The Ohio Performance Accountability System Manual

Revised
August 2010
Ohio Board of Regents  
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# The Ohio Performance Accountability System Manual

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- A. Glossary
- B. ABLE Web Page
THE MAJOR CHANGES IN THIS EDITION of the OPAS MANUAL

At least annually, revisions are made to the OPAS Manual to reflect changes that have occurred in policies, program requirements and reporting since the last update. This FY 2011 version of the OPAS Manual reflects changes made to the previous version primarily in the following sections:

- Assessment—to reflect the updated FY 2011 Assessment Policy;
- Registration and Enrollment, Assessment, Monitoring Student Performance and Exiting students—to reflect changes in Student Forms.

While these sections have had the most modifications to them, minor changes have been made in other sections as well. Some of these changes are editorial in nature, and others reflect changes that result from the more subsequent revisions mentioned above.
INTRODUCTION

OHIO’S ABLE SYSTEM

Ohio’s Adult Basic and Literacy Education (ABLE) System is funded with dollars from the federal Workforce Investment Act (WIA), Title II, the Adult Education and Family Literacy Act and with state dollars appropriated by the Ohio General Assembly. The system is dedicated to assisting Ohio adults to become more effective workers, parents and citizens by helping them to improve their basic skills, obtain a GED or improve their English language skills.

As part of the ABLE system:

• local adult basic and literacy education programs provide direct instructional services in communities around the state;
• literacy coalitions located in some areas of the state promote community awareness of literacy needs and services and foster community collaborations;
• four Regional Resource Centers—currently housed at Euclid City Schools, Ohio University, Owens Community College and Sinclair Community College—offer professional development opportunities for ABLE teachers, administrators and support staff;
• the Ohio Literacy Resource Center, a state resource center, currently housed at Kent State University, provides assistance in operating Ohio’s accountability system and special projects; and
• other entities, such as The Ohio State University’s ABLE Evaluation and Design Project, undertake special initiatives that strengthen accountability efforts and provide additional resources for local programs.

All funded ABLE instructional programs operate within the framework of the Indicators of Program Quality, a set of seven indicators that reflect effective and efficient program performance. Those indicators are:

• **Student Achievement and Advancement:** Students demonstrate progress toward attainment of literacy skills, including reading, writing and speaking in English and computing and solving problems at levels of proficiency necessary to function as an employee, family member and citizen. Students transfer learning from the classroom to their daily lives; articulate what they know and are able to do in relationship to their goals; demonstrate increased proficiency in the use of multiple skills that allow them to enroll in postsecondary education or training; gain unsubsidized employment or retain employment; or earn a secondary school diploma or an Ohio High School Equivalence Diploma/GED.
• **Physical Environment:** The program is housed in a safe physical environment with adequate space and access to facilities and equipment that contribute to creating an adult-appropriate learning environment.
• **Program Planning and Administration:** The program planning and administration process is based on a written plan implemented and guided by evaluation.
• **Curriculum and Instruction:** The program has a written curriculum, plans
instruction that addresses the student’s academic needs and goals and provides instruction utilizing evidence-based methods that match students’ needs and learning styles.

- **Professional Development**: The program has an ongoing professional development process that is linked to a professional development plan which supports program and organizational goals.

- **Support Services**: The program provides a system for support services that promotes students’ achievement goals.

- **Recruitment**: The program successfully recruits from the populations in the community identified as needing literacy services in WIA, Title II, the Adult Education and Family Literacy Act.

The chart below illustrates how ABLE requirements and documents, support the Indicators of Program Quality (IPQ). Shading indicates the documents that address issues or processes related to particular Indicators of Program Quality.

The role of OPAS—the Ohio Performance Accountability System—within the ABLE system is to guide instructional programs as they implement required components of WIA, Title II. The OPAS Manual focuses primarily on processes and procedures related to accountability and compliance issues, however, all IPQ’s are referenced to some degree.

<table>
<thead>
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<th>LD Guide</th>
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<td>Physical Environment</td>
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<td>Recruitment</td>
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The remainder of this manual addresses the ABLE program implementation requirements for OPAS.
PURPOSE OF THE OPAS MANUAL

This Ohio Performance Accountability System (OPAS) Manual is intended to guide local ABLE program staff in the implementation of their ABLE programs. This edition of the OPAS Manual reflects ABLE policies and procedures in effect at the beginning of the FY 2010 project year. The internet version of this manual, which is posted at the ABLE Web page, is updated as necessary to reflect any changes in policies and procedures. The state ABLE Program will notify program administrators when such updates are made.

Manual Organization

This section of the manual provides a brief explanation of the OPAS itself. It also introduces the Student Experience Model (SEM), which is intended to guide local program services to ABLE students. Subsequent manual sections address components of the SEM. The Appendices contain additional, related information including policies, assessment charts, ABLE standards and benchmarks and a glossary.

Each of the subsequent manual sections begins with a summary of Key Points. These are intended to focus on the main requirements of ABLE programs within those areas.

Other graphics and text boxes that appear throughout the manual include the following:

More Information provides further clarification by either explaining a topic in more detail or highlighting an important definition.

To Do highlights required procedures and/or provides practices that are strongly recommended.

Idea offers actions to consider when conducting an activity, ideas to consider from field experience and additional resources.

ABLELink Information highlights the information required in the ABLELink database and the procedures for entering the information.
OPAS

The Ohio Performance Accountability System (OPAS) is the Ohio Board of Regents’ Adult Basic and Literacy Education program’s (OBRABLE) response to the federally legislated National Reporting System (NRS) for adult education. The NRS was created at the national level to develop accountability requirements for federally-funded adult education programs in response to Title II, the Adult Education and Family Literacy Act, of the Workforce Investment Act (WIA) of 1998.

WIA requires adult education programs to report on Core Indicators of Performance (CIPs) to receive federal funding. The NRS aligns the CIPs in WIA with specific outcome measures as indicated in the Core Indicators of Performance and Outcome Measures chart below.

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<th>Core Indicators of Performance Required by WIA</th>
<th>Outcome Measures Designated by NRS*</th>
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<td>Improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, other literacy skills.</td>
<td>Educational gains (achieve skills to complete a level or advance one or more Educational Functioning Levels).</td>
</tr>
<tr>
<td>Placement and retention in unsubsidized employment.</td>
<td>Entered employment.</td>
</tr>
<tr>
<td>Enrollment in postsecondary educational or occupational skills training.</td>
<td>Retained employment.</td>
</tr>
<tr>
<td>Receipt of a secondary school diploma or its recognized equivalent.</td>
<td>Placement in postsecondary education or training.</td>
</tr>
<tr>
<td></td>
<td>Receipt of a secondary school diploma or passing of the GED test.</td>
</tr>
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* In OPAS, these outcome measures become primary and/or secondary goals when chosen by a student.

Along with these outcome measures, Ohio is required to report on:

- **Descriptive Measures**—student demographics, reasons for attending the program, employment status, etc.

- **Participation Measures**—student contact hours and the program enrollment type (e.g., family literacy or workplace literacy).

For further information about NRS, refer to the NRS Web site at: [http://www.nrsonline.org](http://www.nrsonline.org).
THE STUDENT EXPERIENCE MODEL (SEM)

Retention is crucial to student success; therefore, it is imperative that programs incorporate structure, evidence-based strategies and practices that encourage student motivation, persistence and achievement.

The Student Experience Model (SEM) is based on student retention research. The framework was developed to help local programs serve ABLE students. It is designed to:

- promote the development of systematic processes, procedures and program components that enhance the quality of literacy services and increase student retention; and
- help local programs meet the standards, and benchmarks and the accountability requirements of the OPAS.

Student Experience Model Features

- The Student Experience Model represents good practices employed by ABLE programs.
- It delineates the sequence of events that a student encounters as he/she goes through the educational process.

A graphic of the required elements of the Student Experience Model is included on the following page.

A modified Student Experience Model is available for students with GED-specific goals. The explanation of that model and a graphic of it appear at the end of this section.

In addition, a Workplace Education Model is included in this section. This model may be followed for ABLE programs offered at worksites, especially when services have been customized to meet the employer’s needs. If the ABLE program chooses not to use the Workplace Education Model, the SEM or the modified SEM must be followed.
Student Experience Model*

Orientation**

• Rapport and Support Building
• Program and Student Information Sharing
• Learning Style Assessment
• LD Screening (if done during orientation)
• Diagnostic Testing
• Goal-Setting/Individual Learning Plan (ILP)
• Student Registration Form Completed

Preparing for Instruction
• Information about student’s prior knowledge
• Standards, components of performance and benchmarks to be addressed

Planning Instruction
• Assessment/screening results
• Lesson planning

Teaching
• Evidence-based instruction
• Methods to meet student needs

Reflecting
• Evaluation and reflection on what was learned
• New steps identified

Monitoring Student Performance
• Assessment and evaluation of student performance
• Regular review of progress
• Adjustment of goals and/or ILP

Reached Primary and/or Secondary Goal?

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* The Student Experience Model may vary based upon program structure and student needs.
** Intervention and referral to other services may occur at anytime during the student’s experience in an ABLE program.
THE MODIFIED STUDENT EXPERIENCE MODEL for GED

The Modified Student Experience Model has been produced to accommodate students who identify getting the GED as their goal. The model reflects a decision-making process upon entry into the ABLE program by the student. Students should be strongly encouraged to participate in the complete orientation process. However, students who identify getting the GED as a goal can decide to take the Official GED Practice Test without benefit of a complete orientation, any additional testing or enrollment in the program. Arrangements for taking the Official GED Practice Test are subject to the local program’s testing plan.

The first step in the process is an initial interview to determine the main goal of the student and to gather enough information to complete the front of the registration form. After program staff explain the student orientation procedure, the student may decide that he/she only wants to take the Official GED Practice Test. The Official GED Practice Test may be administered to the student under one of the following options:

Option 1: Student decides not to take a standardized test

The student takes the Official GED Practice Test and passes it.

Refer the student to the GED testing site.

OR

The student takes the Official GED Practice Test and does not pass it.

The student then is required to take the locator and appropriate standardized test to be enrolled in the program for instruction.

Option 2: Student decides to take a standardized test

- The student takes the TABE locator and places in Level A in reading, math and language or the student takes the CASAS appraisal and places in Level D in reading and math

The student takes the Official GED Practice Test and passes it.

Refer the student to the GED testing site.

OR

The student takes the Official GED Practice Test and does not pass it.

The student then takes the appropriate standardized test to be enrolled in the program for instruction.

- The student takes the TABE locator or CASAS appraisal and does not place high enough to take the Official GED Practice Test.

The student takes the Official GED Practice Test anyway and does not pass it.

Refer student to the GED testing site.

OR

The student decides not to take the Official GED Practice Test.

OR

The student then takes the appropriate standardized test to be enrolled in the program for instruction.
WORKPLACE EDUCATION MODEL

Workplace Education providers and members of the Workplace Education Committee recommend the Workplace Education Model to be used to support ABLE Workplace Education component services offered by local ABLE programs.

Basic Premises:

- Workplace Education is defined in the Ohio ABLE Workplace Education Resource Guide as, "Education services offered in collaboration with business, industry, government and/or labor for the purpose of improving the productivity of the workforce through improvement of literacy skills."

- Education services include those activities designed to improve the work-related basic education and literacy skill levels of workers that are offered to business, industry, government and/or labor by an Ohio Board of Regents--funded ABLE service provider.

- Such services seek to increase an individual's ability to, "Read, write, and speak in English, compute, and solve problems at levels of proficiency necessary to function on the job" [(Adult Education and Family Literacy Act: Section 203(12)]. These services would parallel similar services provided by any ABLE program to individuals seeking assistance with basic skills, ESOL, family literacy or GED preparation. The Workplace Education services have the added feature of being conducted within the context of the workplace. The following page provides a graphic of the Workplace Education Model. The model is followed by an explanation of the features of Workplace Education.
Workplace Education Model

- Workplace Orientation/Employee Registration
  - Standardized Pretest
    - Course Learning Plan
      - Instruction
    - Monitor Class Progress
      - Intervention & Referral to Non-Workplace ABLE Services
  - Standardized Posttest
    - Employee Achievement Evaluation
      - Exit
    - Course Evaluation
      - Employer Feedback
    - Follow-Up
The Workplace Education Model provides guidance for the establishment and implementation of well designed Workplace Education programs in the workplace. The following chart contains key terms and explanations are given to provide guidance for workplace programs using this model.

<table>
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<th>Explanation</th>
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<td>Workplace Orientation:</td>
<td>Goals and projected results of the collaborative partner and for the individual are clearly stated.</td>
</tr>
<tr>
<td>Employee Registration:</td>
<td>Complete Student Registration Form and gather additional data, as needed.</td>
</tr>
<tr>
<td>Standardized Pretest:</td>
<td>See the <a href="#">Ohio ABLE Assessment Policy</a> on the ABLE Web page.</td>
</tr>
<tr>
<td>Course Learning Plan:</td>
<td>Objectives, goals and curriculum negotiated between collaborative partner and educational provider (includes the syllabus and outline). (See <a href="#">Workplace Education Resource Guide</a> at the ABLE Web page)</td>
</tr>
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<td>Instruction:</td>
<td>Strategies and activities used to implement the Individual Learning Plan.</td>
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<tr>
<td>Monitor Class Progress:</td>
<td>Use established processes and procedures. Teacher-created, formal and informal, workplace-specific materials may be used, such as class logs and anecdotal information recorded by instructor may be used. Complete Student Progress Form, as applicable.</td>
</tr>
<tr>
<td>Intervention &amp; Referral:</td>
<td>Review progress, adjust instruction and refer student to appropriate and/or additional non-workplace ABLE services as needed.</td>
</tr>
<tr>
<td>Standardized Posttest:</td>
<td>See the <a href="#">Ohio ABLE Assessment Policy, General Guidelines, 800:Workplace Education</a> on the ABLE Web page.</td>
</tr>
<tr>
<td>Employee Achievement Evaluation:</td>
<td>Complete Student Exit Form, receive certificate of completion if appropriate.</td>
</tr>
<tr>
<td>Exit:</td>
<td>Course completion.</td>
</tr>
<tr>
<td>Follow Up:</td>
<td>See the <a href="#">Follow-Up</a> section later in this manual.</td>
</tr>
<tr>
<td>Course Evaluation:</td>
<td>Use established processes and procedures.</td>
</tr>
<tr>
<td>Employer Feedback:</td>
<td>Report required data.</td>
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STUDENT ELIGIBILITY FOR ABLE SERVICES

Title II of the Workforce Investment Act specifies that

1. **students must be 16 years of age and not enrolled in school or required to be enrolled in school under State law to be eligible for ABLE services.** In Ohio, a student who is 16 or 17 must
   
   - not be enrolled in school and must have a work permit (age and schooling certificate).
   
   - If the student is 16 or 17 and has graduated from high school, he or she must provide evidence of a high school diploma and also be shown through testing to be eligible for ABLE enrollment (see below).

2. **students must lack sufficient mastery of basic educational skills to enable the individual to function effectively in society; not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or are unable to speak, read, or write English.**

Ohio’s eligibility policy indicates that students who do not have a secondary credential as well as those who do must demonstrate a deficiency of basic skills to receive ABLE services.

Occasionally, a student **lacking a high school diploma** will score at or exceed Level 6 completion scores for all areas in which he/she was tested. This student may still be eligible for ABLE services if his or her need for services can be substantiated as a result of an alternate assessment(s).
For more information about student eligibility for ABLE services, see the ABLE Student Eligibility Policy, September 2006.

**ORIENTATION of STUDENTS**

The purpose of orientation is to ensure that all prospective students are provided with the information and assistance that they need to make informed decisions about their participation in ABLE. Some individuals may have been away from the educational process for a long time, so orientation is a way to reintroduce the learning process and to acquaint participants with Adult Basic and Literacy Education in Ohio.

**ORIENTATION FEATURES**

- Orientation is required for all persons interested in participating in an ABLE program.
- All ABLE-funded programs are expected to implement a formal, separate student orientation that includes the required orientation activities detailed on the following pages.
- Orientation is to be facilitated by qualified, knowledgeable ABLE staff.
- Orientation is to be offered at regularly-scheduled intervals.
- The length of orientation is to be determined by individual programs.

**REQUIRED ORIENTATION ACTIVITIES**

Local ABLE programs may determine the order of required orientation activities and programs may find it beneficial to combine some of the activities. However, all programs’ orientations must include the following required activities:

- **Rapport and Support Building**— This includes activities (e.g., icebreakers, motivational films, student success stories, group activities, mini-lessons) that help the student build confidence, feel comfortable, establish relationships, identify support systems and increase the level of trust and motivation.

- **Program and Student Information Sharing**— Program staff and the student exchange information so that the student may make an informed decision about participation in an ABLE program. This includes:

  Program Information— Oral and written information about the program’s goals, services, structure, delivery, organization, policies, procedures,
schedules, referral and support services, the instructor’s role and the program’s expectations of the students.

Student Information— Student contact information (i.e., name, address, telephone number and student Social Security Number) and other demographic data.

- **Learning Style Inventory**— An inventory is to be administered that identifies the student’s preferred style of processing information. Note: for special populations such as ESOL or cognitively disabled students, it may be more appropriate to administer the inventory at a time other than during orientation. *(See Section Four, Assessment for further information.)* The program may choose the learning style inventory it wants to use.

- **Initial Goal-Setting Instruction**— This includes basic instruction on how to set goals. *(See Section Five, Goal-Setting for further information.)*

**Locator/Initial Appraisal Assessment/Diagnostic Testing**—Programs should administer instruments for the purpose of determining the student’s estimated skill level and the appropriate diagnostic testing level for the entering student. The results of the locator/initial assessment should not be used to determine the subject area in which the student should be tracked. *(See Section Four, Assessment and the Assessment Policy on the ABLE Web page for exceptions and further information.)*

**SCREENING FOR LEARNING DISABILITIES AT ORIENTATION**

Some programs may choose to conduct a screening for possible learning disabilities during orientation if the program’s Learning Disabilities Policy and Planning Guide calls for screening all students. More information about screening options appears in the LD Policy and Planning Guide. See the LD Policy and Planning Guide that may be linked to from the Ohio ABLE Web page (under Special Projects).
Idea

The ABLE Regional Resource Centers offer programs support in developing orientation activities. Links to the resource centers are found on the ABLE Web page.

Based on the objective, focus of the program, program structure, student demographics and other factors, programs may choose to expand orientation by adding additional topics or activities. Suggestions include:

⇒ Aptitude Tests
⇒ GED Testing Information
⇒ Learning Disabilities Screening
⇒ Vision/Hearing Screening
⇒ Identifying Values/Prioritizing
⇒ Language Acquisition Principles
⇒ Listening Skills Strategies
⇒ Multiple Intelligence Surveys
⇒ Career Needs Assessments
⇒ Diagnostic Assessments
⇒ Problem-Solving Strategies
⇒ Reading Comprehension Strategies
⇒ Skills and Interests Inventories
⇒ Skills/Traits Employers Want
⇒ Study/Test Taking Strategies
⇒ Time Management Techniques
Registration and Enrollment

A student is registered once he/she has made an informed decision to participate in an ABLE program—usually at the end of orientation—and the Student Registration Form must be completed and the information entered into ABLELink.

- A student is enrolled after he or she has received 12 hours of service.
- Students must fill out the first page of the Student Registration Form with the assistance of staff as needed.
- Students should be asked to sign the Release of Information Form (RIF) upon registration; a new RIF form must be completed each program year and kept on file.
- A Social Security Number is needed for follow-up indicators of obtaining and retaining employment and entering postsecondary education. (See Policy on Social Security Number and Data Match Requirement at the ABLE Web page.)
- A Social Security Number or GED Application Number is needed for the follow-up indicator of GED completion.

Key Points

- A student must be registered when he or she makes an informed decision to participate in the program. This usually occurs after orientation is complete. The Student Registration Form must be completed and the information entered into ABLELink.

- Programs may choose to separate registration from the orientation process or include registration as the last orientation activity.

- All students must have a completed Student Registration Form.

- A primary goal (Question #13 on the Student Registration Form) must be selected after the completion of diagnostic testing. The student may also select a secondary goal (Question #14).

- To be enrolled in a family literacy component, students must complete Question #15.

- At the time of registration, students must be informed of follow-up procedures.
THREE
REGISTRATION AND ENROLLMENT

including possible use of Social Security Number to determine attainment of employment, secondary school diploma or GED and/or postsecondary education. (See Section Nine, Follow-Up, for more information.) At this time, students should be asked to complete the Release of Information

ENROLLMENT

Enrollment means that a student has received 12 hours of service in an ABLE program. Until an individual has received 12 hours of service, he/she is considered a participant rather than an enrolled student. Only enrolled students are counted in the Annual Performance Report (APR).

ABLELink Information

- All required information collected on the Student Registration Form must be entered into ABLELink.
- Whenever a program collects information about a participant or enrolled student, the information must be entered into ABLELink.
- The ABLELink Manual lists the fields required for reporting purposes. The ABLELink Manual is available online at the ABLE Web page.
- Attendance is entered into ABLELink using the Detailed or Total attendance feature. ABLELink automatically marks the student enrolled when 12 hours of attendance are reported.

COMPLETING the STUDENT REGISTRATION FORM

The first page of the Student Registration Form is included below for reference. Parts of the form appear on the following pages.
“For office use only” is for staff to use to indicate the date information is entered into ABLELink, the site where the student is attending class and the teacher who is instructing the student.

“GED Application #” should be used for GED students only if the student is not willing to give his or her Social Security Number. The nine-digit # is created using the first three numbers of a student’s zip code, the four numbers representing the student’s birth month and birthdate, and the last two numbers of the student’s birth year. A student residing in zip code 44013 who is born on 08-20-1959 would have a GED Application # of 440082059.

ABLELink automatically generates this number when data are entered for the student. If a change is made in the zip code or birthday information, ABLELink generates a new GED Application # in the system.

“Date form is completed” is the date that the Student Registration Form is completed by the student.

“Emergency information” is necessary in the event something happens to the student while attending the program. The Contact Person and telephone number should not be a doctor, hospital or 911.

“If no, do you have an F-1 Visa?” If a student answers yes to this question, he or she is not eligible to participate in the ABLE program. (See Eligibility Policy for Serving Limited English Proficient in ESOL on the ABLE Web page.)

“Do you need special accommodations for a learning, ADD, ADHD or physical disability?” is an item that has been added to better serve students who have disabilities or who may need special accommodations.
“Number of children under 18 living in your home.” This number should reflect all children under 18 living in the student’s home, regardless of the relationship of the children to the student. The number would include foster children, brothers and sisters and grandchildren.

“Do you receive public assistance?” The student would mark “Yes” if he or she is receiving financial assistance from federal, state or local government agencies including Temporary Assistance for Needy Families (TANF), food stamps, refugee cash assistance, old-age assistance, general assistance and aid to the blind or totally disabled. Social Security retirement benefits, unemployment insurance and employment-funded disability are not included under this definition.

“What is your primary goal for coming to this program?” and “What is your secondary goal?” Students need to select one of the primary goals and may also select a secondary goal.

“Family Literacy goals” have been separated from primary and secondary goals (Questions 13 and 14) and added as an additional question (15) for students who are attending ABLE programs with an approved Family Literacy component.

These students must select one or both of these goals regardless of who is providing the parent education classes. ABLE staff are to report progress in this area using the Parenting Education Profile (PEP) results regardless of who administers the assessment. On the back of the Registration Form under program type, staff should check that the student is attending a Family Literacy program.

Note: A student not in a program with a family literacy component may select a family literacy goal as a secondary goal. However, he or she will not be tracked on that goal.
“General questions” in Part A must be answered for all students.

Students in Workplace programs should answer questions in Part B. Workplace and ESOL students should answer questions in Part C, English for Speakers of Other Languages.

“Student status.” Each of the categories is defined in the Glossary of Terms in the Appendix D.

“Student signed FY 2011 ABLE Release of Information Form?” has been added. To provide ABLE programs with any data match results, this must be checked as “yes.”

“Type of program where student is placed” indicates the program type in which the student is placed. Note that for many students no program type needs to be marked.

“Placement Level” is the Educational Functioning Level in which the student is placed when entering the program.
RIF and R-RIF FORMS

A signed Release of Information Form (RIF) is needed to share information about students for data match purposes. Program staff should explain to students the importance of this form for reporting purposes. Students under the age of 18 must have the signature of a parent or guardian. Service to students is not contingent upon their signing the RIF.

Students who previously signed a RIF and who wish to revoke it must complete the Revocation of Release of Information Form (R-RIF).

A student should complete a new RIF form each project year he or she is enrolled. Forms are only valid for the project period in which the student is enrolled, which begins July 1st of that project year and extends through December 31st of the following calendar year. The 18-month period allows for utilization of the data match process to obtain follow-up information.

All RIF and R-RIF Forms should be maintained in a locked location at your program site.

Examples of the RIF and R-RIF are contained below. The forms may be downloaded from the ABLE Web page.
A signature of a parent or guardian is required for students under 18 years of age.

SPECIAL NEEDS FORM FOR ABLELINK

The purpose of the Special Needs Form, which appears on the following page, is to collect data about ABLE students with suspected or diagnosed learning disabilities or other special learning needs (i.e., vision and hearing problems) for entry into ABLELink. Programs need to complete and retain the Special Needs Form that apply for each student who is screened and/or diagnosed with learning disabilities or other special learning needs (i.e., vision and hearing problems). In addition, programs need to maintain the appropriate Consent, Waiver and Release of Information Forms related to service to students with special needs. Copies of these forms appear at the end of this chapter.

All ABLE programs must choose a learning disability screening instrument to utilize. However, the instrument selected and the process of how students will be screened is a programmatic decision. Several options for screening exist:

Option 1: Screen all students (no consent form needed)

Option 2: Develop criteria for screening students for the probability of learning disabilities and apply the criteria consistently (consent form required)

Option 3: Screen all students with one instrument and follow-up with a more extensive screening with those who score high on the initial screening (consent form required for secondary screening).
DIRECTIONS FOR COMPLETING SPECIAL NEEDS FORM

Screening

- Mark if a screening for learning disabilities was offered, conducted or refused. Indicate the date it was conducted or refused.

- Mark if a screening for hearing or vision was offered, conducted or refused. Indicate the date the screening was conducted or refused.

- Indicate which screening was administered.

- If your program does not screen all students, then a Screening Consent Form signed by the student is necessary (Option 2 above).

- If a student refuses a screening, he/she must sign a Waiver of Consent Form. However, the student may reconsider the Waiver and undergo an LD screening at anytime during her/his enrollment.

Note: ABLELink will allow programs to input information for up to three screening instruments.
Information Release

- Indicate whether a Release of Information Form was signed by the student. This is needed if you are going to release information to others, such as a psychologist or any partnering agency.

Educational Accommodations (for students with a documented learning disability diagnosis only)

- Mark accommodations that you are providing for students who have been diagnosed with a learning disability. Please note that accommodations are different from routine classroom adaptations that instructors make for any students having difficulties learning. On this form, only mark accommodations that result from a documented diagnosis.

- Mark if any of the GED accommodation forms were completed.

Referral and Diagnosis

- After screening, you may determine that further information about referral for diagnosis by a trained clinician/psychologist should be provided to the student.

- Mark if information about being assessed for a learning disability was offered, given or refused. Indicate the date the information was offered and given or refused.

- Students must sign a Waiver of Referral Information Form if they refuse further evaluation or any referral you provide. If possible, you should try to provide at least three referral options, and it is important that students know they are not limited to the referral sources you provide them.

- Mark if information about being assessed for a hearing problem was offered, given or refused. Indicate the date the information was offered and given or refused. Students must sign a Waiver of Referral Information form if they refuse a screening or further evaluation.

- Mark if information about being assessed for a vision problem was offered, given or refused. Indicate the date the information was offered and given or refused. Students must sign a Waiver of Referral Information form if they refuse a screening or further evaluation.

- If it has been determined that an LD diagnosis is necessary based on goals and objectives the student may have, and the student received a diagnostic
evaluation, indicate the results of the diagnostic evaluation.

Note: A student who has previously refused referral information may reconsider and request it at a later date. When this occurs, you should retain the student’s “Waiver of Referral Information” in the student’s file, but change ABLELink to reflect that the information was provided and on what date.

Comments

- Include any additional relevant information, such as adaptations that might be recommended, other health issues that might interfere with the student’s learning, or key information from a diagnostic evaluation that might be helpful to track.

SPECIAL NEEDS CONSENT, WAIVER AND RELEASE OF INFORMATION FORMS

Programs must collect and maintain appropriate forms to document students’ agreement to be screened (if not everyone is screened), to waive screening or referral information and to release information about screening.

The Screening Consent or Waiver Form is used to obtain a student’s permission for or refusal of LD, ADD or ADHD, vision or hearing screening.

Please Note: If all students are screened a consent form is not needed.

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SPECIAL NEEDS SCREENING CONSENT or WAIVER FORM

Please complete the appropriate section(s) below:

I, (print name)

☐ agree or ☐ decline to be administered the (print name of instrument)
    to determine the probability of a learning disability

☐ agree or ☐ decline to be administered the (print name of instrument)
    to determine the probability of ADD or ADHD

☐ agree or ☐ decline to be administered a vision and/or hearing screening to
    provide information about visual and/or auditory functions and processing

If I agree to screening (s), it (they) will take place on or about (date) ______ at (program name) ______

Results of the screening will be reviewed by one or more staff members of the above named program and will be utilized for the purpose of instructional planning. Results of the screening (s) will be maintained in a secure location at the above named program and will not be released to a third party without the consent of the student/parent or guardian.

Signature of Student/Parent or Guardian* Date

Signature of Program Representative Date

*Students under the age of 18 must have this consent form signed by the student’s parent or guardian.
The Special Needs Waiver of Referral Information form is used to indicate a student’s declination of information about hearing, vision or learning diagnoses.

A student who declines referral information may later decide to receive it. While the subsequent acceptance should be noted in ABLELink, the Waiver form should be maintained in the student’s file.

The Special Needs Release of Information form must be completed by a student if his or her information is to be shared with other professionals outside the ABLE program.
Key Points

- All students must be pretested prior to enrollment using a state approved standardized test. All pretest information must be entered into ABLELink.

- A minimum of 60% of enrolled students should be posttested with the same standardized assessments (e.g., TABE, BEST Plus, CASAS) as was used for pretesting.

- A standardized assessment must be used to determine level completion and advancement.

- A student with a secondary credential whose pretest score meets or exceeds the highest scale score for level completion may not be served by ABLE. A student without a secondary credential whose pretest score meets or exceeds the level 6 completion score may be enrolled in ABLE if it can be demonstrated through some other means that there is a need for instruction.

- Programs should follow the test publisher’s guidelines for recommended hours of instruction before posttesting. A program may posttest a student earlier if there is evidence of level completion in the student portfolio and the program administrator documents why early posttesting is warranted.

- All staff who administer assessments must be trained in proper test administration procedures.

- All pretest, progress and posttest assessment results must be entered into ABLELink. Scale scores must be entered for ABLELink to calculate student entry and completion levels. If scale scores are not entered, a student’s data will not be counted.

- An administrative file must be maintained for student forms, releases of information, waivers, and test results. This folder must be kept in a secure location in a locked cabinet.

- Each student must have a portfolio that includes the student’s Individual Learning Plan and selected student work.

- Portfolio information must be used for monitoring student learning but may not be used to determine level completion.

- Hard copies of the student portfolio and administrative paperwork must be retained for one year after the student has exited. Following that year, administrative files must be retained in paper or electronic format for five years.
ASSESSMENT FEATURES

Assessment is the ongoing process of gathering, describing, or quantifying information about performance or learning.

- Assessment begins at the student’s initial point of contact with the ABLE program and continues throughout the student’s involvement with the program.
- Results of assessment should be used to help guide instruction.
- Assessment involves both formal and informal evaluation of student progress and mastery of content.
- Assessment results provide the program, the instructor and the student with the tools that they need to make good decisions or re-think previous decisions about the educational process.
- All students are to have a portfolio that includes the Individual Learning Plan and student work. This portfolio may not be used to determine level completion or progression for reporting purposes but should be used to monitor student learning.
- To determine level completion and advancement, all students are to be assessed using state-approved standardized tests.
- Refer to the Ohio ABLE Assessment policy on the ABLE Web page for clarification, further details, and specific assessment instruments.

To Do

Using Scale Scores

Scale scores, not grade level equivalents, are used to determine the Educational Functioning Level (EFL) into which a student should be placed.

For the TABE test, the range of scale scores varies from subject to subject. To appropriately place a student who has been assessed in multiple subject areas, use the scale score to determine the EFLs into which the student falls for each subject. The student is tracked in the subject with the lowest EFL.

If a student’s scale scores place him/her in the same lowest EFL for multiple subjects, then the student would be tracked in the subject area with the lowest actual scale score.

Of course the subject area in which a student is tracked can be changed to match the student’s goal area.

IDEA

Actions for selecting assessment(s):

- Offer a variety of assessment options to ensure accommodation of varied skills, goals and learning styles.
- Select appropriate assessments for the population being served.
- Administer assessments properly and consistently.
- Choose assessments that determine appropriate instruction for individual students.
- Choose assessments that align with the Ohio standards and benchmarks.
POSTTESTING GUIDELINES

Monitoring student progress through portfolio reviews—see discussion later in this section—is important to gauge student advancement toward his/her goals. However, formal credit for student advancement only is possible when a student demonstrates level gain as a result of posttesting with the appropriate standardized tests.

Adherence to correct posttesting protocols is essential to ensure that test results realistically reflect student achievement. Thus, the ABLE Assessment Policy provides detail guidance about assessment for ABLE programs. Among the guidelines contained in the policy are the following:

- All ABLE programs must employ proper testing, scoring and reporting protocols for the standardized instrument(s) being used. Guidelines appearing in the publisher’s test administration manual must be followed including those related to hours of instruction that should occur prior to posttesting.

- A posttest may be administered before a student has obtained the recommended amount of instruction only if there is evidence in the student’s portfolio to substantiate a conclusion that the student may have completed a level. The program administrator must approve early posttesting and document in writing that evidence exists to justify it. This documentation must be maintained in the student’s administrative file.

- Staff who administer standardized assessments must be trained in proper test administration procedures. Records must be maintained of persons who were trained and those who provided training. An Assessment Verification Form will need to be completed annually by ABLE programs as a part of the Local Program Certification Checklist.

- Refer to the Ohio ABLE Assessment policy on the ABLE Web page for clarification, further details and specific assessment instruments.

More Information

Programs should consider the following factors when deciding that it is time to administer a standardized assessment for progress and level completion:

- number of hours the student has attended the program;
- number of hours of instruction the student has received in class and/or at a distance;
- number of benchmarks the student has accomplished since the last standardized assessment; and
- number of benchmarks the student still needs to achieve level completion.
Assessment for Placement

Standardized assessment for placement must take place before the goal(s) for which the student will be tracked (Questions #13 and, if applicable, #14 on the Student Registration Form) is selected. (See Section Five, Goal-Setting, for further information.)

Locator/Initial Appraisal

- A locator/initial appraisal determines which diagnostic level of standardized assessment is appropriate for the student. (If the TABE is used, the Word List may be utilized for students functioning at the Beginning ABE literacy level).

- The locator/initial appraisal assessment should be given prior to diagnostic testing, but it does not replace the full assessment.

- If a locator test is not used, alternative assessments must be used to determine the appropriate placement test.

Diagnostic Testing or Pretesting

- Diagnostic testing involves administering a standardized assessment to determine the student’s Educational Functioning Level.

- A student’s Educational Functioning Level, as determined by the diagnostic pretest scale score must be recorded on the Student Registration Form and the Progress Form. ABLELink will automatically assign the student’s EFL based on his/her scale score.

Areas for Assessment

- Programs must at least test students in the basic skill area in which the student wants to be instructed, but they may also test in other areas. Students who are tested in all basic skills areas must be placed and tracked for ABLELink purposes in their lowest Educational Functioning Level as determined by the standardized test’s scale score. However, the program is encouraged to keep documentation of progress for all areas in which instruction occurs. It should be noted that if a student has a specific goal that differs from the area in which he/she scores the lowest (e.g., the student states “improving reading” as a goal but scores lowest in math), the student would be tracked in his or her goal area—in this case, reading.

Assessment for Progress and Level Completion

Standardized Testing

- Ohio’s Assessment Policy stipulates that standardized assessments must be used to determine if the student has completed one or more Educational Functioning Level(s).

- If the posttest is administered within six months of the pretest, a different form or different level of the test must be used.

- If the posttest is administered after six months of the pretest, the same form of the test may be used.

Portfolio Review

- Students’ portfolios must be maintained to help instructors monitor student learning and make decisions about when posttesting may be appropriate. (Refer to the Assessment Policy on the ABLE Web page for more information on assessment for level completion and/or advancement.)

Note: Any student not receiving instruction in the last 90 days would need to be retested. See the Assessment Policy for guidelines related to retesting students who have “Stopped Out.”

More Information

Students with diagnosed learning disabilities may need accommodations on standardized tests. Refer to the test publisher’s manuals for the appropriate procedures to follow for the accommodations.
RECORDING ASSESSMENT RESULTS ON THE STUDENT PROGRESS FORM

Placement, progress and level advancement results from standardized tests for the area in which the student is being monitored must be recorded on the Student Progress Form and entered into ABLELink. *Scale scores of these assessments are required.* The scale scores are used as the basis for determining students’ educational functioning levels. Therefore, scale scores are needed for student test data to be recognized in ABLELink. More information about this form and how it should be completed will be addressed in detail in the *Monitoring Student Performance* section of this OPAS manual.

THE ABLE PORTFOLIO SYSTEM

The student portfolio must be used to collect and analyze student work to monitor student learning. The portfolio should be utilized to:

- create a student-centered approach in which students monitor and evaluate their own work and their achievement in their learning experiences;
- determine students’ progress in achieving standards and benchmarks; and
- provide a method for collecting student work, monitoring student progression toward his or her instructional goals, and determining when standardized posttesting may be appropriate.

ABLELink Information

Information from the initial standardized test must be entered into ABLELink. It is recommended that this information be entered into ABLELink at the same time that Student Registration Form data are entered. Pretest and posttest scale score information is also documented on the Student Progress Form and entered into ABLELink.

Please Note: The scale scores for all subject areas from the initial assessments and the posttest scale score(s) for the subject being tracked must be entered into ABLELink. Scale scores are required to determine the student’s exit level.
PORTFOLIO FEATURES

- The portfolio must be reviewed and updated on an ongoing basis, at least every 90 calendar days. The portfolio is developmental and shows student growth over time.

- The portfolio shows a more holistic picture of the student than do results from a standardized test.

- The portfolio is evidence of the importance of self-evaluation by students and is a vehicle to help students develop awareness of their skills.

- The portfolio involves instructor/student collaboration:
  
  ⇒ Collection of evidence of student work is a selective and collaborative process between the student and instructor.

  ⇒ Evaluation of the portfolio is the shared responsibility of the student and instructor.

- The portfolio is developmental and shows student growth over time.

- Collection of evidence of student work is a selective and collaborative process between the student and instructor.

- Evaluation of the portfolio is the shared responsibility of the student and instructor.

- Portfolio assessment gives the instructor and the student information about the student’s progress and level advancement relative to his or her previous performance on goals.

  ⇒ Monitoring a student’s work utilizing the portfolio gives the instructor and the student information about the student’s progress relative to his or her previous performance on goals.
REQUIRED ELEMENTS of the ABLE PORTFOLIO SYSTEM

All ABLE programs are to utilize the ABLE Portfolio System. The required components of that system are indicated in the chart below:

<table>
<thead>
<tr>
<th>Student Portfolio</th>
<th>Administrative File</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Learning Plan (ILP) including the following elements:</td>
<td>The student’s administrative file includes information such as:</td>
</tr>
<tr>
<td>• Student name</td>
<td>• Student forms</td>
</tr>
<tr>
<td>• Teacher name</td>
<td>• Assessment results</td>
</tr>
<tr>
<td>• Program name</td>
<td>• Screening results</td>
</tr>
<tr>
<td>• Orientation site (if different from program name)</td>
<td>• Any other student identifiable information</td>
</tr>
<tr>
<td>• Date the ILP is developed</td>
<td></td>
</tr>
<tr>
<td>• Primary goal</td>
<td></td>
</tr>
<tr>
<td>• Secondary goal (if applicable)</td>
<td></td>
</tr>
<tr>
<td>• Long term goal</td>
<td></td>
</tr>
<tr>
<td>• Short term goal</td>
<td></td>
</tr>
<tr>
<td>• Steps and activities to accomplish the short-term goal</td>
<td></td>
</tr>
<tr>
<td>• Timeframe for meeting the short-term goal</td>
<td></td>
</tr>
<tr>
<td>• Comments</td>
<td></td>
</tr>
<tr>
<td>• Results of learning style assessment</td>
<td></td>
</tr>
<tr>
<td>• Information about instructional adaptations or accommodations (if applicable)</td>
<td></td>
</tr>
<tr>
<td>• Selected Student Work</td>
<td></td>
</tr>
</tbody>
</table>

More Information

Learning Style Assessment

It is important that each student’s preferred learning style be identified in order to educate the student on specific practices that promote higher levels of learning, to tailor the student’s Individual Learning Plan (ILP) and to determine instruction.

• All students are to be assessed using a learning style inventory.
• Programs may choose from a variety of standardized and alternative learning style inventories.
• Learning style inventory suggestions and materials are available at the ABLE Resource Centers. Links to the regional ABLE Resource Centers are found on the ABLE Web page.
ADDITIONAL ASSESSMENTS

Programs are encouraged to supplement required assessments with additional assessment instruments. These other assessments help to avoid over-testing students with standardized instruments. Some examples of additional assessments are listed below.

⇒ Subject specific diagnostic tests  ⇒ Performance examples
⇒ Checklists  ⇒ End of chapter tests
⇒ Individual projects or products  ⇒ Anecdotal records
⇒ Small group projects  ⇒ Rubrics or matrices
⇒ Role-playing  ⇒ Student interviews
⇒ Journals  ⇒ Audio or video tapes
⇒ Demonstrations  ⇒ Worksheet or homework
⇒ Teacher-made tests  ⇒ assignments
⇒ Student self-evaluations

USE OF RUBRICS

Rubrics are scoring guides that help instructors make decisions as to whether or not students are able to perform a benchmark at a level of proficiency. Rubrics put the emphasis on student performance and help guide students in developing their work. They also are intended to provide some consistency in instructor judgment of student performance. Rubric results, along with those from standardized tests and other assessments, will be maintained in the student portfolio.

ALIGNING ASSESSMENTS WITH OHIO’S BENCHMARKS AND STANDARDS

As illustrated above, there are numerous assessment options available to ABLE instructors to help document student progress in achieving benchmarks. Within the ABLE Portfolio System, instructors will utilize assessments to verify students' abilities to perform the benchmarks. Multiple benchmarks may be addressed by a single assessment.

SPECIAL ASSESSMENT ISSUES

Different and/or additional assessment requirements must be followed for programs with family literacy and workplace education.

Programs with an approved Family Literacy component must:

- Follow the general assessment requirements for students as delineated in the
assessment policy and explained earlier in this section; and

- Additionally, pretest and posttest students using the Parenting Education Profile.

**Programs with a Workplace Education component must:**

- Place students in an Educational Functioning Level using an approved standardized assessment instrument.

**Programs with a GED component** must follow the Modified Student Experience Model for Students with GED Specific Goals. That Model may be found in the Purpose section of this Manual.

**ADDITIONAL INFORMATION**

Please consult the *Assessment Policy* on the ABLE Web page for requirements. As changes occur in assessment and other policies, the pertinent OPAS section will be revised and published on that Web page.
RATIONAL FOR GOAL-SETTING

Goal-setting is one of the most important processes of any learning experience. This ongoing process begins during orientation, extends into the creation of the student’s Individual Learning Plan (ILP) and continues throughout instruction as the student progresses. A chart illustrating the goal-setting process appears on page 5.2.

Student Implications:

- If students have a clear vision of where they are going and the steps they will take to get there, they will be motivated to stay in the program.

- Goals provide long-term vision and short-term motivation by helping students measure progress/level completion and take pride in their achievements.

Program Implications:

- Program performance is assessed by comparing students’ outcomes to their stated primary and, if applicable, secondary goals. For example, in examining employment measures, a rate or percentage is computed by dividing the number of students who had “obtain a job” as a goal and who obtained a job by the total number of students who designated “obtain a job” as a primary or secondary goal.

- Success in meeting program objectives, including reporting level completion and goal attainment, may be increased by helping students set realistic goals that are achievable within the program year.
Goal Setting: A Collaborative Process

1. **Introduce Goal-Setting**
   - Discuss
     - Definition
     - Benefits
     - Barriers & Support
     - Characteristics

2. **Identify Student’s Personal Goals and Program Tracking Goals**
   - Establish student’s primary and/or secondary goals
   - Explain program service
   - Determine student’s long-term goal

3. **Record Student’s Goals and Develop Individual Learning Plan**
   - Establish immediate strategies and timeframe
   - Determine student’s long-term goal
   - Record long-term primary and/or secondary and short-term goals

4. **Manage and Evaluate Student’s Goals**
   - Monitor performance
   - Review process regularly
   - Adjust goals and/or ILP as needed

5. **Goal Setting: A Collaborative Process**
   - Record student’s goals and/or ILP
   - Identify student’s personal goals and program tracking goals
   - Discuss
     - Definition
     - Benefits
     - Barriers & Support
     - Characteristics
INITIAL GOAL-SETTING

Initial goal-setting instruction helps prospective students begin the process of setting their own goals and making an informed decision about participation in an ABLE program. Goal-setting must take place during orientation. At that time, program staff should explain the benefits and basic components of goal-setting and the action steps involved. Goal-setting may be offered individually or in a group setting.

Introducing Goal-Setting

What is a goal and goal-setting?

- A goal is something that a person wants to learn, do, have or be.
- Goal-setting involves defining and prioritizing choices and deciding how to get from the beginning to the end.
- Defining goals helps a person take action.
- Effective goals are specific, measurable, action-oriented, realistic and time-bound.

What are the benefits of goal-setting to the student?

- Student benefits of goal-setting include achievement, improved performance, enhanced self-confidence and self-esteem, and increased motivation and persistence.

What are the supports and barriers to goal achievement?

- A support network (e.g., family, friends, work and business contacts, support groups and professional counselors) may help in achieving goals. Students need to identify the support networks in their lives and recognize how support can help them overcome barriers.
- Certain factors in life may hinder the achievement of goals. Students need to identify those factors in their lives that are potential barriers to goal achievement and to prepare themselves to deal with those factors.

Types of goals

To make goal-setting more manageable, it is important to break down larger goals into smaller goals that can be achieved in shorter periods of time. Goals may be divided
goals into long-term, short-term and immediate goals.

**Long-Term Goals**: 1) are major, overarching; 2) provide general targets to aim toward; 3) may be distant; and 4) may extend beyond the program year (one to five years).

**Short-Term Goals**: 1) are smaller goals that support the long-term goal(s); 2) may be prerequisites for eventual achievement of long-term goals; and 3) may be achieved in a relatively short period of time (one to three months).

**Immediate Goals** are those that: 1) have a narrower focus than short-term goals; 2) may combine actions and specific activities; 3) may contribute to the achievement of short-term goals; 4) should be frequently monitored to determine progress or level completion; 5) may be completed in a short period of time (three to four weeks); and 6) should include steps or processes to provide students a clear path to completing immediate goals.

### IDENTIFYING STUDENTS’ PERSONAL GOALS AND PROGRAM TRACKING GOALS

This part of the goal-setting process provides an opportunity to help students translate their personal goals into program-tracking goals (primary/secondary goals) that can be achieved through ABLE.

- **Determine Students’ Long-Term Goals**— Based on the initial goal-setting instruction on long-term goals, program staff should help students determine their major, overarching goals. *(See the preceding discussion of long-term goals.)*

- **Explain Program and Community Services**— Program staff should inform students of available services and discuss how the services may help the students reach their long-term goals.

- **Establish Students’ Primary and/or Secondary Goals**— Program staff should help the students identify primary and, if applicable, secondary goals and explain how these are program tracking goals and how the students’ progress and level advancement in these goals will be measured and documented. These goals should be established after diagnostic testing has occurred. ⇒ All students are required to identify a primary goal from those listed in Question #13 on the Student Registration Form. The primary goal is one that
FIVE  GOAL-SETTING and ILP DEVELOPMENT

could be achieved during the program year.

⇒ If a student has identified a secondary goal which can be achieved within the program year, it is to be indicated in Question #14 on the Student Registration Form.

RECORDING STUDENTS’ GOALS

The ABLE student’s long-term, short-term, primary and, if applicable, secondary goals must be recorded on the student’s Individual Learning Plan.

If the program chooses to use a goal form, it should include space for: student name, program name, orientation site (if different from program name), date, long-term goal, short-term goal, primary goal and, if applicable, secondary goal.

DEVELOPING AN INDIVIDUAL LEARNING PLAN

What is an Individual Learning Plan (ILP)?

An ILP is a road map for the student and instructor to help the student reach his/her educational goals during the learning process. It reflects the immediate strategies, steps and activities the student will employ to reach his/her goals.

ILP Features

- Each ABLE program must have an ILP for every student.

- Each ABLE program may develop its own ILP format. The ILP must include the items indicated in the table below:

More Information

Goals should be:
- Specific
- Measurable
- Achievable
- Realistic
- Time-bound

Required ILP Contents

<table>
<thead>
<tr>
<th>Student name</th>
<th>Orientation site (if different from the program site)</th>
<th>Secondary goal (if applicable)</th>
<th>Results of learning style inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher name</td>
<td>Date form is completed</td>
<td>Long-term goal</td>
<td>Student work</td>
</tr>
<tr>
<td>Program name</td>
<td>Primary goal</td>
<td>Short term goal and activities and timeline for achieving it</td>
<td>Information about needed adaptations and accommodations, if applicable</td>
</tr>
</tbody>
</table>

Comments section
The ILP Process

The instructor and student work together to create the student’s ILP. When doing so they:

- discuss the importance of the ILP process (i.e., planning, implementation and monitoring progress/level completion);
- discuss the roles of the instructor and student in the ILP process;
- designate the time frame in which to review goal progress and achievement; and
- record strategy information.

ILP Contents

The table on the previous page contains the elements considered a part of the ILP. The ILP may be one form or several.

In addition to identifying information, the ILP includes goals and steps and activities to accomplish them. Goals should be realistic and broken down to a level where they can be obtained within a relatively short period.

The student’s ILP should be developed in consideration of the student’s educational functioning level, any content of particular importance to the students (e.g., specific career field goals, completing job applications, passing the citizenship test, etc.), learning techniques or strategies that would improve the student’s performance as a learner, social skills that would help the student communicate and work with others, and methods of self-advocacy to assist the learner to articulate his/her rights and needs.

Standardized tests, diagnostic assessments, inventories and screenings provide much information related to the student’s basic skill strengths and weaknesses, learning strategy needs, and instructional adaptations and/or accommodations that may assist the student in the learning process.

Discussions with the student when developing the ILP and at other times will provide content areas of interest to students as well as social and self advocacy needs.

The ILP is not a static document and may be modified during the course of the students instructional time with the program.
GOAL-SETTING and ILP DEVELOPMENT

A time frame for meeting the immediate goal and comments (e.g., indication of whether goal is met, explanation of why goal is not met, date of reviews, and/or revisions).

What are the Benefits of the ILP?

The ILP is used to guide instruction. It:

- puts the student at the center of his/her learning plan;
- requires that the student be an active partner in his/her learning process;
- is tied directly to what happens in the learning process;
- provides positive direction for goals;
- improves program consistency across ABLE programs;
- encourages frequent monitoring of progress toward goals;
- is clearly written and understandable by student and instructor; and
- responds to the unique and diverse needs of adult students.

GOAL-SETTING RESOURCES

Programs may develop their own forms for goal-setting and Individual Learning Plans. An example of each follows. More examples may be found in the Connecting Policy and Practice: A Guide to the Revised ABLE Portfolio System on the ABLE Web page.
**Key Points**

- Ohio’s standards and benchmarks define the desired outcomes for instruction. Therefore, curricula and learning activities should be selected that lead students to the achievement of the knowledge and skills reflected in standards and benchmarks.

- Instruction must be designed in consideration of students’ learning goals and individual learning plans.

- Results of the learning style inventory and, when applicable, learning disability screenings, should be considered when selecting instructional methods and designing the learning environment.

- A variety of teaching modalities, including technology, small group instruction, lecture, peer tutoring and individualized instruction, should be used as appropriate as well as a variety of teaching materials.

- Instructors should use instructional practices that have proven to be effective through research.

**A STANDARDS FRAMEWORK**

The ABLE Standards and Benchmarks provide clear guidance as to the content that should be taught within ABLE classrooms. The original ABLE Standards and Benchmarks have been recently revised to reflect the reading, writing and mathematics competencies upon which the Basic and Advanced Stackable Certificates are based. (See graphic on page 6.3). The new benchmarks, which embed these competencies, contain more rigor and represent the fundamental academic knowledge that a student needs to transition to postsecondary education and training. The Standards table on the next page lists these standards and the areas in which benchmarks are listed. A student must be able to perform with proficiency on all benchmarks for a standard to have been achieved. Go to the ABLE Forms and Reference materials area of the University System of Ohio web site, which as of this writing is located at: http://www.uso.edu/network/workforce/able/reference.php, to view the standards and benchmarks.

A student’s Individual Learning Plan describes student goals and strategies for achieving them. Ohio’s standards and benchmarks provide instructors and students with a clear understanding of the knowledge and skills needed to achieve those goals. They convey a vision for learning and a common set of criteria that may be used to evaluate individual student success.
<table>
<thead>
<tr>
<th>STANDARD</th>
<th>Benchmarks are contained within the following areas:</th>
</tr>
</thead>
</table>
| Use Math to Solve Problems and Communicate | • Number Sense  
• Geometry and Measurement  
• Algebra and Patterns  
• Data Analysis and Probability  
• Process: Solve Problems  
• Process: Communicate Mathematical Ideas  
• Process: Reason Mathematically  
• Process: Connect Mathematical Concepts  
• Process: Mathematical Performance |
| Read with Understanding | • Purpose  
• Word Knowledge  
• Comprehension. |
| Convey Ideas in Writing | • Prewriting  
• Drafting  
• Editing and Revision  
• Publishing |

The current standards and components of performance for ESOL instruction appear on page 6.4. An initiative is underway to develop an ESOL stackable certificate that will reflect an individual’s ability to adequately communicate in English. The current level six ESOL benchmarks address the skills that will be reflected in the competencies for the ESOL certificate.
Stackable Certificates
A new path for adult learners

Postsecondary Education
College-level stackable certificates that can advance toward a degree

College- and Work-Ready Skills
- Services offered by CCCs and adult education programs
- IT Foundations (with college credit)
- Math/English transition skills offered
- Study and critical thinking skills

Advanced Skills
- Services offered by ABLE
- Skills required to achieve a score on the GED equivalent to college readiness

Basic Skills Certificate
- Services offered by ABLE
- Core knowledge skills leading to GED
- ESOL education

Technical education programs, co-designed with local employers and available through Ohio’s adult education providers, leading to employment in fields including:
- Health Care
- Information Technology
- Advanced Manufacturing
- Others as defined by regions

Promoting skill development by adults of all types along four paths:
- Math
- Reading
- Writing
- Language and Literacy
<table>
<thead>
<tr>
<th>STANDARD</th>
<th>COMPONENTS OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listen Actively</strong></td>
<td>To listen actively, Ohio ABLE students should:</td>
</tr>
<tr>
<td></td>
<td>• Attend to oral information.</td>
</tr>
<tr>
<td></td>
<td>• Clarify purpose for listening and use listening strategies appropriate to that purpose.</td>
</tr>
<tr>
<td></td>
<td>• Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.</td>
</tr>
<tr>
<td></td>
<td>• Integrate information from listening with prior knowledge to address listening purpose.</td>
</tr>
<tr>
<td><strong>Read with Understanding</strong></td>
<td>To read with understanding, Ohio ABLE students should:</td>
</tr>
<tr>
<td></td>
<td>• Determine the purpose of reading.</td>
</tr>
<tr>
<td></td>
<td>• Select reading strategies appropriate to the purpose.</td>
</tr>
<tr>
<td></td>
<td>• Monitor comprehension and adjust reading strategies.</td>
</tr>
<tr>
<td></td>
<td>• Analyze the information and reflect on its underlying meaning.</td>
</tr>
<tr>
<td></td>
<td>• Integrate it (i.e., new information) with prior knowledge to address the reading purpose.</td>
</tr>
<tr>
<td><strong>Speak So Others Can Understand</strong></td>
<td>To speak so others can understand, Ohio ABLE students should:</td>
</tr>
<tr>
<td></td>
<td>• Determine the purpose for communicating.</td>
</tr>
<tr>
<td></td>
<td>• Organize and relay information to effectively serve the purpose, context and listener.</td>
</tr>
<tr>
<td></td>
<td>• Pay attention to the conventions of oral English communication, including grammar, word choice, register, pace and gesture in order to minimize barriers to listener’s comprehension.</td>
</tr>
<tr>
<td></td>
<td>• Use multiple strategies to monitor the effectiveness of the communication.</td>
</tr>
<tr>
<td><strong>Convey Ideas in Writing</strong></td>
<td>To convey ideas in writing, Ohio ABLE students should:</td>
</tr>
<tr>
<td></td>
<td>• Determine the purpose for communicating.</td>
</tr>
<tr>
<td></td>
<td>• Organize and present information to serve the purpose, context and audience.</td>
</tr>
<tr>
<td></td>
<td>• Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers’ comprehension.</td>
</tr>
<tr>
<td></td>
<td>• Seek feedback and revise to enhance the effectiveness of communication.</td>
</tr>
</tbody>
</table>
SELECTING CURRICULA

It is up to instructors to select appropriate curricula and learning activities that will help lead students to the achievement of their academic goals and the acquisition of skills represented by Ohio’s standards and benchmarks.

According to the Ohio Department of Education, Center for Curriculum and Assessment, “Curriculum is the way content is designed and delivered. It includes the structure, organization, balance, and presentation of expected or recommended study topics that address content standards and meet local expectations. A curriculum contains three primary elements: substance, purpose and practice.

- **Substance communicates what should be taught. It is the field of instruction.**

- **Purpose communicates why a topic should be taught. It is the context of instruction.**

- **Practice communicates how a topic should be taught (and learned). It is the methodology of instruction, (including the methodology of collecting and using evidence of students’ learning to inform and to adjust instruction).”**

Ohio’s standards and benchmarks reflect the purpose and substance of curriculum. All ABLE programs need to ensure that teaching materials and activities that they use “align” to Ohio’s standards and benchmarks. Documents which link instructional materials and activities to desired learning outcomes are referred to as curriculum alignments or correlations.

Involving instructional staff in the production of curriculum alignments or correlations is one way to ensure that teachers are familiar with Ohio’s standards and benchmarks and the texts, materials and other activities that will help students achieve them.

The Ohio Literacy Resource Center is compiling a database of resources that can be used to teach skills reflected in the benchmarks. Many of these resources represent materials, which include basic skills instruction contextualized within career areas.
INSTRUCTIONAL CONSIDERATIONS

Instruction is the “practice” part of curriculum. When planning and implementing instruction, ABLE instructional staff should remember that learning situations for all students should:

- Be purposeful—by providing activities that will help students to achieve their goals;
- Be transparent—by offering students a clear understanding of what they need to know and be able to do to reach their goals;
- Be contextual—by providing learning activities in a context that is meaningful to their lives; and
- Build upon students’ expertise—by utilizing students’ prior knowledge and experience.

In addition, instructors should utilize instructional practices that help adult students to most effectively acquire the skills and knowledge they seek. Listed below are some instructional practices that are particularly applicable for adult learners.

- **Utilize Various Methods and Materials to Meet the Diverse Learning Needs of Adult Students**

  To enhance the learning opportunities of students with varying learning styles, good instructional practice dictates utilizing a variety of instructional materials from standard texts and workbooks to contextualize instruction to real life situations. Activities that require multisensory involvement are particularly advised for students who have, or who are suspected of having, a learning disability or an attention deficit disorder.

  Instructors should provide instructional adaptations and accommodations to assist students who would benefit from them. Magnifying strips, color overlays,
rulers, and other simple instructional adaptations can have a major impact on student learning.

**Accommodations** are legally required adaptations that help ensure that a student with a disability has a chance to succeed. Extra time to complete a task, large print material and books on tape are a few examples of accommodations.

- **Present Instruction to Adult Students in Meaningful Contexts**

  Adult students particularly appreciate and benefit from learning activities that have relevance to their day-to-day lives. Therefore, to the extent possible, teach basic skills through authentic activities. Also consider presenting lessons within the context of occupations that students may be planning to pursue. **This contextualized instruction can serve to more fully engage students in their academic learning and also demonstrate to students the relevance of what they are learning to their future occupational choices.**

- **Utilize Teaching Practices that Have Proven To Be Effective in Helping Students Learn**

  Educational programs at all levels are being urged to utilize instructional methods that have proven via research to be successful such as explicit instruction and activating students’ prior knowledge. Some evidence of effectiveness has resulted from studies involving adult learners. In some cases, results of research from K-12 have proven to have relevance for adults. For instance, some of the approaches and methods that have promise for helping students acquire reading skills include:

  ⇒ **Directly teaching phonemic awareness and word analysis skills.** According to the National Reading Panel, phonemic awareness refers to, “the ability to focus on and manipulate phonemes (the smallest units constituting spoken language) in spoken words.” Adult students who are non-readers, beginning readers or have learning disabilities frequently have difficulties recognizing phonemes and associating them with the graphemes or the written letters used to represent them.

  ⇒ **Focusing on the development of reading fluency.** The National Reading Panel states that reading fluency involves looking at words more quickly and efficiently. Beginning readers may be assisted in developing fluency through guided oral reading.
Teaching vocabulary. Lack of knowledge of word meaning obviously impairs reading fluency and comprehension. There are several methods for teaching vocabulary. Those cited by the National Reading Panel include explicit instruction, such as giving students definitions of words to learn; implicit instruction that involves exposing students to new words through general reading opportunities; capacity methods, which includes practice for developing automaticity; association methods in which learners are encouraged to draw connections between what they know and new words; and multimedia methods that rely on techniques such as word webs and hypertext to help students see connections between words. Adult learners are thought to be assisted by techniques that teach vocabulary within contexts that are of interest to them such as workplace or family literacy.

Assisting students to develop comprehension skills. Comprehension involves integrating and synthesizing information. Comprehension is diminished when learners struggle with vocabulary and fluency. Students’ lack of knowledge about and use of reading strategies also impedes their ability to comprehend what they read. Strategies involved in effective reading include activating prior knowledge, identifying the purpose for reading and summarizing what has been read, among others.

These strategies help learners monitor their own reading. Students with learning disabilities and other adult learners who struggle with basic skills often have not acquired these strategies and need explicit direct instruction in their use. Instructor’s modeling of strategy selection and use is one effective method for teaching strategies.

Employ technology in instruction as appropriate.

Computer literacy has become a fourth basic skill. One of the best ways to teach computer skills is to give students an opportunity to utilize them in instruction and research.

Idea

The Partnership for Readings publication, Research-Based Principles for Adult Basic Education Reading Instruction, explores research on teaching reading to adults and offers instructional principles based upon research. The document may be found at www.nifl.gov/partnershipforreading/publications/html/adult_ed/adult_ed_1.html.
• Help students reflect on their learning.

Instructors and students should frequently review the student’s learning plan and the student’s progress in developing proficiency in Ohio’s standards and benchmarks. These reviews should be an opportunity to obtain the student’s assessment of his or her accomplishments and input as to what instructional strategies have been particularly beneficial in and out of the Adult Basic and Literacy Education classroom.

The Instructional Process chart on pages 6.11 and 6.12 provides an overview of the steps of the instructional process and factors that ABLE instructional staff should consider at each step.

LESSON PLANS

ABLE instructors must plan lessons and produce lesson plans that help students achieve the goals articulated in students’ ILPs.

Lesson plans can take many forms. They may be produced for individual students or classes of students. At a minimum a lesson plan should include:

• Expected outcomes of the activity;
• The Ohio standards and benchmarks being addressed;
• Activities, materials and resources that will be used to teach the processes and content being addressed;
• Methods and/or materials that will be used to assess learning gains; and
• An estimated timeline for completing the instruction.
Numerous standards-based lesson plans are contained in Eureka! at the OLRC website:
http://literacy.kent.edu/eureka/lessonplans/index.html
## INSTRUCTIONAL PROCESS

<table>
<thead>
<tr>
<th>Steps</th>
<th>Students Should</th>
<th>Teachers Should</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PREPARING</strong></td>
<td>• Participate in formal and informal assessments.</td>
<td>• Work with the student to determine the student’s goals and prior knowledge.</td>
</tr>
<tr>
<td></td>
<td>• Create long-term goal(s).</td>
<td>• Take into consideration the learner’s background.</td>
</tr>
<tr>
<td></td>
<td>• Become familiar with program policies, expectations and services.</td>
<td>• Consider the results of standardized tests, diagnostic assessments, learning style inventories and, when appropriate, learning disabilities screenings to determine the appropriate instructional level for the student.</td>
</tr>
<tr>
<td></td>
<td>• Become familiar with standards-based education.</td>
<td>• Identify the standard that will help the student achieve his or her instructional goals.</td>
</tr>
<tr>
<td></td>
<td>• Work with the student to determine the student's goals and prior knowledge.</td>
<td>• When working with groups of students, identify a shared goal or purpose and, as with individual students, determine the appropriate standard and benchmarks.</td>
</tr>
<tr>
<td></td>
<td>• Take into consideration the learner’s background.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Consider the results of standardized tests, diagnostic assessments, learning style inventories and, when appropriate, learning disabilities screenings to determine the appropriate instructional level for the student.</td>
<td></td>
</tr>
<tr>
<td>PLANNING</td>
<td>• Develop Individual Learning Plan.</td>
<td>• Work with students to select curriculum and activities that align with Ohio’s standards and benchmarks and that are at the appropriate instructional level.</td>
</tr>
<tr>
<td></td>
<td>• Select short-term goal.</td>
<td>• Select authentic activities as learning opportunities, especially related to career goals.</td>
</tr>
<tr>
<td></td>
<td>• Choose steps and activities to accomplish goals in alignment with Ohio’s standards and benchmarks, appropriate learning styles and strategies.</td>
<td>• Select learning activities that match students’ learning styles.</td>
</tr>
<tr>
<td></td>
<td>• Determine end product to be used for assessment (evidence).</td>
<td>• Set up a method for maintaining student portfolios and recording progress.</td>
</tr>
<tr>
<td></td>
<td>• Work with students to select curriculum and activities that align with Ohio’s standards and benchmarks and that are at the appropriate instructional level.</td>
<td>• Ensure that the learning environment is not only safe but also conducive to learning.</td>
</tr>
<tr>
<td></td>
<td>• Select authentic activities as learning opportunities, especially related to career goals.</td>
<td>• Produce written lesson plans to guide instruction.</td>
</tr>
<tr>
<td></td>
<td>• Select learning activities that match students’ learning styles.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Set up a method for maintaining student portfolios and recording progress.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ensure that the learning environment is not only safe but also conducive to learning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Produce written lesson plans to guide instruction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Utilize a variety of teaching modalities—textbooks, authentic activities and supplemental materials.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Employ multisensory instructional activities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Model learning strategies that will help students to become more strategic and independent learners.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Maintain a supportive, non-threatening instructional environment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Offer instructional adaptations and accommodations to students whose learning would be assisted by them.</td>
<td></td>
</tr>
</tbody>
</table>

Revised 8/10
## INSTRUCTIONAL PROCESS (continued)

<table>
<thead>
<tr>
<th>Steps</th>
<th>Students Should</th>
<th>Teachers Should</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSESSING</td>
<td>• Adjust strategies based on feedback from instructors and other students.</td>
<td>• Provide students with ongoing feedback on his or her progress.</td>
</tr>
<tr>
<td></td>
<td>• Evaluate what (knowledge or content) has been learned.</td>
<td>• Follow guidelines for monitoring student progress discussed in the Assessment and Monitoring Student Performance (sections of this manual).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Document evidence of student performance on appropriate forms.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Follow instructions in test manuals for providing testing accommodations.</td>
</tr>
<tr>
<td>REFLECTING</td>
<td>• Evaluate and reflect on how what was learned is transferable to real-life situations.</td>
<td>• Determine which instructional activities were most effective in helping students achieve their goals.</td>
</tr>
<tr>
<td></td>
<td>• Determine next steps.</td>
<td>• Obtain students’ perspectives of what activities were most useful to them in and outside of the classroom.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Determine, with the student, the next steps in his/her learning plan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Consider what professional development opportunities would enhance your effectiveness as an instructor.</td>
</tr>
</tbody>
</table>
THE PURPOSE AND FEATURES OF MONITORING STUDENT PERFORMANCE

Student performance is monitored to:

- provide the student with ongoing feedback about his/her performance;
- provide the instructor insight into the effectiveness of the instructional plan so areas can be adjusted as needed; and
- provide the program with current student information for the maintenance and updating of information in ABLELink.

Monitoring Features

- A formal review of each student’s performance is required at least every 90 calendar days starting from the date of registration.
- Each student’s standardized test information must be recorded on the Student Progress Form and entered into ABLELink.

Key Points

- Student progress monitoring must occur every 90 days.
- Progress monitoring primarily involves review of the student’s portfolio. When appropriate, standardized testing may also be a part of progress monitoring if the student has received an adequate number of hours of instruction and/or there is evidence indicating the likelihood that the student has advanced a level.
- Monitoring results, including any test information, must be recorded on the Student Progress Form and entered into ABLELink.
- Level completion and advancement are demonstrated by results on a standardized posttest.

ABLELink Information

Every 90 days, starting from the day of registration, programs must maintain and update student progress data for enrolled students. Progress information should regularly be entered into ABLELink.
The Monitoring Student Performance table below and on the next page provides an overview of the activities involved in monitoring student performance.

### MONITORING STUDENT PERFORMANCE

<table>
<thead>
<tr>
<th>Tools</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards and Benchmarks</td>
<td>Collect evidence that reflects student progress toward and mastery of the standards and benchmarks. Alter instructional strategies and materials to help student in mastering standards and benchmarks as needed.</td>
</tr>
<tr>
<td></td>
<td><em>Instructors are encouraged to plan instruction for benchmarks in every standard so that students do not miss an application skill which would increase their likelihood for success in the next Educational Functioning Level.</em></td>
</tr>
<tr>
<td>Portfolio Review</td>
<td>Determine the mastery of standards, components of performance and benchmarks. Review achievement according to the baseline information used for placement (first portfolio review).</td>
</tr>
<tr>
<td></td>
<td>Use the level of performance identified in the last review as a baseline against which to measure progress and determine the appropriateness of administering a standardized test.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Administer standardized assessments per guidelines appearing in Ohio ABLE Assessment Policy and the Assessment Section of the OPAS Manual. Use a variety of assessment measures to gather student performance data.</td>
</tr>
<tr>
<td></td>
<td>Review assessment data to help in decision-making about changing resources, targeting and/or adjusting instruction, refocusing student efforts and determining when to posttest with a standardized test.</td>
</tr>
</tbody>
</table>
### MONITORING STUDENT PERFORMANCE (Continued)

<table>
<thead>
<tr>
<th>Tools</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Review</td>
<td>Use formal and informal methods of evaluating student goals. If the student is making progress toward the same short-term goals, he/she should continue working on the goals.</td>
</tr>
<tr>
<td></td>
<td>• If the short-term goals have been met, new ones should be set and recorded.</td>
</tr>
<tr>
<td></td>
<td>• If the review reveals that the student has met his/her long-term goal and is ready to exit the program, complete an Exit Form as directed.</td>
</tr>
<tr>
<td></td>
<td>• If the student wishes to choose another long-term goal, revisit the goal-setting process and complete a new goal form and ILP.</td>
</tr>
<tr>
<td></td>
<td>• If the student has identified the GED, getting a job, retaining a job or entering postsecondary instruction as a primary or secondary goal, complete the follow-up procedures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individual Learning Plan</th>
<th>Using the above monitoring tools, review the ILP on a regular basis and make adjustments to the plan as needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal Review</td>
<td>Informal, possibly unscheduled, reviews offer a “snapshot” of the student’s progress and allow more opportunity for decision-making about the student’s ILP.</td>
</tr>
<tr>
<td>Formal Review</td>
<td>Using the above monitoring tools, formally review the ILP on an ongoing basis, at least every 90 calendar days and make adjustments to the plan as needed.</td>
</tr>
</tbody>
</table>

The ABLE Standards and Benchmarks section of the ABLE web page contains the ABLE standards and benchmarks support materials and portfolio information.
COMPLETING THE STUDENT PROGRESS FORM

The Student Progress Form must be updated as needed to include updated progress assessment data. The form lists the assessments approved by the State ABLE Office. This form may be modified to meet specific program needs. However, the basic content elements must be retained. The form may be accessed at the ABLE Web page.

The front page of the Student Progress Form appears below and pertinent sections appear on the following page with explanations regarding their completion.
"GED Application #" should be used for GED students only if the student is not willing to give his or her Social Security Number. The nine-digit # is created using the first three numbers of a student’s zip code, the four numbers representing the student’s birth month and birthdate, and the last two numbers of the student’s birth year. A student residing in zip code 44013 who is born on 08-20-1959 would have a GED Application # of 440082059.

ABLELink automatically generates this number when data are entered for the student. If a change is made in the zip code or birthday information, ABLELink generates a new GED Application # in the system.

One of the student numbers—either SS# or the GED Application #—is needed for the State GED data match. Only the SS# is used for the employment and

---

**Parenting Education Profile (PEP)** was formerly the “New York State Family Literacy Observation Record.” This assessment has been adopted for formal use of progress, and only Scales II and III are required. This assessment should only be used by programs having an approved family literacy component.
Key Points

- All enrolled students must have a completed Student Exit Form at the end of the program year even if they will be returning to the program the following year.

- ABLE programs use the Detailed or Total Attendance Feature in ABLELink. The “Total Hours” Field on the Exit Form is calculated from the information programs entered into ABLELink previously. Programs will no longer be able to edit this information on the Exit Form.

- ABLE programs can no longer enter student attendance only once a year. Data should be entered and updated at least quarterly.

PROCEDURES FOR EXITING STUDENTS

A student is to be exited from the program when:

- instruction ends, or

- a student has not received instruction for 90 calendar days and is not scheduled to receive further instruction during the current program year.

Exiting Features

- Each enrolled student must have a completed Student Exit Form at the end of the program year even if the student intends to return the next program year.

- Student exit data must be entered into ABLELink.

- The Student Exit Form does not need to be completed for students who participate for fewer than 12 hours, i.e., never considered “enrolled”.

- Programs can no longer edit the “Total Hours” field on the Exit Form, which is automatically calculated. If a program believes this amount is incorrect, the data entered in Detailed or Total Attendance should be checked.

The chart on the following page provides guidance on how to note information about level completion on the Student Exit Form.
COMPETING THE STUDENT EXIT FORM

This section provides some additional guidance on completing the Student Exit Form. The form is available online at ABLE Web page.

“GED Application #” should be used for GED students only if the student is not willing to give his or her Social Security Number. The nine-digit # is created using the first three numbers of a student’s zip code, the four numbers representing the student’s birth month and birth date, and the last two numbers of the student’s birth year. A student residing in zip code 44013 who is born on 08-20-1959 would have a GED Application # of 440082059.

ABLELink automatically generates this number when data are entered for the student. If a change is made in the zip code or birthday information, ABLELink generates a new GED Security # in the system.

One of the student numbers—either SS# or the GED Application #—is needed for the State GED data match. Only the SS# may be used for the employment and postsecondary data matches.

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**Entry Goal(s)**
The student’s primary and/or secondary goals from the Student Registration Form are to be marked.

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**Obtained Stackable Pilot Certificate** Enter certificate number and date the certificate was issued.

Also, a space is available after the National Career Readiness Credential to enter Gold, Silver, or Bronze.
"Reasons for leaving" This section of the form contains several common reasons for students exiting the program.

"Met academic goal" is to be marked if the student achieved an academic goal other than his/her primary and/or secondary goal.

"Class closed" indicates that the class is no longer meeting. This may be because the site is closed or the program has ended for the year (such as during the summer).

These items indicate the student's status when the form is completed.

"Completed a level and left" includes students who leave the program after completing one level.

"Advanced to a higher level" applies to students who remain enrolled and moved to one or more higher levels.

"Placement Level" is the student's Educational Functioning Level at the time he/she entered the program.

"Exit Level" is the student's Educational Functioning Level at the time the Student Exit Form is completed.

The use of an approved standardized assessment instrument is required for documentation of level.
The second side of the Student Exit Form appears below.

“Student Exit Form OPTIONAL Goals” has been added as an additional page of the Student Exit Form.

- This form captures non-academic goals and generates a state table for the Annual Performance Report (APR).
- This table (APR Table 14) is used for state reporting in the APR.
- The intent of these items is to capture goals that students may achieve regardless of advancement to a higher level. However, this information does not replace the importance of student advancement from one Educational Functioning Level to another.

<table>
<thead>
<tr>
<th>Educational Goal</th>
<th>Outcome achieved (mark all that apply)</th>
<th>Community Goal</th>
<th>Outcome achieved (mark all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write letters</td>
<td>☐</td>
<td>Obtain driver’s license/ID</td>
<td>☐</td>
</tr>
<tr>
<td>Read first book</td>
<td>☐</td>
<td>Use a library card</td>
<td>☐</td>
</tr>
<tr>
<td>Completed a worksheet</td>
<td>☐</td>
<td>Read the library</td>
<td>☐</td>
</tr>
<tr>
<td>Used a computer to create a document</td>
<td>☐</td>
<td>Read and understand product labels/use coupons</td>
<td>☐</td>
</tr>
<tr>
<td>Used a computer to search the internet</td>
<td>☐</td>
<td>Volunteered in the community</td>
<td>☐</td>
</tr>
<tr>
<td>Used a computer to create and send e-mail</td>
<td>☐</td>
<td>Read newspaper/newsletter</td>
<td>☐</td>
</tr>
<tr>
<td>Improved money skills</td>
<td>☐</td>
<td>Used public transportation</td>
<td>☐</td>
</tr>
<tr>
<td>Used correct measurement unit to perform a function</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gain/understood oral directions</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Occupational Goal</th>
<th>Outcome achieved (mark all that apply)</th>
<th>Personal Goals</th>
<th>Outcome achieved (mark all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passed job-related test</td>
<td>☐</td>
<td>Opened bank account</td>
<td>☐</td>
</tr>
<tr>
<td>Received award/recognition at work</td>
<td>☐</td>
<td>Improved banking and/or credit skills</td>
<td>☐</td>
</tr>
<tr>
<td>Recognized service honor</td>
<td>☐</td>
<td>Bought house/mixed apartment</td>
<td>☐</td>
</tr>
<tr>
<td>Learned safety procedures</td>
<td>☐</td>
<td>Paid bills by self</td>
<td>☐</td>
</tr>
<tr>
<td>Filled out job application</td>
<td>☐</td>
<td>Used recipe to create a meal</td>
<td>☐</td>
</tr>
<tr>
<td>Completed resume</td>
<td>☐</td>
<td>Filled out forms</td>
<td>☐</td>
</tr>
<tr>
<td>Completed tax/insurance sheet</td>
<td>☐</td>
<td>Read menu</td>
<td>☐</td>
</tr>
<tr>
<td>Work on job interview</td>
<td>☐</td>
<td>Improved telephone skills</td>
<td>☐</td>
</tr>
<tr>
<td>Completed trial employment period</td>
<td>☐</td>
<td>Signed personal information</td>
<td>☐</td>
</tr>
<tr>
<td>Read personal mail</td>
<td>☐</td>
<td>Read the Bible or other books for pleasure</td>
<td>☐</td>
</tr>
<tr>
<td>Created a budget</td>
<td>☐</td>
<td>Created a budget</td>
<td>☐</td>
</tr>
<tr>
<td>Met own needs using a community resource</td>
<td>☐</td>
<td>Met own needs using a community resource/counseling</td>
<td>☐</td>
</tr>
<tr>
<td>Read and understand health related materials</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FOLLOW-UP TO DETERMINE GOAL ATTAINMENT

To comply with the Workforce Investment Act (WIA) and the National Reporting System (NRS), Ohio is required to collect information relative to the Core Indicators of Performance (students’ primary and, if applicable, secondary goals) after students exit ABLE programs. The state ABLE program and local programs must be consistent in their methods of collection and reporting data to ensure the comparability, reliability and validity of this information.

WAYS INFORMATION IS TO BE COLLECTED

- **Data Matching**—The State ABLE Program has established an interagency agreement that allows the Program to access employment-related information from the Ohio Department of Job and Family Services. The State ABLE Program has an arrangement with the Ohio Department of Education (ODE) to conduct a data match for GED information and Adult Workforce Education Program (AWE) data, which currently resides at ODE.

  - To obtain a job/retain current job—Programs receive data totals from the data matching, and they now also receive student names.
  
  - To earn GED or secondary school diploma—Programs receive all student data from the data match including name, test form, individual test scores and pass/fail indicator.
  
  - To enter postsecondary education and training—Programs receive student specific information similar to the GED data.

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**Key Points**

- Follow-up information for obtaining a GED, getting a job, retaining a job and transitioning into postsecondary education and training is obtained through state level data matching.

- Only data match information will be allowed for use to determine attainment of the obtain employment, retain employment and GED goals.

- Programs may continue to report follow-up information in addition to data match results for the postsecondary goal if they can document through the required survey that a student has entered postsecondary instruction at an institution not covered in the data match.
Please Note: Only state-level data match information will be accepted as evidence of job obtainment and retention and GED obtainment. Programs may continue to use the survey to collect data for students who enter postsecondary training and education in agencies and institutions not covered by the data match. These surveys and the list of students for whom follow-up is done must be kept on file.

- Collecting Postsecondary Enrollment Information

  ⇒ Follow-Up Surveys— Programs desiring to identify students who enter postsecondary training and education beyond those who will be identified through the data match must use the follow-up survey included later in this section of the OPAS Manual to collect the information. This information must be kept on file and be made available to Ohio Board of Regents staff upon request.

**To Do**

Program staff should inform students that their Social Security Numbers will be needed to complete follow-up procedures for primary and secondary goals related

**CONFIDENTIALITY OF STUDENT RECORDS**

With increased concern about identity theft, sensitivity to the availability of personal information, and legal requirements as reflected in the Family Educational Rights and Privacy Act (FERPA), it is extremely important that ABLE programs maintain strict adherence to data security issues. All student records should be secured in locked files. Forms such as registration forms and data match reports that may contain sensitive information such as students’ Social Security numbers should be shredded or otherwise appropriately destroyed after the information is entered into the ABLELink system and is retained in hard copy for one year after the student has exited the program.

The ABLE program administrator and any ABLE staff receiving restricted or confidential data from the Ohio Board of Regents as a result of data matches conducted for state and federal reporting must annually complete the Personal Confidentiality Statement. By so doing, the staff member verifies that he/she has read and understands the confidentiality requirements for the data from data matches and that he/she understands the possible penalties for failure to comply.

Likewise, ABLELink information on the computer should be secured. The computer on which ABLELink resides must be password protected. (See Confidentiality of Student Record Information/ABLELink Data Entry at the ABLE website (http://www.uso.edu/able).)
## More Information

Exit quarter is the quarter when one or both of the following occur:

- Instruction ends.
- The student has not received instruction for 90 calendar days and is not scheduled to receive further instruction.
Idea

Tips for collecting postsecondary, follow-up information via survey:

- Use the ABLELink data query to determine students who have entered postsecondary education as a primary or secondary goal.
- Review data match information.
- Program staff make up to three telephone calls to students with postsecondary as a goal but for whom no data match information is available indicating goal attainment.
- After three attempts, if the student has not been contacted by telephone, a written survey is mailed to his/her last known address.
- If the survey is not returned within two weeks, one telephone call is made to the student’s “emergency” contact person to confirm the student’s address or obtain a current address.
- Program staff document all follow-up attempts, noting whether or not attempts were successful.
- Returned surveys are analyzed to determine those indicating students who have enrolled in postsecondary education and training institutions not included in the data match.
- Follow-up information is recorded in ABLELink, and supporting documentation is filed in individual student records.

The following pages contain the OPAS follow-up survey for collecting information about ABLE students’ entry into postsecondary education or training.
OPAS Follow-up Survey
GOAL: Enter Postsecondary Education or Training

Hello. My name is ________________. I work for __________________. You may remember that during your orientation we informed you we would be calling students who have attended our adult education (ABLE) classes to find out what happens to them after they leave us. We would like to know if our ABLE class helped you achieve your goal of entering postsecondary education or training.

This survey will take only a few minutes, and I assure you that all information you give to me will be strictly confidential.

Is this a convenient time?

☐ Yes
☐ No [obtain a time to call back] ➡️

ENROLLMENT

First, I’d like to make sure that I have the correct information about the class you were in. I understand that you were in _________________(Instructor’s) class at _______________________(LOCATION-Specify the street, the building, anything that will help the student clarify his/her attendance) about _____(#) months ago. Is that correct?

☐ Yes
☐ No [obtain correct information] ➡️

POSTSECONDARY EDUCATION AND TRAINING

1. Since the end of your class, have you enrolled in any postsecondary (beyond high school level) educational or training programs?

☐ Yes [Proceed to Next Question]
☐ No [Proceed to Closing]

2. In what type of class or classes have you enrolled? (Do not read choices. Check all that apply.)

☐ Vocational/Job Training
☐ Community College/College Level
☐ Other (Specify) __________________________
☐ Do not know or refuses to answer
Do you have any questions or other comments?

Thank you very much for taking the time to answer my questions. The information you provided will be used to make our programs better. We wish you continued success.

Survey administered by: ___________________________ on ________ (Date) ________ (Time)

Survey administered by: ___________________________ on ________ (Date) ________ (Time)

Survey administered by: ___________________________ on ________ (Date) ________ (Time)

Results:

□ 1st call
  □ Left message
  □ No answer
  □ Disconnected
  □ Completed survey

□ 2nd call
  □ Left message
  □ No answer
  □ Disconnected
  □ Completed survey

□ 3rd call
  □ Left message
  □ No answer
  □ Disconnected
  □ Completed survey
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APPENDIX A

GLOSSARY
<table>
<thead>
<tr>
<th>General Terms</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABLELink</td>
<td>Ohio’s database system for keeping track of student attendance, registration information, achievement, and outcomes.</td>
</tr>
<tr>
<td>ABLE Portfolio System (Ohio-UPS)</td>
<td>Ohio’s system of portfolio assessment, involving the collecting and analyzing of student work in order to make consistent decisions about student progress and advancement.</td>
</tr>
<tr>
<td>Alignment</td>
<td>Process of linking standards to assessment, instruction, and learning in classrooms.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Ongoing process of gathering, describing, or quantifying information about performance or learning.</td>
</tr>
<tr>
<td>Advancement</td>
<td>Student advances from one Educational Functioning Level to the next, based on performance.</td>
</tr>
<tr>
<td>Benchmark</td>
<td>A description of the expected performance at a particular place on the National Reporting System Educational Functioning Level continuum.</td>
</tr>
<tr>
<td>Competency</td>
<td>Set of broad-based skills which can be taught. Knowledge or skill required for task performance.</td>
</tr>
<tr>
<td>Core Indicators of Performance (CIP)</td>
<td>Federal performance standards which include the following:</td>
</tr>
<tr>
<td></td>
<td>- Educational Gain: The learner completes or advances one or more Educational Functioning Levels from starting level measured on entry into the program.</td>
</tr>
<tr>
<td></td>
<td>- Entered Employment: The learner obtains a job by the end of the first quarter after the program exit quarter.</td>
</tr>
<tr>
<td></td>
<td>- Retained Employment: The learner remains employed in the third quarter after the exit quarter.</td>
</tr>
<tr>
<td></td>
<td>- Receipt of a secondary school diploma or its recognized equivalent: The learner obtains certification of attaining passing scores on the General Education Development (GED) tests, or who obtains a diploma, or state recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diploma).</td>
</tr>
<tr>
<td></td>
<td>- 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</td>
</tr>
<tr>
<td>Curriculum</td>
<td>The way content is designed and delivered. It includes the structure, organization, balance and presentation of expected or recommended study topics that address content standards and meet local expectations. A curriculum contains three primary elements: substance, purpose and practice.</td>
</tr>
<tr>
<td>Diagnostic testing</td>
<td>Standardized assessment administered to determine the student’s Educational Functioning Level.</td>
</tr>
<tr>
<td>Distance Education</td>
<td>A formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period.</td>
</tr>
<tr>
<td>Distance Learners</td>
<td>Students who receive distance education services for the majority of their instructional time.</td>
</tr>
<tr>
<td><strong>General Terms</strong></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Educational Functioning Levels</td>
<td>Federally-mandated levels of performance in basic reading, writing, numeracy, and functional and workplace skills. There are six for ABE and six for ESOL.</td>
</tr>
<tr>
<td>Enrollment</td>
<td>Enrollment means that a student has received 12 hours of service in an ABLE program.</td>
</tr>
<tr>
<td>Equipped for the Future</td>
<td>A national customer-driven standards-based reform process that provides a vision of what adults need to know and be able to do to fulfill their responsibilities as parents/family members, workers and citizens/community members.</td>
</tr>
<tr>
<td>Exit quarter</td>
<td>The quarter when instruction ends or student has not received instruction for 90 calendar days and is not scheduled to receive further instruction.</td>
</tr>
<tr>
<td>Follow-up</td>
<td>Process of collecting information relative to the Core Indicators of Performance (students’ primary and, if applicable, secondary goals) after students exit ABLE programs.</td>
</tr>
<tr>
<td>Goal</td>
<td>Statement of what a student (or program) desires to have (inputs), to be (processes), or to produce (outcomes at a specific time in the future).</td>
</tr>
<tr>
<td>Goal Form</td>
<td>Form utilized to record the student’s long-term, short-term, primary, and, if applicable, secondary goals.</td>
</tr>
<tr>
<td>Individual Learning Plan (ILP)</td>
<td>A road map for the student and instructor to help the student reach his/her educational goals during the learning process. It reflects the immediate goals and the steps and activities the student will employ to reach his/her goals.</td>
</tr>
<tr>
<td>Initial Goal-Setting Instruction</td>
<td>Basic instruction in how to set goals. This instruction is to take place during orientation.</td>
</tr>
<tr>
<td>Learning Style Inventory</td>
<td>Assessment administered to identify a student’s preferred style of learning and processing information. This assessment is to take place during orientation.</td>
</tr>
<tr>
<td>Locator/Initial Appraisal</td>
<td>Test administered during orientation to determine which diagnostic level of standardized assessment is appropriate for the student.</td>
</tr>
<tr>
<td>Monitoring Student Performance</td>
<td>Process of gathering evidence of what a student can do and using that evidence to make decisions influencing the learning experience.</td>
</tr>
<tr>
<td>National Reporting System for Adult Education (NRS)</td>
<td>System created at the national level to develop accountability requirements for federally-funded adult education programs in response to the Workforce Investment Act (WIA) of 1998.</td>
</tr>
<tr>
<td>Ohio Performance Accountability System (OPAS)</td>
<td>Ohio Department of Education/Adult Basic and Literacy Education’s response to the federally legislated National Reporting System for Adult Education.</td>
</tr>
<tr>
<td>Orientation</td>
<td>Introduction of services available in an ABLE program to prospective students, including rapport and support building, program and student information sharing, learning style assessment, goal-setting/ILP and diagnostic testing.</td>
</tr>
<tr>
<td>Participant</td>
<td>An individual who has received less than 12 hours of service is considered a participant rather than an enrolled student.</td>
</tr>
<tr>
<td>General Terms</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Participation Measures</strong></td>
<td></td>
</tr>
<tr>
<td>Reporting measures that include contact hours received (total hours attended) and program enrollment type.</td>
<td></td>
</tr>
<tr>
<td><strong>Persistence in adult education</strong></td>
<td></td>
</tr>
<tr>
<td>Adults staying in the program for as long as they can, engaging in self-directed study or distance education when they must stop attending program services, and returning to program services as soon as demands of their lives allow.</td>
<td></td>
</tr>
<tr>
<td><strong>Placement</strong></td>
<td></td>
</tr>
<tr>
<td>Student placement in an Educational Functioning Level determined by a standardized test.</td>
<td></td>
</tr>
</tbody>
</table>

| **Postsecondary Educational Institution** |
| Institution of higher education that provides not less than a two-year program of instruction that is acceptable for credit toward a bachelor's degree. A tribally-controlled community college. A nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level. |
| **Program and Student Information Sharing** |
| Process in which program staff and the student exchange information so that the student can make an informed decision about participation in an ABLE program. This activity is to take place during orientation. |
| **Progress**                              |
| Student progresses within one (or same) Educational Functioning Level. |
| **Rapport and Support Building**          |
| Activities that help the student build confidence, feel comfortable, establish relationships, identify support systems and increase level of trust and motivation. This activity is to take place during orientation. |
| **Registration**                          |
| A student is registered once he/she has made an informed decision to participate in an ABLE program, and the Student Registration Form is completed. |
| **Retention**                             |
| For Desk Review purposes, retention refers to a student who completed a level or who was enrolled in the program during the period of April 1-June 30 during the program year. |
| **Standardized Test**                     |
| Test administered, scored, and interpreted consistently by qualified ABLE staff. |
| **Standards**                             |
| Broadly stated expectations of what students should know and be able to do. |
| **Stopping Out**                          |
| One or more cycles of attending, withdrawing and returning to class |
| **Student Experience Model**              |
| Framework developed to assist local programs in serving ABLE students. |
| **Workplace Education**                   |
| Education services offered in collaboration with business, industry, government and/or labor for the purpose of improving the productivity of the workforce through improvement of literacy skills. |
### Primary and Secondary Goals

**Primary Goals** are the main reasons for students to attend an ABLE programs. Each student must have one primary goal selected from the following: earn a GED or secondary school diploma, enter postsecondary education or training, improve basic skills, improve English language skills, obtain a job, or retain a job. A student’s primary goal should be one that can be achieved within the program year.

A student is not required to have a **Secondary Goal** but may. Secondary Goals may include one of the six goals from which the primary goal may be selected or other goals as reflected below. The Secondary Goal should also be one that a student can obtain within a program year.

| **Earn a GED or Secondary School Diploma** | Student obtains certification of attaining passing score on the GED tests, or obtains a diploma, or state-recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diploma). |
| **Enter Postsecondary Education or Training** | Student enrolls in a postsecondary educational or occupational skills training program that does not duplicate other services or training received, regardless of where the prior services or training were completed. |
| **Improve basic skills** | Improve overall basic literacy skills. Student completes or advances one or more Educational Functioning Levels from starting level measured on entry into the program. |
| **Improve English language skills (ESOL)** | Improve overall skills in the English language (e.g., speaking, reading, writing). Student completes or advances one or more Educational Functioning Levels from starting level measured upon entry into the program. |
| **Obtain a Job** | Student obtains a job before the end of the first quarter after the program exit quarter. A job is considered to be paid, unsubsidized employment or 15 hours or more of work per week in an unpaid job on a farm or business operated by a family member or the student. |
| **Retain Current Job** | Student remains employed in the third quarter after exit quarter. |
| **Decrease Public Assistance Received** | Student’s Temporary Assistance to Needy Families (TANF) grant, or equivalent public assistance grant, is reduced or eliminated due to employment or increased income. |
| **Obtain Citizenship Skills** | Student obtains the skills needed to pass the U.S. citizenship exam. |
| **Register to Vote or to Vote for the First Time** | Student registers to vote or votes for the first time during instruction anytime during the program year. |
### Descriptive and Participation Measures

**Descriptive Measures** are those that collect student demographics and status in several areas such as employment listed below. Descriptive measures also include Primary and Secondary goals discussed earlier in this glossary.

**Participation Measures** are those that record the amount of instruction students receive and the type of program in which the student enrolls.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Hours</td>
<td>Hours of instruction or participation in instructional activity. Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum such as orientation, registration, assessment, and classroom instruction.</td>
</tr>
<tr>
<td>Disabled</td>
<td>Student has a record of, or is regarded as having, any type of physical or mental impairment, including a learning disability, that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning and working.</td>
</tr>
<tr>
<td>Dislocated Worker</td>
<td>Student who received an individual notice of pending or actual layoff from a job, or a student who received a publicly announced notice of pending or actual layoff.</td>
</tr>
<tr>
<td>Displaced Homemaker</td>
<td>Student has been providing unpaid services to family members in the home and has been dependent on the income of another family member but is no longer supported by that income; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.</td>
</tr>
<tr>
<td>Employed</td>
<td>Student works as paid employee, works in his/her own business or farm or works 15 hours or more per week as unpaid worker on a farm or in a business operated by a member of the family. Also included are students who are not currently working, but have jobs or businesses from which they are temporarily absent.</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Student’s ethnic category to which the student self-identifies, appears to belong to or is regarded in the community as belonging. The ethnic categories are: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, White.</td>
</tr>
<tr>
<td>Homeless</td>
<td>Lacking a fixed, regular nighttime residence or have a temporary residence.</td>
</tr>
</tbody>
</table>

**Family Literacy Goals**

Family Literacy Goals are those that must be selected by students enrolled in an approved Family Literacy Component. One or both of these goals should be selected as a Secondary Goal. The student would select one of the goals listed above in the Primary goal definition as the main goal. Students not enrolled in an ABLE program with an approved family literacy component may also select a family literacy goal as a secondary goal.

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<td>Increase Involvement in Children’s Education</td>
<td>Student increases help given with children’s school work, contact with teachers to discuss children’s education, and involvement in children’s school.</td>
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<td>Increase Involvement in Children’s Literacy-Related Activities</td>
<td>Student increases the amount of time reading to children, visiting libraries, and acquiring books or magazines for children.</td>
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</tr>
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<td>--------------------------------</td>
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</tr>
<tr>
<td>Migrant Farm Worker</td>
<td>Student is employed in agricultural employment of a seasonal or other temporary nature and is required to be absent overnight from his/her permanent place of residence.</td>
</tr>
<tr>
<td>Not in the Labor Force</td>
<td>Student is not employed and is not seeking employment.</td>
</tr>
<tr>
<td>Program/Site Enrollment Type</td>
<td>Community Corrections, Corrections Facility, English Literacy and Civics Education, Family Literacy, Homeless Program, Institutionalized Settings, Jail, Workplace Literacy.</td>
</tr>
<tr>
<td>Public Assistance Status</td>
<td>Student is receiving financial assistance from Federal, State, or local government agencies, including Temporary Assistance for Needy Families (TANF), food stamps, refugee cash assistance, old-age assistance, general assistance, and aid to the blind or totally disabled.</td>
</tr>
<tr>
<td>Rural Resident</td>
<td>Student resides in a place with a population less than 2,500 and outside an urbanized area.</td>
</tr>
<tr>
<td>Single Parent Status</td>
<td>Has sole custodial support of one or more dependent children.</td>
</tr>
<tr>
<td>Unemployed</td>
<td>Student is not working but is seeking employment, has made specific efforts to find a job, and is available for work.</td>
</tr>
<tr>
<td>Urbanized Area</td>
<td>Includes a population of 50,000 or more in a city and adjacent areas of high density.</td>
</tr>
</tbody>
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ABLE Web Page

The ABLE Web page is located on the Ohio Board of Regents Web site at www.uso.edu/.state.oh.us.

Click on “About Us”

Click on Adult Workforce Network
Click on ABLE

Adult Workforce Education and Training Network

Ohio's Adult Workforce Education and Training Network

The network of providers and institutions that serve adult populations—particularly non-traditional students who are working adults who wish to pursue a college education—are those who are looking to advance their careers after graduating high school. The network includes the following:

- Transition services
- Workforce development
- Lifelong learning
- Continuing education

Use the map below to find Adult Workforce Education (ABLE) centers and ABLE programs near you. Place your mouse over the county to see the number of ABLE and other ABLE locations. Click on the county to see contact information.

Click on Forms and Reference Materials

Adult Basic and Literacy Education (ABLE)

Ohio's ABLE programs provide instruction in a student-centered environment, beginning with an initial assessment that determines an individual's needs and goals. Services available at the 116 ABLE programs throughout Ohio include instruction in one or more of the following:

- Basic math, reading, and writing skills
- Adult Secondary Education (GED) preparation
- English as a Second Language (ESL)
- Transition services— including employment and post-secondary education
- Life skills, employability skills, and computer literacy
- Family Literacy
- Adult Education services offered in collaboration with business, industry, government, and community organizations
- Correctional Education—a partnership with a jail, detention center, community-based rehabilitation center, or other similar institution
- Distance Education

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