

# Ohio ABLE Assessment Policy

## Fiscal Year 2010

### Introduction

Since 1998, federal guidelines have stated that assessment procedures to fulfill the accountability requirements of the Workforce Investment Act (WIA) must be valid, reliable and appropriate (U.S. Department of Education, 2001). This document provides Ohio ABLE programs guidelines for developing and implementing a comprehensive assessment policy for ABE and ESOL programs, including workforce and family literacy programs.

The Ohio ABLE assessment policy guidelines include the selection and use of appropriate student assessment and procedures for:

1. Accurate student placement into appropriate program and instructional level
2. Diagnostic information to guide instruction
3. Pre and posttesting to monitor progress toward goals
4. Certification of level and program completion

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

**The National Reporting System (NRS) is the accountability system for the federally funded adult education program, mandated by the Workforce Investment Act (WIA). The Ohio Assessment Policy aims to ensure Ohio's success in meeting and exceeding the NRS goals for completion of an Educational Functioning Level (EFL) by adult students.**

### Need for the Assessment Policy

Standardized, ongoing assessment of student progress is essential to ensure that all adult students become proficient in literacy and language skills. To ensure accuracy and consistency, the Chancellor of the Ohio Board of Regents ABLE Program (the "Chancellor") prescribes that programs use standardized assessments with proven validity and reliability and approved for use by the National Reporting System (NRS).

- *Validity* refers to the extent to which the instrument measures what it intended to measure. To establish the content validity with respect to the requirements of the NRS, there must be evidence that the items/tasks of the instrument measure the skills associated with the Educational Functional Levels (EFL).
- *Reliability* refers to the degree of consistency in performance of an assessment; that is, the extent to which an examinee would be expected to perform similarly across multiple administrations of the instrument or under different conditions.

Standardized assessment data are used to place students at appropriate levels of instruction, to diagnose student strengths and weaknesses, to monitor progress and to certify student mastery at specific levels of instruction or readiness to exit adult education. In addition, data drives program quality, professional development and performance targets. Results from assessment provide the basis for the Local Program

Desk Review. Uniform implementation of policy allows for comparability across programs within the state, especially as Ohio moves toward performance-based funding. Sound policy helps ensure this standardization.

### Purposes and Uses of Assessment

ABLE programs are encouraged to use a variety of assessments to assist in informing instruction. Standardized assessments, used to document student placement, progress and level completion are described in detail in subsequent sections of this document. In addition, the Chancellor requires all programs to use student portfolios. The ABLE Portfolio System provides a framework for standards-based education. Informal assessments such as teacher-made tests, diagnostic assessments, unit tests, applied performance assessments and student observations are also encouraged to monitor learning and to inform instruction on a regular, ongoing basis.

### Summary and Overview

#### Appraisal and Locator Tests

An appraisal/locator test is used to help determine the appropriate pretest to administer.

Appraisal/Locator Tests	ESOL	ABE
CASAS ESOL		
Reading	✓	
Listening	✓	
CASAS Life Skills and Life and Work		
Reading		✓
Math		✓
CASAS Employability		
Reading		✓
Math		✓
TABE Locator 9/10		
Reading		✓
Total Math		✓
Language		✓
TABE Word List		✓

#### Initial test/Pretest

The initial assessment, or pretest, is the basis for placing students in an entering EFL. It is the baseline on which programs measure student learning gains.

#### Progress/Posttest

Any test given after the initial test is called a progress test or posttest. A student can have multiple posttests. Educational gain is determined by comparing the student’s initial EFL with his/her EFL when reassessed with the same standardized assessment (posttest). It is important to note that *if a student is not posttested, level completion cannot be determined.*

The Chancellor of the Ohio Board of Regents ABE Program encourages ABE programs to select standardized assessments based on a student’s goals and the instructional focus of the program (for example, life skills, GED preparation, employability, transitions to postsecondary education or training).

Progress Tests	ESOL	ABE
CASAS		
Reading	✓	✓
Math		✓
Listening	✓	
TABE		
Reading		✓
Total Math		✓
Language		✓
WorkKeys		
Reading		✓
Writing		✓
Math		✓
BEST Plus		
Listening	✓	
Speaking	✓	
BEST Literacy		
Reading	✓	

For More Information:

Appendix A – Assessment Charts for Placement, Progress and Posttesting

Appendix B – Time Frames for Pre and Posttesting

Appendix C – Test Training Information

**For clarification and questions about the Assessment Policy, please contact your State ABE Program Consultant at (614) 466-5015.**

OHIO ABLE ASSESSMENT POLICY  
Fiscal Year 2010  
(July 1, 2009 – June 30, 2010)

100: **GENERAL GUIDELINES**

- A: All ABLE programs must employ proper testing, scoring and reporting protocols for the standardized instrument(s) being used.
- B: All staff that administers a standardized assessment must be trained in proper test administration practices of that instrument **by someone who is qualified and/or experienced with the assessment** (see Appendix C: Training for Administering Assessments).
- C: Programs must keep a record of all persons trained for each assessment and who conducted the training. Training must include NRS policy, accountability policies, data collection process, definitions of measures and conducting and interpreting assessments. The Assessment Verification Form, that documents staff training on standardized assessments, is attached to the Local Program Certification Checklist.
- D: All programs must complete a Local Program Certification Checklist annually to verify they are following correct processes and procedures regarding NRS data quality standards. Local program data is monitored throughout the year.
- E: Guidelines for Administering Pretests
1. All students must be pretested with an approved standardized assessment, prior to enrollment (**enrollment is defined as receiving 12 hours of ABLE services**).
  2. Programs should administer a locator/appraisal test for guidance on the appropriate pretest to administer. The locator may not be used for placement or posttesting. If a locator is not used, programs must use alternative assessments to determine the appropriate placement test.
  3. When testing with TABE, the TABE Word List may be used for the locator/initial appraisal assessment for students functioning at the Beginning ABE Literacy Level (EFL 1).
  4. Students must be placed and tracked in their lowest academic level as determined by scores on the standardized assessment. Test scale scores are used to determine the EFL for the student. If a student has a specific academic goal that differs from the area in which he/she scores the lowest, the student must be tracked in his/her goal area. Programs are encouraged to record progress in all areas in which instruction is provided.
  5. Programs should determine whether to administer a new pretest to students who have “stopped out” and have not attended consistently within the last 90 days. This decision should be based on when the student’s last assessment was given and the student’s progress documented in the portfolio. Any student not receiving instruction in the last 90 days would need to be retested.
  6. For continuing students, posttest scores from the previous year may be rolled forward and used as pretest scores for the new year as long as testing occurred within 90 days of enrollment in the new year. For reporting purposes, the pretest date for the new program year should agree with the student’s entry date of the

new program year. For example: A student takes a posttest on May 1, 2009. He/she continues attending classes until the program ends on June 1. When the program resumes classes on July 10, 2009, the student enrolls. Since it has been less than 90 days from his/her last test, his/her posttest score from May 1 may be used as his/her placement score for the new year. There is no need to retest the student in this short time period. For reporting purposes, his/her new test date would be July 10, 2009, which is the same day he/she enrolled for the new program year.

F: Guidelines for Administering Posttests

1. **The program goal should be to measure educational gain, through a progress test, for all enrolled students, keeping in mind that sufficient instructional hours are required to show progress. The state requirement is that a minimum of 60% of enrolled students be posttested with an approved standardized assessment.**
2. The same standardized assessment (for example, TABE, CASAS, BEST Plus) used for placement must also be used to demonstrate level completion.
3. **Follow the test administration guidelines to determine the appropriate test form used for posttesting based on the student’s educational functioning level and test form used for pretesting.**
4. To assure valid test results, sufficient instructional time must occur between tests. Follow the publishers’ recommended time frames for administering a posttest.

Test	Testing Time Frame	
BEST Literacy and BEST Plus	60 hours minimum	80-100 hours recommended
TABE	60 hours same level, different form	120 hours same level, same form
CASAS	40 hours minimum	70-100 hours recommended
WorkKeys	no hour range given	The publisher states, “We typically recommend that the student be involved in regular instruction that is offered by the institution. This would amount to a semester or quarter course.”

See details in Appendix B: Recommended Time Frames for Pre and Posttesting

5. **If a posttest is administered before the publisher’s recommended time frame, programs must have evidence of standards level completion in the student’s portfolio and approval from the program administrator to document why an early posttest was warranted.**

6. If a student is not posttested, level completion cannot be determined.

G: All pretest and posttest data must be entered into ABLELink at least quarterly.

200: **ADULT BASIC EDUCATION (ABE)**

A: Standardized assessments must be used for placement of ABE students into Educational Functioning Levels and for posttesting.

B: **New assessments may be added later in the fiscal year. All programs will be notified if/when new assessments become available.**

The State ABLE Program’s Approved ABE Standardized Assessments

Test	Subject	EFL
TABE 9/10 Programs may administer either the TABE full battery or survey for placement and/or progress testing. The full battery is recommended since it provides more diagnostic information to guide instruction.	Reading, Total Math, Language	1 - 6
CASAS Life Skills, Life and Work, Employability (ESC)	Reading, Math	1 - 6
CASAS Secondary Assessments	Reading for Language Arts, Math	5-6
WorkKeys	Reading for Information, Writing, Applied Mathematics	4-6

C: For all ABE students, follow Guidelines for Administering Posttest in 100:F

300: **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)**

A: Standardized assessments must be used for placement of ESOL students into Educational Functioning Levels and for posttesting.

B: **New assessments may be added later in the fiscal year. All programs will be notified if/when new assessments become available.**

The State ABE Program's Approved ESOL Assessments

Test	Subject	EFL
BEST Literacy	Reading, Writing	1 - 5
BEST Plus	Speaking, Listening	1 - 6
CASAS Life Skills, Life and Work, Employability (ESC)	Reading, Listening	1 - 6
CASAS Citizenship	Reading	1 - 4

- C: Additional guidelines for pretesting ESOL students
1. ESOL students must be tracked in EITHER Listening/Speaking OR Reading/Writing. ESOL students who are tested in multiple basic skill areas must be placed and tracked in the lower score area or the student's goal area.
  2. For high-level ESOL students, determine at placement if the student should be enrolled as an ABE student or ESOL student. Based on placement information, the student will be coded as either an ABE student or an ESOL student in ABLELink for the program year. Use assessment results and student's goals in making this determination. ESOL students who transition to ABE must be assessed with ABE approved assessments.
- D: For all ESOL students, follow Guidelines for Administering Posttests in 100:F

400: **PROGRESS MONITORING and REPORTING**

- A: Scale scores must be used to report educational gain. Scale scores are more reliable than grade level equivalents for comparing student achievement over time on the same test. Scale scores also show when a student has small increments of gain which is more helpful for students and teachers to see evidence of student learning.
- B: Level completion is determined when the student's standardized test scale score is at the highest end of an Educational Functioning Level. See Appendix A: Assessment Charts.
- C: If the student has a secondary credential and his/her pretest score meets or exceeds the highest scale score of level 6 completion, the student should not be enrolled in the ABE program. For example, a student has a high school diploma but wants to go on to postsecondary education. He needs remediation in math. His CASAS Math pretest score is 256. The student does not qualify for ABE, based on his goal area and scale score, and should be referred to another program.
- D: If the student does not have a secondary credential and his/her pretest score meets or exceeds level 6 completion, the student may be enrolled in the ABE program. This student has two options for showing level 6 completion:
- a. Student achieves a GED
  - b. Student shows a gain in his/her posttest scale score
- For example, a student wants to enroll in ABE and does not have a secondary credential. The student feels confident in all skill areas except language and asks to study only language before taking the GED test. Her TABE 9 Survey Language pretest score is

630. Since her pretest score is above the cut score for level 6 completion, the program must provide evidence, through alternative assessments, that the student needs ABLE services in order to achieve the GED credential. In this case, a writing sample showing that the student's essay was not sufficient for passing the GED writing test would be evidence that ABLE services were needed. In this scenario, the student could show level 6 completion two ways: (1) by scoring 631 or higher on a post TABE test or (2) by achieving the GED.

- E: Programs must follow test administration protocol regarding scoring. Scores are most reliable when they fall near the middle of the distribution of scores (40 – 75% correct). Those whose scale scores are near the high end of the test may know more than the test allowed them to demonstrate. Similarly, those whose scale scores are near the low end may give little information about the student's skills. Therefore a retest should be administered. At the higher end, the student should be given a higher level test (example: from TABE M to TABE D). At the lower end, the student should be given a lower level test (example: TABE A to TABE D).

#### 500: **PORTFOLIO SYSTEM**

- A: All ABLE programs must utilize the ABLE Portfolio System. The portfolio is used to help students and teachers gauge learning and target instruction. The standards and benchmarks used in the portfolio system identify what ABLE students need to know and be able to do at each Educational Functioning Level.
- B: All ABLE students must have a portfolio (see 500:D for required elements of the Portfolio System) that is reviewed and updated on an ongoing basis, at least every 90 calendar days. Mastery of the standards and benchmarks, and following test publisher's guidelines that includes sufficient intensity and duration of instructional hours, helps the instructor determine when a student has made ample progress to administer a standardized assessment. Only the results of standardized assessments can be used to document level completion (see 200 and 300 above) in ABLELink.
- C: All instructional staff must be trained in proper implementation of the ABLE Portfolio System. This training can occur through the Resource Center Network or at the local level.
- D: Elements of the ABLE Portfolio System
1. Student Portfolio (non-secured)
    - Individual Learning Plan (ILP) that includes:
      - Student Name
      - Teacher Name
      - Program Name
      - Date
      - Orientation Site (if different from program name)
      - Primary Goal
      - Secondary Goal (if applicable)
      - Instructional implications from a learning styles inventory
      - Instructional implications from a learning disabilities screening (if applicable)
      - Long-term goal

- Short-term goal
    - Steps and activities for meeting the short-term goal
    - Timeframe for meeting the short-term goal
    - Comments
  - Student work to document beginning, progress toward and mastery of standards and benchmarks.
2. Administrative File (secured) that includes:
- ABLE Student Forms
  - Standardized Test Scores
  - Release of Information Forms
  - Screenings and Inventories such as LD screening and Learning Styles Inventory
  - Any student-identifiable information
- E: Programs must retain hard copies of the Portfolio System (student portfolio and administrative file paperwork) for one year after the student exits the program. For audit purposes, programs must retain individual student records in paper form or through ABLELink for no less than five years following the completion of the State Audit of the State Fiscal Year period or as required by the local school district if longer.
- F: ABLE programs that choose to follow the approved Workplace Education Model may use a class portfolio instead of individual student portfolios.

**600: COMPUTER LITERACY**

- A: All Computer Literacy students must be placed in an Educational Functioning Level using an approved standardized assessment instrument. The student must be assessed, instructed and tracked in an academic content area, in addition to computer instruction (see 200 and 300 above).

**700: FAMILY LITERACY**

- A: All Family Literacy students must be placed in an Educational Functioning Level using an approved standardized assessment instrument.
- B: In addition, programs with an approved Family Literacy component must use Scales II and III of the Parenting Education Profile (PEP) for pretesting and posttesting to measure increased involvement in children's education and literacy related activities. The PEP Scales II and III do not correlate with the NRS Educational Functioning Levels. The PEP assessment may be completed by an ABLE partner and shared for ABLELink reporting.

800: **WORKPLACE EDUCATION**

- A: All Workplace Education students must be placed in an Educational Functioning Level using an approved standardized assessment instrument. The State ABE Program's approved standardized assessment list for approved Workplace Education programs include:
1. See 200 - ABE assessments
  2. See 300 - ESOL assessments
- B: TABE Work-Related Foundations Skills may be used to guide student instruction but may not be used for student placement or posttest reporting in ABLELink.
- C: Workplace Education programs may follow the Workplace Education Model (see OPAS Manual, *Purpose* section). ABE programs that choose to follow the approved Workplace Education Model may use a class portfolio instead of individual student portfolios.

900: **GED**

- A: Students who identify getting the GED as a goal have two options:
1. Follow the Student Experience Model by participating in the complete orientation process and enrolling in the ABE program.
  2. Follow the *Modified Student Experience Model for Students with GED Specific Goals* (see OPAS Manual, *Purpose* section).
    - a. These students may take the Official GED Practice Test without benefit of a complete orientation, any additional testing or enrollment in the program.
    - b. Students should complete a Student Registration Form and this data must then be entered in ABLELink.
    - c. Arrangements for taking the Official GED Practice Test are subject to the local program's testing schedule.
- B: ABE programs serving students with a primary or secondary goal of earning a GED or secondary school diploma are subject to the standardized testing requirements as referenced in the General Guidelines.
1. The Official GED Practice Test is not permitted to document student placement, progress and level completion. This also applies to ABE and ESOL students.
  2. If a student enters the program at the High Adult Secondary Educational Level (Educational Functioning Level 6) **only**, the Official GED Test is sufficient evidence of completion of the level.
  3. If a student enters below the High Adult Secondary Education Level (Educational Functioning Level 6), the Official GED Test may not be used to show completion of any level. In this case, the standardized assessment used for placement must also be used for posttesting as described in the General Guidelines.

## 1000: SPECIAL POPULATIONS

- A: Students with documented disabilities who require accommodations may request assessment instruments in alternative formats and alterations in test administration procedures. Documented disabilities means that the individual can present a formal document such as a doctor's report, a diagnostic assessment, an Individual Education Plan (IEP) or other formal record of disability that includes:
1. A diagnosis of the disability
  2. Evaluation of the impact of the disability on areas of functioning
  3. Recommendations for the specific strategies and accommodations in education required by the disability
- B: **Accommodated assessments shall be in compliance with test publisher's guidelines.**
- C: The accommodations provided in assessment should be the same accommodations used during instruction.
- D: **Typical assessment accommodations for students with a documented disability include large print, extended time, audio-cassette, calculator, private room and break time.**
- E: **The accommodation must be specific to the disability and address only documented limitations. Inappropriate accommodations may lead to inaccurate test results.**
- F: Students who are cognitively disabled are subject to the standardized testing requirements as referenced in the general guidelines. It is recommended that the CASAS Adult Life Skills for Developmental Disabilities test be used when assessing this population of adults.

## 1100: DISTANCE LEARNING

- A: All assessment policies apply to students enrolled in distance learning programs. **Programs offering distance learning must have this component approved through the Chancellor of the Ohio Board of Regents ABLÉ Program. For implementation of a Distance Learning component, refer to the Ohio ABLÉ Distance Learning policy on the ABLÉ website, [www.uso.edu/able](http://www.uso.edu/able).**

## **Appendix A: Assessment Charts**

- **ABE Charts for Placement, Progress and Posttesting**
- **TABE Level 6 Completion Scores**
- **ESOL Charts for Placement, Progress and Posttesting**
- **Assessment Instruments Utilization Chart**

# Appendix A:

## ABE Assessment Chart for Placement, Progress and Posttesting

### Educational Functioning Level

1	2	3	4	5	6
<b>Beginning ABE Literacy</b> 0-1.9 grade equivalent	<b>Beginning Basic Education</b> 2-3.9 grade equivalent	<b>Low Intermediate Basic Education</b> 4-5.9 grade equivalent	<b>High Intermediate Basic Education</b> 6-8.9 grade equivalent	<b>Low Adult Secondary Education</b> 9-10.9 grade equivalent	<b>High Adult Secondary Education</b> 11-12.9 grade equivalent
<b>Test Benchmarks:</b>					
<b>TABE 9/10 scale score:</b> Reading: 367 and below Total Math: 313 and below Language: 389 and below	<b>TABE 9/10 scale score:</b> Reading: 368-460 Total Math: 314-441 Language: 390-490	<b>TABE 9/10 scale score:</b> Reading: 461-517 Total Math: 442-505 Language: 491-523	<b>TABE 9/10 scale score:</b> Reading: 518-566 Total Math: 506-565 Language: 524-559	<b>TABE 9/10 scale score:</b> Reading: 567-595 Total Math: 566-594 Language: 560-585	<b>TABE 9/10 scale score:</b> Reading: 596 and above Total Math: 595 and above Language: 586 and above <b>See attached chart for TABE level 6 completion scores</b>
<b>CASAS:</b> 200 and below	<b>CASAS:</b> 201-210	<b>CASAS:</b> 211-220	<b>CASAS:</b> 221-235	<b>CASAS:</b> 236-245	<b>CASAS:</b> 246-256
			<b>WorkKeys scale scores:</b> Reading for Information: 75-78 Writing: 75-77 Applied Mathematics: 75-77	<b>WorkKeys scale scores:</b> Reading for Information: 79-81 Writing: 78-85 Applied Mathematics: 78-81	<b>WorkKeys scale scores:</b> Reading for Information: 82-90 Writing: 86-90 Applied Mathematics: 82-90

## TABE Level 6 (High Adult Secondary) Completion Scores

TABE	9 Survey	9 Complete Battery	10 Survey	10 Complete battery
Reading	676 * - 812	713 * - 812	653 * - 812	700 * - 812
Math	691 * - 775	701 * - 775	668 * - 775	707 * - 775
Language	621 * - 826	685 * - 826	654 * - 826	692 * - 826

\* denotes the cut off score for showing level 6 completion

# ESOL Assessments for Placement, Progress and Posttesting

## Educational Functioning Level

1	2	3	4	5	6
<b>Beginning ESOL Literacy</b>	<b>Low Beginning ESOL</b>	<b>High Beginning ESOL</b>	<b>Low Intermediate ESOL</b>	<b>High Intermediate ESOL</b>	<b>Advanced ESOL</b>
<b>Test Benchmarks</b>					
<b>BEST Plus</b> 400 and below	<b>BEST Plus</b> 401 – 417	<b>BEST Plus</b> 418 – 438	<b>BEST Plus</b> 439 – 472	<b>BEST Plus</b> 473 – 506	<b>BEST Plus</b> 507 - 540
<b>BEST Literacy</b> 0 - 20	<b>BEST Literacy</b> 21 - 52	<b>BEST Literacy</b> 53 - 63	<b>BEST Literacy</b> 64 - 67	<b>BEST Literacy</b> 68 - 75	
<b>CASAS</b> 180 and below	<b>CASAS</b> 181 – 190	<b>CASAS</b> 191 – 200	<b>CASAS</b> 201 – 210	<b>CASAS</b> 211 – 220	<b>CASAS</b> 221 – 235

# Assessment Instruments Utilization Chart

	Program Type	Functioning Level	Instrument Use
<b>BEST Literacy Skills</b>	ESOL Workplace Literacy Family Literacy	Levels 1, 2, 3, 4, 5	Placement, Post
<b>BEST Plus</b>	ESOL Workplace Literacy Family Literacy	All Levels	Placement, Post
<b>CASAS</b>	ESOL ABE/GED Workplace Literacy Family Literacy	All Levels All Levels All Levels All Levels	Placement, Post Placement, Post Placement, Post Placement, Post
<b>Parenting Education Profile (PEP)</b>	Family Literacy	All Levels	Family Literacy Skills Assessment only
<b>Official GED Test</b>	Basic Literacy GED Preparation Workplace Literacy Family Literacy	Not Applicable Level 6 Level 6 Level 6	Not Applicable Post Post Post
<b>TABE 9, 10</b>	ABE/GED Workplace Literacy Family Literacy	All Levels All Levels All Levels	Placement, Post Placement, Post Placement, Post
<b>TABE Work-Related Foundation Skills</b>	Workplace Literacy GED Preparation Family Literacy	Levels 4, 5, 6 Levels 4, 5, 6 Levels 4, 5, 6	Classroom Use Only
<b>Portfolio System</b>	Basic Literacy GED Preparation Workplace Literacy Family Literacy	All Levels	Classroom Use Only
<b>WorkKeys</b>	Workplace Literacy GED Preparation Family Literacy	Levels 4, 5, 6 Levels 4, 5, 6 Levels 4, 5, 6	Placement, Post

## Appendix B:

### Recommended Time Frames for Pre- and Posttesting

#### Adult Education Assessments

Test Name	Recommended Pre- and Posttesting Timeframes	Contact/Notes
ACT/ Workkeys	ACT/WorkKeys typically recommends that the student be involved in regular instruction that is offered by the institution. This would amount to a semester or quarter course.	Barb Ciha Placement Programs barb.ciha@act.org
BEST Literacy and BEST Plus	<p>100 – 235 hours 60 hours minimum; 80 -100 hours recommended</p> <p>If the hours for a course of instruction exceed the recommended number of hours, posttesting may most appropriately take place at the end of the instructional session.</p> <p>Because program-related factors such as intensity of instruction, class size, teacher training and experience, and use of appropriate curricula and materials will affect language learning proficiency gains, programs should consider these factors when determining timing for pre- and posttesting.</p>	<p>Bryan Woerner BEST Plus Operations Assistant Center for Applied Linguistics 4646 40th Street, NW Washington, DC 20016- 1859 www.best-plus.net 1-866-845-BEST</p>
CASAS	<p>70-100 hours (40 hours is the minimum)</p> <p>Allow exceptions for courses with different schedules and intensity, e.g., allow more time for courses that meet infrequently or not intensively and for very intensive courses wait longer than the recommended number of hours to posttest.</p> <p>Programs offering high intensity courses (e.g., class meets more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hours of instruction.</p> <p>Programs offering low intensity courses with less than 70 hours in a semester, quarter, term, or other block of instruction,</p>	<p>Linda Taylor, Director of Assessment Development, CASAS, 800-255-1036, ext. 186, <a href="mailto:ltaylor@casas.org">ltaylor@casas.org</a>, <a href="http://www.casas.org">www.casas.org</a></p>

	<p>may choose to posttest at the end of the instructional period.</p> <p>Programs may choose to assess students who indicate they are leaving the program before the scheduled posttest time, to maximize collection of paired test data.</p>	
TABE	<p>60 hours (same level, different form) 120 hours (same level, same form)</p> <p>CTB/McGraw-Hill suggests the pre- and posttest guidelines as Best Practices recommendations based upon feedback and APA guidelines. The purpose for assessing with TABE will also have an impact on the implementation of these recommendations. CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.</p> <p>If a test is to be administered as a retest because the initial test session was invalid, there is not a prescribed length of time that needs to occur. However, CTB strongly encourages some instructional time in order to avoid a practice effect.</p>	<p>Edward Hulefeld, Evaluation Consultant CTB/McGraw-Hill <a href="mailto:edward_hulefeld@ctb.com">edward_hulefeld@ctb.com</a> 412.835.3484</p>

## Appendix C:

### Training for Administering Assessments

Test Name	Who is Responsible for Training	Which Staff Should be Trained	When Training is Conducted	Procedures for Ongoing Training
ACT/WorkKeys	Local Program	Each staff that will be administering the assessment must follow the WorkKeys Test Administration Manual	As needed	As needed
Advanced ABLELink and Advanced Accountability	Resource Center	Data entry personnel, program administrators, teachers	At least annually	As needed
Assessment Fundamentals	Resource Center	Staff new to ABLE and those administering the TABE tests	At least annually	As needed
Beginning ABLELink and Basic Accountability	Resource Center	Data entry personnel, program managers, teachers	At least annually	As needed
BEST Literacy	Local Program	Each staff that will be administering the assessment must follow the Best Literacy Test Manual	As needed	As needed
BEST Plus	Resource Center sponsors national/state-certified BEST Plus Trainers through the Center for Applied Linguistics	Each staff that will be administering the assessment must successfully complete the standard BEST Plus training	At least annually	Both BEST Plus and a follow up BEST Plus refresher/ scoring training are available on request.
CASAS	Resource Center sponsors state-certified CASAS trainers  Local Program Staff	Someone in the local program must successfully complete the standard CASAS training. Then he/she can train staff within his/her program	At least annually	Staff can retake the training, study Test Administration Manual and/or review the training CD
TABE	Resource Center sponsors TABE trainers	Each staff that will be administering the assessment must	At least annually	As needed

	Local Program	attend a formal training, take a video/booklet training purchased through CTB McGraw Hill or work with others in the program who are experienced administering the TABE test		
ABLE Portfolio System	Resource Center Local Program	All staff who will be monitoring students' progress	At least annually. Also available in alternative delivery through Resource Center	As needed and alternative delivery