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.

### **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>
Learning problems: dyslexia, dyscalculia, dysgraphia or other Specific Learning Disability, ADHD, aphasia, traumatic brain injury, autism, cerebral palsy, epilepsy or other disorder that can affect learning or testing behavior	Extended time Alternate schedule Frequent supervised breaks Scribe/writer/alternate room Computer — spelling and grammar check disabled	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®
Deaf or Hearing Impaired <i>A student whose hearing impairment is such that s/he cannot hear the listening test is exempt from taking the listening test</i>	Sign language interpreter Headphones for those taking a listening test	
Blind or Visually Impaired <i>A student whose visual impairment is such that s/he cannot read the reading test and who does not read Braille is exempt from taking the reading test</i>	Magnifier/Template Video magnifiers Scribe/reader	Level A/B Reading test in contracted Braille format Large-print CASAS tests CASAS STEPS Listening test series CASAS eTests®
Mobility impairment	Extended time Alternate site/equipment Scribe/writer Communication board	CASAS eTests®
Mental/Emotional Disability: bipolar disorder, major depression, PTSD, anxiety/phobias, etc.	Extended time Alternate schedule Frequent supervised breaks Scribe/writer/alternate room Computer — spelling and grammar check disabled	CASAS eTests®

*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. For exceptions to this policy, please contact CASAS.