NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
Dr. R. Scott Ralls, President

July 9, 2009

MEMORANDUM

TO: Basic Skills Directors
                Community Based Organization Directors

FROM: Randy Whitfield, Ed.D.
                Associate Vice President of Academic and Student Services
                Basic Skills Department

SUBJECT: **North Carolina Basic Skills Assessment Policy**

The United States Department of Education approved the attached assessment policy for use during the 2009-2010 program year. Please ensure that all program staff including instructors/tutors who administer or score any standardized assessment or those involved in gathering, analyzing, compiling, and reporting data for the National Reporting System receive a copy of this policy.

Contact me at whitfieldr@nccommunitycolleges.edu or 919-807-7132 if you have any questions.
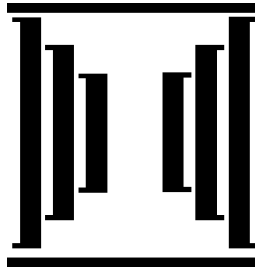

Attachment
c: Presidents
        Senior Continuing Education Administrators

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NORTH CAROLINA

BASIC SKILLS

ASSESSMENT MANUAL

North Carolina Community College System
Randy L. Whitfield, Ed.D.
Associate Vice President of Basic Skills

Updated July 2, 2009

NORTH CAROLINA
ASSESSMENT MANUAL

Contents

I. OVERVIEW OF THE NORTH CAROLINA ASSESSMENT POLICY

A. Introduction

The North Carolina Community College System (NCCCS) has developed policies and guidelines for the assessment of Basic Skills/literacy students. This document provides North Carolina Basic Skills/literacy programs guidelines for developing and implementing a comprehensive assessment policy.

Due to Title II (Adult Education and Family Literacy Act) of the Workforce Investment Act, all students entering Basic Skills classes must be assessed by a standardized test. Local Basic Skills/literacy providers are required to assess students using standardized pre-post assessments included in the National Reporting System (NRS) to place students in federal educational functioning levels (EFL's) and report gain measures for the National Reporting System (NRS). Allowable tests include the following: Comprehensive Adult Student Assessment System (CASAS), Test of Adult Basic Education (TABE), TABE CLASE-E, WorkKeys, BEST Literacy, and BEST Plus. In addition, local programs are encouraged to use a variety of informal assessments to assist instructors/tutors in selecting appropriate teaching methods and materials.

II. SETTING THE STATE CONTEXT

A. Need for Assessment Policy

Standardized, ongoing assessment of learners' progress in Basic Skills/literacy is essential to providing instruction that will enable learners to achieve their goals. To ensure accuracy and consistency, the North Carolina Community College System requires that Basic Skills/literacy programs use assessments with proven validity and reliability that correlate to the National Reporting System (NRS). It is essential that all learners in the state are placed in appropriate levels of instruction and that educational gain levels are reported for those learners in a consistent, standardized manner. Uniform testing procedures are also necessary to allow for comparability across programs within the state. Since future funding will be tied to program outcome measures, it is important that all programs use standardized assessments in the same manner.

 All assessments allowed by the state have undergone tests for validity and reliability. Local programs should examine the test manuals for the assessments they use for information on validity and reliability.

1. Validity
Validity refers to the extent to which the instrument measures what it intended to measure. According to *The Standards for Educational and Psychological Testing*, 1999, validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores.

(Construct validity is the issue of proper use and construction of test items and item content evidence is a measure of the extent to which test items measure what they are intended to measure. Criterion-referenced validity or predictive validity assesses the ability or effectiveness of an instrument in predicting something it should be able to predict, such as a continuum of Basic Skills.)

2. Reliability
Reliability refers to the extent to the degree of consistency in performance of an assessment. It is the extent to which an examinee would be expected to perform similarly across multiple administrations of the instrument.

B. Purposes and Uses of Assessment
Assessment data may be used to determine eligibility for adult education programs, to place learners at appropriate levels of instruction, to diagnose learner strengths and weaknesses, to monitor progress, and to certify learner mastery at specific levels of instruction.

Programs should use assessments for accountability and instructional purposes. While the tests that may be used for accountability are limited to those that are listed in the National Reporting System (NRS), a variety of tests may be used for instructional purposes. Only tests used for accountability are required to be entered by colleges into LEIS (Literacy Education Information System) or by community-based organizations into LACES (Literacy, Adult and Community Education System).

1. Use of Standardized Tests for Accountability
All Basic Skills/literacy students should be pre- and post-tested with a standardized Basic Skills/literacy assessment. Assessment results provide the basis for state and federal accountability reporting. If a student is not given a pre- and post-assessment, the program cannot show student completion of a federal educational functioning level or movement to a higher level. The following assessments are the only ones approved for North Carolina Basic Skills programs:

TEST	ABE	ESL	GED/Adult High School
CASAS	√	√	√
TABE, Forms 9 & 10	√		√
TABE CLASE-E		√	
WorkKeys	√ High Intermediate ABE only		√
BEST Literacy/BEST Plus		√	

*Compensatory Education students must be tested with CASAS.

2. Use of Informal Assessments

The North Carolina Community College System Office encourages local Basic Skills/literacy programs to use a variety of informal assessments to assist instructors/tutors in designing appropriate educational programs for adults. The use of instructor/tutor-made tests, unit tests, portfolios, applied performance assessments, and learner observations are encouraged to design and monitor learning opportunities. However, informal assessments **may not be used to determine federal educational functioning levels.**

3. Initial Test/Pretest

The initial assessment, or pretest, is the basis for placing students in federal educational functioning levels. It is the baseline on which programs measure student learning gains. The initial assessment, or pretest, must be administered within the first twelve hours.

4. Progress/Posttest

Any test given after the initial test is called a posttest. A student may have multiple posttests. Educational gain is determined by comparing the student's initial federal educational functioning level with his/her EFL when reassessed with a different form of the same standardized assessment. Post-testing must occur after the number of instructional hours recommended by the test manufacturer. If students are post-tested with less than the number of recommended hours, then the reason(s) for post-testing must be documented. Exceptions to post-testing with less than the number of recommended hours should be limited and rare. (Students may not be post-tested with less than the minimum number of hours for each assessment: 40 for CASAS; 30 for TABE – students must also be at the ASE Low or ASE high level in addition to having the minimum amount of hours AND have an outcome measure goal of attaining a GED, enter post-secondary education or training, enter employment, or retain employment, and 60 for BEST Literacy and Best Plus.) Prior to testing students with instructional hours less than recommended by the test manufacturer, the assessor must file a written request and get approval from the local director. Documentation must be kept on file and can be monitored when the state makes an onsite review.

North Carolina requires local programs to post-test a minimum of 65% of its students served for twelve hours or more annually.

C. Summary and Overview

1. Initial Screening, Appraisal Tests, and Placement into Program

Students **must be tested a minimum of twice annually** with one of the following Basic Skills/literacy assessments: CASAS, TABE (Forms 9 & 10), TABE CLASE-E, WorkKeys, BEST Literacy, and BEST Plus. An appraisal should be used to ensure that appropriate decisions are made regarding: educational placement, pretest form to administer, and selection of short- and long-term instructional goals. Students must be placed based on the lowest test score.

Students do not need to be assessed in all of the areas described in the level descriptors. The local program must decide, in accordance with state guidelines, the skill areas most relevant to each student's needs or the program's curriculum and assess students in these areas. At a minimum, students must be assessed in basic reading, writing, listening, performance, **or** math.

If multiple skill areas are assessed and the student has different abilities in different areas, the program should place the student according to the *lowest* educational functioning level. For example, if a student is at the beginning level in reading and the low intermediate level in numeracy, then the student would be placed in the beginning level. The lowest federal educational functioning level also should be used to determine educational gain in subsequent assessments.

The North Carolina Community College System encourages local Basic Skills/literacy programs to select the test series that they use based on a learner's goals and the instructional focus of the program. Pre-tests should be administered prior to enrollment or within the first twelve hours of enrollment. Post-tests should be administered according to test manufacturers' recommendations for the amount of instructional hours between pre- and post-tests. Students may not be post-tested with less than the minimum number of hours for each assessment (40 for CASAS; 30 for TABE – students must also be at the ASE Low or ASE high level in addition to having the minimum amount of hours AND have an outcome measure goal of attaining a GED, enter post-secondary education or training, enter employment, or retain employment, and 60 for BEST Literacy and Best Plus). To test with the minimum hours, a test administrator must send a written justification why post-tests are being administered in fewer than the recommended hours to the Basic Skills Director or Community Based Organization Director for approval prior to post-testing. All requests must be kept on file for auditors and/or Basic Skills staff monitors. Testing a student just because a student is leaving invalidates the test. Alternate test forms must be used for pre- and post-tests. All programs should post-test a minimum of 65% of all students served for twelve hours or more.

2. Goal-Setting

Instructional staff should work with students prior to or immediately after entry into the program to set learner goals. The federal reports look at the obtainment of the following goals within a program year: educational gain, enter unsubsidized employment, retain unsubsidized employment, obtain an adult secondary diploma, or enter postsecondary education or training.

Programs should have a goal-setting process for students to meet with an instructor or intake specialist to help identify and set goals for instruction. The goal-setting process should help learners set a realistic timeline for attaining goals and a means of determining when goals are met. Since learners often change goals, goals should be re-evaluated on an on-going basis.

Student goals should be specific, measurable, attainable, reasonable, and time-limited. Breaking down a general goal into its component parts helps ensure

that it meets the criteria. For example, a general goal of passing the GED test might not be attainable until a student takes a math class; therefore, passing the GED would be a long-term goal and improving math would be a short-term goal.

D. Resources for Information and Overview

Individuals requiring information or assistance related to assessment policy or procedures should contact Dr. Randy Whitfield, Associate Vice President of Basic Skills, 919-807-7132, whitfieldr@nccommunitycolleges.edu.

Individuals requiring information on training for various assessments or to get a schedule of training for CASAS, BEST-Plus, TABE (Forms 9 & 10), TABE CLASE-E, and WorkKeys should contact Katie Waters, Basic Skills Training Specialist, 919-807-7136, watersk@nccommunitycolleges.edu.

The North Carolina Community College System funds a cadre of CASAS trainers to provide training in CASAS for all community colleges, community-based organizations funded by NCCCS, and other non-profit agencies working with community colleges or community-based organizations funded by NCCCS. In addition, NCCCS will offer annual training sessions on other approved assessments, pending availability of trainers from assessment manufacturers. Inquiries should be directed to Katie Waters (contact information listed above).

III. GENERAL ASSESSMENT REQUIREMENTS

A. Students to be Assessed

All students in programs funded by the North Carolina Community College System must be tested twice annually with an approved Basic Skills assessment (CASAS, TABE – Forms 9 & 10, TABE CLASE-E, WorkKeys, BEST Literacy, and BEST Plus). All students reported in the National Reporting System data submission must be tested and scores entered in the appropriate data system (LEIS, Literacy Education Information System, for community colleges; LACES, Literacy, Adult and Community Education System - for community-based organizations). Students who are unable to understand or respond to some tests due to low literacy or English proficiency or due to disability should be assessed with CASAS preliteracy and POWER Level 5A.

B. Assessments Permitted

The following assessments meet the NRS requirements and may be used by local programs. All of the following are appropriate for measuring literacy and language development of adult learners; have standardized administration and scoring procedures; have alternate, equivalent forms for pre/post-testing, and have evidence linking them to NRS federal educational functioning levels.

C. Allowable Assessments

TEST	ABE	ESL	GED/Adult High School
CASAS	√	√	√
TABE (Forms 9 & 10)	√		√
TABE CLASE-E		√	
Workkeys	√ High Intermediate ABE only		√
BEST Literacy/BEST Plus		√	

*Compensatory Education students must be assessed with CASAS.

D. Subject Areas Assessed

TEST	Reading	Math	Writing	Listening	Other
CASAS	√	√	√	√	Speaking Government & History
TABE, Forms 9 & 10	√	√			Language
WorkKeys	√	√			
BEST Literacy/BEST Plus	√		√	√	Communication Fluency Pronunciation
TABE CLASE-E	√				Language

E. Pre-Test Requirement
Pre-tests should be administered prior to enrollment or within the first twelve hours of enrollment.

F. Appraisal/Locator
If the assessment has an appraisal or locator, then those tests should be given prior to giving the test battery. Assessment systems, such as TABE and CASAS, have a locator or appraisal component to be used to determine the most appropriate pre-assessment instruments for each student. The locator/appraisal must be used prior to administering the pre-assessment battery or test. Locators or appraisals may NOT be used in place of pre-assessments to determine a scale score or grade equivalent for placement on an entry federal functioning level.

A locator or appraisal may be administered on the first day of class because it is not a lengthy assessment. Because the full assessment process may be overwhelming to some students, it is better to avoid giving all components of the test battery on that same day. All test batteries should be completed within the first twelve hours.

G. Re-Testing for "Stop-Outs"

If a student has "stopped-out" of the program for more than 90 days, then the program must give a new test prior to or within two weeks of re-admittance to the program.

H. Post-Testing

Post-testing should occur within the test manufacturer's guidelines. (See Chart in Appendix.) Programs need to keep documentation on pre-post test scores for those who have tested without the recommended number of instructional hours, including the rationale for post-testing before the student has attended the appropriate number of hours.

I. Lowest Score Determines Placement

Students should be placed into federal educational functioning levels based on their lowest test score. If a student takes both TABE math and reading tests, scoring 8.9 on math and 10.0 on reading, that student should be placed in High Intermediate ABE.

J. Training for Administering Assessments

Training is essential for a quality assessment system. All staff who either administer or score any standardized assessment used to measure educational gain must be trained before administering the tests. In addition, all staff including instructors involved in gathering, analyzing, compiling, and reporting data for the National Reporting System must be trained. Each local program must have a designated test coordinator/trainer for every standardized test that they use.

A list of all staff trained on any assessment used must be forwarded to the Basic Skills Training Specialist of the NCCCS Office including name of individual trained, date of training, name of person conducting training, and name of assessment(s) within 30 days of the training. The Training Specialist will keep an updated record of all individuals trained on approved assessments in North Carolina.

The North Carolina Community College System provides a cadre of CASAS trainers to provide training in CASAS for all community colleges, community-based organizations funded by NCCCS, and other non-profit agencies working with community colleges or community-based organizations funded by NCCCS. All personnel who administer the CASAS assessment must complete training by certified CASAS trainers or by local staff trained by a certified CASAS trainer.

NCCCS will offer annual training sessions on TABE (Forms 9 & 10), TABE CLASE-E, WorkKeys, BEST Literacy, and BEST Plus. All staff who either administer or score any of these standardized assessments used to measure educational gain must be trained before administering the tests. In addition, all staff including instructors involved in gathering, analyzing, compiling, and reporting data for the National Reporting System must be trained. All personnel who administer these assessments must complete training by certified trainers. Assessment training sessions will be listed on the Basic Skills training calendar (www.nccommunitycolleges.edu/Basic_Skills/TrainingCalendar). At least one person from each program should receive formal training for the

assessments used and must train all other staff members who administer assessments. All Basic Skills/literacy staff should have a "refresher" course every two years.

Training will include the following topics: NRS policy, accountability policies, and data collection process; definitions of measures; and conducting assessments. Supplemental training at the local level will be provided annually.

K. Accommodating for Students with Disabilities or Other Special Needs Tests and Placement for Special Populations

Local programs are responsible for providing fully accessible services and for ensuring that these services meet reasonable criteria. Adult learners with disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after diagnosis. The need to use an accommodation should be documented in official learner records. The documentation must show that the disability interferes with the learner's ability to demonstrate performance on the test. The information can come from a doctor's report, a diagnostic assessment from a certified professional, and other clinical records.

Local test administrators may approve some accommodations in test administration procedures without contacting the testing manufacturer. Examples include accommodations in test time, giving supervised breaks, or providing a sign language interpreter for test administration directions only. It is not an appropriate accommodation in test administration procedures to read a reading test to a learner with low literacy skills or blindness.

Students requesting accommodations for all assessments without diagnostician signed paperwork may be provided reading glasses, magnifying glasses, earplugs, and additional or reduced lighting. Students requesting accommodations other than those listed above should provide paperwork from a diagnostician indicating the requested accommodation.

To assist educators in providing accommodations for programs using TABE and TABE CLASE-E, CTB produces the CTB/McGraw-Hill Assessment Accommodations Guide--a decision-making tool for the consistent documentation and implementation of testing accommodations for student with disabilities. The website for ordering the guide may be found at:
http://www.ctb.com/mktg/aag/aag_overview.jsp?CONTENT%3C%3Ecnt_id=101341986 73262121&FOLDER%3C%3Efolder_id=9852723696548715&ASSORTMENT%3C%3East_ id=1408474395213825&bmUID=1245699937072

Local test administrators using CASAS assessments may provide accommodations in testing conditions for documented disabilities without contacting CASAS. Examples of accommodations in testing conditions are testing in an alternate room, using a colored overlay, allowing extended time, giving supervised breaks, or providing a sign language interpreter (for test administration directions only). Test administrators do not need to contact CASAS for permission to make these particular accommodations. It is *not* an appropriate accommodation to *read a CASAS reading test* or to allow use of a vocabulary pen.

CASAS provides some tests in a format appropriate for learners with disabilities, such as CASAS eTests, a Braille test, and large-print tests. All CASAS test booklets are available in large-print format. A version of the Life and Work reading test is available in Braille. CASAS eTests are available in reading, math and listening. Please contact CASAS for information on other test formats. Do not change a test format locally. Alternate test formats must meet standardized test development procedures.

Students who do not hear, speak, or see, should not be administered the BEST Plus Test per the publisher guidelines and should instead be administered the BEST Literacy Test. Students requesting accommodations should provide paperwork from a diagnostician indicating the requested accommodation. Students requesting accommodations with out diagnostician signed paperwork may be provided reading glasses, magnifying glasses, and additional or reduced lighting.

Further accommodations for Workkeys assessments may be located in the Workkeys' testing manual.

IV. GUIDELINES FOR EACH ASSESSMENT

A. Test Administration Manuals
The North Carolina Community College System requires that each local Basic Skills/literacy programs follow the test administration guidelines in each test administration manual. All local programs must maintain copies of the test administration manuals for all assessments used. The test administration manuals provide quality control guidelines to ensure proper test use, administration, scoring, and interpretation of results.

B. Information Regarding Assessments

Test	Description of Students for Whom The Assessment is Appropriate
CASAS	ABE, CED, ESL, GED, AHS
TABE, Forms 9 & 10	ABE, GED, AHS
TABE CLASE-E	ESL
WorkKeys	High Intermediate ABE, GED & AHS (low and high)
BEST Literacy/BEST Plus	ESL

C. Alternate Forms/Use of Appraisal/Subtests

Test	Alternate Forms/Use of Appraisal/Subtests
CASAS	Majority of CASAS assessments require the use of an appraisal test. Multiple alternate forms are available. Subtests: reading, math, writing, listening, speaking, government and history (for citizenship), POWER (special needs for learners with developmental disabilities
TABE, Forms 9 & 10 TABE CLASE-E	The TABE has subtests in reading, mathematics, computation, language, and spelling. Only total math, language, and reading may be used for placement and level completion. The locator tests should be given first to determine what appropriate level of the TABE should be administered.

	The survey takes one hour and eleven minutes; the complete battery, three hours and ten minutes.
WorkKeys	Practice tests are available for Applied Mathematics, Reading for Information, Locating Information, and Applied Tech.
BEST Literacy/BEST Plus	The BEST Literacy Skills Section provides scores for • Reading The Literacy Skills section is 60 minutes. The content focuses on survival skills. The student completes a variety of reading/writing tasks in a consumable book. *BEST Plus* comes in two versions - a computer-adaptive assessment on CD or a semi-adaptive print-based version. Both versions are administered as a face-to-face oral interview. • Oral English communication • Language from personal, community, and occupational domains • Real-life communication tasks such as providing personal information, describing situations, and giving and supporting an opinion *BEST Plus* distinguishes performance over the full range of English proficiency levels represented in adult education programs - from Beginning ESL Literacy to High Advanced in the NRS and SPL 0-10.

D. Training Requirements

Test	Training Requirements
CASAS	CASAS requires that minimally one person from each agency using the CASAS system successfully complete CASAS Implementation Training prior to testing, gathering, analyzing, compiling, or reporting data. Once trained, this individual can train others within his or her respective agency but may not train outside that agency. Once initial training is complete, staff should attend refresher sessions every two years. Separate CASAS Implementation trainings have been developed for ABE/ASE, ESL, and Employability Skills, CASAS Functional Writing, POWER (for developmentally disabled adults), Citizenship, and Workplace Speaking, among others. The North Carolina Community College System requires all local agencies to comply with the CASAS training policy presented above.
TABE, Forms 9 & 10 TABE CLASE-E	All Basic Skills/literacy staff who assess students must be trained in administering the TABE test. Once initial training is complete, staff should attend refresher sessions every two years. Staff should review the test examiner's booklet and follow directions.
WorkKeys	All Basic Skills/literacy staff who assess students must be trained in administering the WorkKeys test. Once initial training is complete, staff should attend refresher sessions every two years.
BEST Literacy/BEST Plus	All Basic Skills/literacy staff who assess students must be trained in administering the BEST/BEST Plus test. Once initial training is complete, staff should attend refresher sessions every two years.

E. Time When Post-Testing Should Occur

Test	Time When Post-Testing Should Occur
CASAS	Agencies should administer post-tests, using an alternate form, at the end of a semester, term, quarter, or other substantial block of instruction to document learning gains. CASAS recommends assessing after approximately 70-100 hours of instruction, however: ➢ Programs offering **high** intensity courses (for example, a class meets more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hours of instruction. ➢ Programs offering **low** intensity courses with fewer than 70 hours in a semester, quarter, term, or other substantial block of instruction, may choose to administer a post-test at the end of the instructional period. ➢ The minimum number of hours between pre- and post-testing is 40. ➢ Programs testing with POWER need to allow 200 hours of instruction between testing. Programs may assess individual learners who indicate they are leaving the program before the scheduled post-test time to maximize collection of paired test data. However, testing should not occur before at least 40 hours of instruction. Factors that affect learning gains include intensity and duration of instruction, motivation of learners, competence of instruction, the link between learner goals and instruction, and other instructional factors. Post-test scores obtained at the end of a semester or other reporting period may serve as a pretest for the next semester or reporting period, provided that the interim does not exceed three to six months. Similarly, the most recent assessment results for "stop outs" returning to adult education classes may be used, provided that the last test administered does not exceed the same –three to six month window. This policy is designed to reduce or eliminate unnecessary testing.
TABE, Forms 9 & 10 TABE CLASE-E	If the pre- and posttest are for the same level but using a different form (e.g., (TABE 9 Level M to TABE 10 level M): 60 hours. If the pre- and posttest are for with the same level and use the same form (e.g., TABE 9 level M to TABE 9 level M): 120 hours. **Students may not be post-tested with less than thirty hours of instruction.** Students who are post-tested early should be at the ASE Low or ASE high level in addition to having the minimum amount of hours AND have an outcome measure goal of attaining a GED, enter post-secondary education or training, enter employment, or retain employment. CTB/McGraw-Hill suggests the pre- and post-test 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. Testing should not occur before at least 60 hours of instruction. 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.
WorkKeys	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.
BEST Literacy/BEST Plus	60 hours minimum; 80-100 hours recommended If the hours for a course of instruction exceed the recommended number of hours, post-testing may most appropriately take place at the end of the instructional session. Because program-related factors such as intensity of instruction, class size, teacher training and experience, and use of appropriate curricula and materials will affect language learning proficiency gains, programs should consider these factors when determining timing for pre- and post-testing. The minimum number of hours between pre-and post-testing is 60 hours.

F. Guidelines for Raw Score Conversion to Scale Scores/Using Scale Scores to Place Learners into NRS Levels

Test	Guidelines for Raw Score Conversion to Scale Scores and Using Scale Scores to Place Learners into NRS Levels
CASAS	Each CASAS test Administration Manual (TAM) provides charts and guidelines for converting raw scores to scale scores. The North Carolina Community College System requires adult education agencies to use these as reference points. The CASAS scale has been subdivided into ranges that correspond to the NRS levels. NRS guidelines prescribe that learners whose pretests place them in different instructional categories (for example, reading and math) be placed in the area with the lower score, if the learner is to receive instruction in the skill related to the lower instructional level. Placement at the lower instructional level should be the basis of determining which pretest to administer.
TABE, Forms 9 & 10 TABE CLASE-E	See TABE manual for information on scale scores.
WorkKeys	See WorkKeys manual for information on scale scores.
BEST Literacy/BEST Plus	See BEST/BEST Plus manual for information on scale scores.

G. Quality Control Procedures

Testing data should be entered into LEIS (community colleges) and LACES (community-based organizations) on an on-going basis. Data should be entered no less than quarterly. Data quality checks are built into both the LEIS and LACES systems. Local programs must work with the Basic Skills data specialist to correct errors flagged by the system. Once the errors are corrected in LEIS, local data will be stored in the Data Warehouse. Once the errors are corrected in LACES, data will be sent to Literacy Pro as complete. Test results should be shared with appropriate instructors and staff.

Quality control must be maintained for assessment procedures. Local program directors/coordinators may use the following assessment checklist to ensure correct assessment procedures have been followed.

1. Checklist

Standardized Assessment Checklist	
Assessment Procedures for Test Administrators	yes/no
1. The test administrator has been trained in giving the assessment(s).	
2. The test administrator has read the test manual(s).	
3. The test administrator follows all directions in giving the assessment(s).	
4. The testing facility is quiet, has adequate lighting, and adequate space for test-takers.	
5. The test administrator follows all directions, including strict adherence to time limits, etc.	
6. The tests are accurately scored and raw scores are converted to scale scores.	
7. Tests results are kept confidential.	
8. Test results are shared with test takers and appropriate instructors in a timely manner.	
9. Test answers are not shared with test takers, but the type of questions missed may help test takers to understand what they need to learn.	
10. Tests results are available for instructors and program staff.	
11. Test results are reported in LEIS or LACES in a timely manner (no less than quarterly).	

2. Information Regarding Purchasing of Assessments

CASAS	Agencies must receive training from a CASAS certified trainer before purchasing and administering most CASAS assessment. When agencies order CASAS materials, they must complete the training information section of the order form and sign the Training and Test Use Agreement. Contact the Training and Implementation department at 1-800-255-1036 or training@casas.org to schedule training. Complete your order form Order forms are located on the last page of the CASAS Resource Catalog. You may also download the order form from the link below. Most CASAS test booklets are reusable and packaged in sets of 25. Combination sets of one, five, or ten test booklets per test form are available. To prevent delays in orders, it is important to complete the Training and Test Use

	Agreement portion of the order form — including information about where and when you or someone in your agency received training. Place your order FAX or mail your completed order form to CASAS. Payment (purchase order, check, or credit card) must accompany each order. CASAS does not accept phone orders. **FAX: 858-292-2910** **Mail: CASAS, 5151 Murphy Canyon Road, Suite 220, San Diego, CA 92123** For more information on training requirements, contact the Training and Implementation team at training@casas.org. For more information on placing an order, contact Customer Service at 1-800-255-1036.
TABE, Forms 9 & 10 TABE CLASE-E	**McGraw Hill Contemporary website:** www.mhcontemporary.com **Contemporary's website allows you to buy most products online, whether you're paying with a major credit card, or using a valid purchase order number from your institution or book store. You must supply a valid tax exempt id, TIN, or bookstore SAN in order to purchase without a credit card.** **Choose any of the following alternative methods to expedite your purchase order:** **Email purchase orders to** MMH_OrderServices@Mcgraw-Hill.com Send your order to MMH_OrderServices@Mcgraw-Hill.com, and optionally request an order confirmation. **Fax orders toll free at (800) 998-3103** Please check that you've provided all requested information (including purchase order number and authorized signature) plus a phone number so they can call you if there's a problem. **Phone orders toll free at (800) 621-1918, prompt 1** Call in your order between 8:00 a.m. and 6:00 p.m. Central Time to our toll free ordering phone number, (800) 621-1918, prompt 1. Have your account number, purchase order number, and order information (order number and title) ready. If you follow your phone order with a written confirmation, please indicate clearly that it is a confirming purchase order. For information on products or if a Contemporary sales representative is not available in your area, please call our hotline at (800) 621-1918. **Order by mail** Send us your purchase order and make sure to include your official purchase order number and an authorized signature. Mail your orders to: Wright Group/McGraw-Hill 220 East Danieldale Road DeSoto, TX 75115-2490 **Order from your Contemporary representative** Put the special knowledge and experience of your local Contemporary sales representative to work for you. Gary Rubin Telephone: 704-614-2126 Voice Mail: 1-800-621-1918, ext. 5622 Fax: 704-342-1667 Email: GaryRubin23@aol.com
WorkKeys	Check www.act.org for ordering information.
BEST Literacy/BEST	The *CAL Store at* www.calstore.cal.org/store/topics/bestplus.aspx allows you to order by credit card online. They accept Visa, MasterCard, Discover,

Plus	and American Express. You may also place your order via Postal Mail/Fax. Simply put items into the online shopping cart, print, complete your credit card information, and mail or fax the order form to: *(As a note: All potential test administrators must be trained and registered to order the BEST-Plus. Test Administration orders placed by non-trained individuals will not be processed.)* **CAL Store** Center for Applied Linguistics 4646 40th Street, NW Washington, DC 20016-1859 Fax: 888-700-3629 Purchase Orders (P.O.'s) You may also choose to pay by Purchase Order online, via fax, or postal mail. In all cases, CAL must receive a **_signed_** purchase order on your organization's letterhead. They must receive your signed P.O. by fax (888-700-3629) or mail **before** shipping your order. **This applies even if you have ordered online and provided a P.O. number at checkout.** Please ensure that your purchase order includes the correct CAL Store shipping charges and sales tax (if applicable). You may consider using the *CAL Store's* shopping cart to help calculate the total charges *prior* to filling out your official purchase order. The mailing address is: **CAL Store** Center for Applied Linguistics 4646 40th Street, NW Washington, DC 20016-1859 Paying Invoices If you are paying an invoice by mail that was sent to you from the *CAL Store*, please mail your payment along with a copy of the invoice to: **Center for Applied Linguistics** ATTN: CAL Store P. O. Box 630948 Baltimore, MD 21263-0948

V. EDUCATIONAL FUNCTIONING LEVELS

The following chart should be used to determine the entry and exit federal functioning levels:

Beginning ABE Literacy	

Test Benchmark:
TABE (9–10) scale scores
(grade level 0–1.9):
  Reading: 367 and below
  Total Math: 313 and below
  Language: 389 and below
	CASAS scale scores:
	  Reading: 200 and below
	  Math: 200 and below
	  Writing: 200 and below

Beginning Basic Education	

Test Benchmark:
TABE (9–10) scale scores
(grade level 2–3.9):
  Reading: 368–460
	CASAS scale scores:
	  Reading: 201–210
	  Math: 201–210
	  Writing: 201–225

| Total Math: 314–441 | |
| Language: 390–490 | |

Low Intermediate Basic Education	

Test Benchmark:
TABE 9–10) scale scores
(grade level 4–5.9):
  Reading: 461–517
  Total Math: 442–505
  Language: 491–523
	CASAS scale scores:
	  Reading: 211–220
	  Math: 211–220
	  Writing: 226–242

High Intermediate Basic Education	

Test Benchmark:
TABE (9–10) scale scores
(grade level 6–8.9):
  Reading: 518–566
  Total Math: 506–565
  Language: 524–559
	CASAS scale scores:
	  Reading: 221–235
	  Math: 221–235
	  Writing: 243–260
	
	WorkKeys scale scores:
	  Reading for Information: 75–78
	  Writing: 75–77
	   Applied Mathematics: 75–77

Low Adult Secondary Education (GED & Adult High School)	

Test Benchmark:
TABE (9–10) scale scores
(grade level 9-10.9):
  Reading: 567–595
  Total Math: 566–594
  Language: 560–585
 	
CASAS scale scores:
  Reading: 236–245
  Math: 236–245
  Writing: 261–270
	WorkKeys scale scores:
	  Reading for Information: 79–81
	  Writing: 78–85
	   Applied Mathematics: 78–81

High Adult Secondary Education (GED & Adult High School)	

Test Benchmark:
TABE (9–10) scale scores
(grade level 11-12):
  Reading: 596 and above
  Total Math: 595 and above
  Language: 586 and above
 	
CASAS scale scores:
  Reading: 246 and above
  Math: 246 and above
   Writing: 271 and above
	WorkKeys scale scores:
	  Reading for Information: 82-90
	  Writing: 86-90
	   Applied Mathematics: 82-90

Beginning ESL Literacy	

Test Benchmark:
CASAS scale scores:
  Reading: 180 and below
  Listening: 180 and below
	BEST Plus: 400 and below (SPL 0-1)
	BEST Literacy: 0-7 (0-20)
	TABE CLASE-E scale scores:
	Total Reading and Writing: 225-394

Low Beginning ESL	

Test Benchmark:
CASAS scale scores:
  Reading: 181-190
  Listening: 181-190
  Writing: 136-145
	BEST Plus: 401-417 (SPL 2)
	BEST Literacy: 21-52
	TABE CLASE-E scale scores:
	Total Reading and Writing: 395-441
	Total Listening and Speaking: 408-449

High Beginning ESL	

Test Benchmark:
CASAS scale scores:
  Reading: 191-200
  Listening: 191-200
  Writing: 146-200
	BEST Plus: 418-438 (SPL 3)
	BEST Literacy: 53-63
	TABE CLASE-E scale scores:
	Total Reading and Writing: 442-482
	Total Listening and Speaking: 450-485

Low Intermediate ESL	

Test Benchmark:
CASAS scale scores:
  Reading: 201-210
  Listening: 201-210
  Writing: 201-225
	BEST Plus: 439-472 (SPL 4)
	BEST Literacy: 64-67
	TABE CLASE-E scale scores:
	Total Reading and Writing: 483-514
	Total Listening and Speaking: 486-525

High Intermediate ESL	

Test Benchmark:
CASAS scale scores:
  Reading: 211-220
  Listening: 211-220
  Writing: 226-242
	BEST Plus: 473-506 (SPL 5)
	BEST Literacy: 68-75
	TABE CLASE-E scale scores:
	Total Reading and Writing: 515-549
	Total Listening and Speaking: 526-558

Advanced ESL	

Test Benchmark:
CASAS scale scores:
  Reading: 221-235
  Listening: 221-235
  Writing: 243-260
 	
Exit Criteria from Advanced ESL :
CASAS Writing: 261 and above
CASAS Reading and Listening: 236 and above
Oral BEST: 65 and above (SPL 7)
BEST Plus: 541 and above (SPL 7)
	BEST Plus: 507-540 (SPL 6)
	BEST Literacy: 76-78
	
	TABE CLASE-E scale scores:
	Total Reading and Writing: 550-607
	Total Listening and Speaking: 559-600

VI. ASSESSMENT OF DISTANCE LEARNERS

A. Definition of Distance Learning Programs
Distance learning programs are "non-classroom based" learning programs. In distance learning programs, students work alone, but have access to online, video, and/or print materials. Some distance programs are set up so that students work totally on their own, but there is another type of program known as "hybrid," meaning, "instruction that mixes face-to-face classroom learning with distance education methods."

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

Distance learners must be assessed under the same guidelines as all adult learners in the state. All components of the above assessment policy apply to distance education. Students in distance education must have at least 12 hours of contact with the program before they can be reported to the NRS.

B. Pre/Post-Testing Students
All North Carolina Basic Skills/literacy students must be pre-/post-tested by one of the following standardized assessments: BEST, BEST Plus, CASAS, TABE (Forms 9 & 10), TABE CLASE-E, or Workkeys. For distance learners enrolled in a blended course, assessment will be scheduled as part of the classroom hours for the course. This activity will be scheduled so that it corresponds to the appropriate numbers of hours of instruction for post-testing as indicated in the North Carolina's assessment policy. All assessments must occur in person, in secure, proctored settings, but it is permissible to arrange for remote testing locations that are more convenient for distance learners as long as all state requirements concerning assessment are met.

If a student cannot come to a face-to-face orientation/assessment session because they live at a distance from the program, the local program may decide to contact an educator in a public school, community college, college/university, or community-based organization who lives nearby the student and has experience administering the same Basic Skills/literacy standardized test that the program uses. Program staff should contact the educator to see if he/she would be willing to administer the tests. The tests should then be mailed to the educator with a self-addressed, stamped envelope for return. Once the educator administers the test, the test should be sent back to the program where the student is enrolled.

C. Counting Distance Education Hours
The NRS guidelines state that proxy contact hours must be developed using one of three specified models: clock time, teacher verification or learner mastery.   (Proxy hours are hours where exact time spent on various activities cannot be directly verified but are calculated, based on an approved distance education curriculum and a specific model for estimating time.) North Carolina will use all three models, depending upon which

curricula is used. (See attached chart to determine which model is used with each curricula.)

The clock time model may only be used with curricula that track the time the student interacts with the curricula and which also contain a mechanism to log students out of the program after a specified period of inactivity. One hour of clock time will be reported as one hour of instructional time.

- The verification model is based on a state assigning a predetermined number of proxy hours for completing activities (such as viewing a videotape and completing workbook lessons). North Carolina will use this model for most curricula that is not tracked by clock time. The state will use the number of proxy hours determined by Project IDEAL. If a program selects curricula which is not in Project IDEAL or counted by clock time, then the program must first pilot the curricula and conduct research on the hours that it takes students to finish the units, etc., then apply for permission to the System Office thirty days prior to offering the curricula. For example, students could keep logs of how long it takes them to complete assignments in a specific curricula. Once that information is gathered, the program may be able to get an average length of completion time per assignment. The program could then apply to use that curricula, using the average length of time per unit for the contact hours.

- North Carolina has opted to use a mastery model to assign proxy contact hours for Crossroads Café, with students being given ten proxy contact hours per unit as long as they demonstrate mastery of the material on a chapter quiz or test by getting 70% correct.

D. Curricula for Clock Time Use
Local programs may use any software/online programs designed to teach Basic Skills to adults if the system tracks time and logs students out after a preset period of inactivity. The following materials fit into the clock time model which means students' attendance will be computed by the actual minutes spent on the computer.
 (The following are just examples – any software/online program that tracks time and logs students out after a preset period of activity may be used.)

Examples of Clock Time Programs			
MHC GED Integrated Online	Clock	System must track time and log out students after preset period of inactivity	Recorded time in system.
MHC Pre-GED Integrated Online	Clock	System must track time and log out students after preset period of inactivity	Recorded time in system.
PLATO	Clock	System must track time and log out students after preset	Recorded time in system.

		period of inactivity	
SkillsTutor	Clock	System must track time and log out students after preset period of inactivity	Recorded time in system.

E. Curricula for Mastery & Teacher Verification Hours

Proxy hours may also be used for selected curricula in North Carolina. The following chart lists the proxy hours for materials to be used in North Carolina. (Note: If your program wants to use materials that are not on this chart or that use clock-time plus workbook/other activities, then you must conduct a pilot for determining proxy hours. See "How to Pilot a Distance Course to Determine Proxy Hours."

Number of Proxy Contact Hours for Selected Curricula in North Carolina			
Curriculum	**Model**	**Criteria for Awarding Proxy Contact Hours**	**Proxy Contact Hours Credit**
Crossroads Café	Mastery	Passed unit test @ ≥70%	10 hours per unit; total possible PCH = 260
English for All	Mastery	Passed unit test @ ≥70%	6 hours per unit; total possible PCH = 120
GED Connection	Teacher Verification	Video: student self-report to teacher Workbook: teacher determines % of work completed Internet Activities: teacher determines work completed Internet Module: teacher validates w/questioning whether student has engaged Practice Tests: online and print based	Video: .5 hrs Workbook: ≥75% of activities completed = 4 hrs; 50-74% = 2 hrs Internet Activities: 1 hr per activity; total possible PCH = 43 Modules: 3 hrs per module; total possible PCH = 15 Tests: 1 hr per; total possible PCH = 22
GEDi (GED Illinois)	Mastery	Passed unit test	50 minutes per unit completed
Workplace Essential Skills**	Teacher Verification	Video: student self-report to teacher Workbook: teacher determines % of work completed	Video: .5 hrs Workbook: ≥75% of activities completed = 2 hrs; 50-74% = 1 hrs; total possible PCH = 48

Number of Proxy Contact Hours for Selected Curricula in North Carolina			
Curriculum	**Model**	**Criteria for Awarding Proxy Contact Hours**	**Proxy Contact Hours Credit**
		Internet Activities: teacher determines % of work completed Preview and Review Tests: print based	Internet Activities: ≥75% of activities completed = 2.5 hrs; 50-74% = 1.5 hrs; total possible PCH = 60 Tests: 1 hr per; total PCH possible = 8

F. How to Pilot a Distance Course to Determine Proxy Hours

Programs that want to use curricula which are not on the above chart or that use clock-time plus workbook/other activities, then you must conduct a pilot for determining proxy hours. Once the type of distance education curricula is selected, program staff should conduct a pilot project using the curricula to determine how many proxy hours should be counted. One way to determine contact hours is to have students keep a log of the time that students work on each activity, then get an average per all students who worked on the activity. While the study is being conducted, programs will not count contact hours for the students involved in the study. After the study is conducted, programs must submit a "Distance Learning Course Approval Application" to the Associate Vice President of Basic Skills for approval which includes an estimated number of contact hours per unit.

Examples Of Methods For Determining Proxy Contact Hours.

How to Conduct a Study
A study provides a research basis for assigning proxy contact hours. One approach that has been used includes the following steps. Note that this is a very basic overview.

- Recruit a sample of classroom teachers to track how long they spend teaching the curriculum content in the classroom, on a unit by unit basis.

- Look at the average times for each unit and assign proxy contact hours based on that data. (either a set proxy hours for all units or proxy hours that vary by unit depending upon the amount of work involved).

- Recruit a sample of distance teachers to track how long it takes their students to complete the instructional units.

- Compare this to the proxy contact hour assignments established and adjust proxy contact hours as needed.

G. Application for Getting Proxy Hours Approved

Distance Learning Course Approval Application
Name of Proposed Course:
Total Number of Recommended Contact Hours for the Course:_____ Rationale for Number of Contact Hours:
Give a brief overview of the course (include materials/products/curriculum to be used).
Describe the time frame for the project date (date course begins/date course ends).
Briefly describe the following course details: • Recruitment • Orientation • Materials delivery & exchange (distribution of print, video, etc.) • Methods for supporting learners at a distance (teacher-student strategies, learner support groups)
Describe the evaluation process (including course evaluation and student evaluation – type of Basic Skills assessment to be used and how it will be administered.)
Mail or Email to: **Randy Whitfield** **North Carolina Community College System Office** **5016 Mail Service Center** **Raleigh, NC 27699-5016** **Email: randyw@ncccs.cc.nc.us**

APPENDIX

VII. APPENDIX

A. Recommended Timeframes for Pre- and Post-testing Adult Education Assessments

Test Name	Recommended Pre- and Post-testing Timeframes	Contact/Notes
ACT/ Workkeys	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.	Barb Ciha Placement Programs barb.ciha@act.org
Basic English Skills Test (BEST) Literacy BEST Plus	60 hours minimum; 80-100 hours recommended If the hours for a course of instruction exceed the recommended number of hours, post-testing may most appropriately take place at the end of the instructional session. Because program-related factors such as intensity of instruction, class size, teacher training and experience, and use of appropriate curricula and materials will affect language learning proficiency gains, programs should consider these factors when determining timing for pre- and post-testing.	Frank Finamore *BEST Plus* Project Manager Center for Applied Linguistics frank@cal.org, 202-362-0700
CASAS	70-100 hours (40 hours is the minimum) 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	From Linda Taylor, Director of Assessment Development, CASAS, 800-255-1036, ext. 186, ltaylor@casas.org, www.casas.org

Test Name	Recommended Pre- and Post-testing Timeframes	Contact/Notes
	than the recommended number of hours to post-test. Programs offering high intensity courses (e.g., class meets more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hours of instruction. Programs offering low intensity courses with less than 70 hours in a semester, quarter, term, or other block of instruction, may choose to post-test at the end of the instructional period. Programs may choose to assess students who indicate they are leaving the program before the scheduled post-test time, to maximize collection of paired test data.	
TABE, Forms 9 and 10 TABE CLASE-E	If the pre- and posttest are for the same level but using a different form (e.g., (TABE 9 Level M to TABE 10 level M): 60 hours. If the pre- and posttest are for with the same level and use the same form (e.g., TABE 9 level M to TABE 9 level M): 120 hours. CTB/McGraw-Hill suggests the pre- and post-test guidelines	Michaeline M. Powell, District Manager CTB/McGraw-Hill mpowell@ctb.com 703.698.1325

Test Name	Recommended Pre- and Post-testing Timeframes	Contact/Notes
	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. 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.	

B. Additional CASAS Information

CASAS Series Approved for Use by WIA Funded Local Agencies

CASAS ASSESSMENT Series — What basic skills are assessed in each series?	Citizenship	Employability Competency System	Life and Work	Life Skills	POWER	Secondary Assessment	Workforce Learning Systems (WLS)	
Reading	✓	✓	✓	✓	✓	✓	✓	*Standardized Multiple Choice*
Math		✓		✓	✓	✓	✓	
Listening		✓		✓			✓	
Writing		✓	✓	✓		✓	✓	*Standardized Performance Based*
Speaking	✓	✓	✓	✓	✓		✓	
Which programs use what series?								
ESL	✓	✓	✓	✓			✓	
ABE		✓	✓	✓	✓		✓	
ASE		✓	✓	✓		✓	✓	

Alternate Forms/Use of Appraisal/Subtests

Tables 5A through 5G — CASAS Test Forms by Skill Areas, Levels, and Series — are presented below. At each level multiple forms are listed; these are alternate forms for post-testing. In some instances an "X" follows a test form number (e.g., 32X). These tests are extended range tests and may be used as an additional post-test within that specified level (for example, 32 and 32X are alternative forms for 31, all at level A). This table also lists the appropriate appraisal test(s) to accompany different CASAS test series.

Tables 5A -5G: CASAS Test Forms by Skill Areas, Levels, and Series
Table 5A   Reading (R) (ABE/ABE/ESL)

Level	Life Skills Series	Life & Work Series	ECS Series	WLS Series	Citizenship Series
Beg. Literacy	27 28	27 28	27 28		27 28
A	31 32	81 82	11 12		951 952
AX	32 X	81 X 82 X			951 X 952 X

Level					Secondary Assessment Series
B	33 34	83 84	13 14 114	213 214	
BX	34 X				
C	35 36	85, 86* 185 186	15 16 116	215 216	**Secondary Assessment Series**
D	37 38	187 188	17 18	217 (id) 218 (id)	513 514

Appraisal	20 or 30	20, 30, 120 or 130	120 or 130	220 or 230

*workplace focused
id = in development

Table 5B Math (M) (ABE/ASE)

Level	Life Skills Series	ECS Series	WLS Series	Secondary Assessment
A	31 32	11 12		
B	33 34	13 14	213 214	
C	35 36	15 16	215 216	
D	37 38	17 18	217 (id) 218 (id)	505 506

Appraisal	30	120 or 130	220 or 230	

id = in development

Table 5C   Listening (L) (ESL)

Level	Life Skills Series	Life and Work Series	ECS and WLS Series
A	51 52	(id)	51 52
B	53 54	(id)	63 64
C	55 56	(id)	65 66

Appraisal	20	(id)	20

id = in development

Table 5D   Writing (W) (ABE/ASE/ESL)

Level	Form #	Task	Notes
A - D	410 411	Form Form	Tests "filling out a form" (consumable)
A - D	460 461 462 463	Pictures: Grocery Store (revised) Accident (revised) Department Store (revised) Street Scene (revised*)*	Prompts are laminated and reusable Tests "writing a narrative"
A - D	464 465 466	Workplace Pictures: Restaurant Warehouse Hotel	Prompt is laminated and reusable Tests "writing a narrative"
A	430 431	Inventory Inventory	Package of test sheets includes test administration directions Tests "filling out a simple inventory form" (consumable)
A	440 441	Note Note	Package of test sheets includes test administration directions Tests "writing a short note" (consumable)
B - D	450	Letter	Write letter to a mayor

Table 5E   Speaking (S) (ESL)

Level	Form #	Series	Content
A - D	973 974	Citizenship	Simulates USCISoral citizenship interview
A - D	820 821	WLS	Assesses speaking ability in workplace contexts, including workplace safety and customer service

Table 5F   Government and History for Citizenship (C) (ESL)

Level	Form #	Series	Content
B - C	963 964	Citizenship	Multiple-choice questions Tests knowledge of U.S. government and history

Table 5G   Special Needs (for learners with developmental disabilities)

Level	POWER	Adult Life Skills (R)
Beginning Literacy	305 Workplace & Employability Skills	27 28
AA		310 311
AAA	303 Community Access	320 321
AAAA	301 (id) Independent Living	332 331
AAAAA		342 343*