



**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

*R. Scott Ralls, Ph.D.*

*President*

**MEMORANDUM**

**TO:** Basic Skills Directors

**FROM:** Alan Tucker, Ed.D.  
Director of Program Quality and Accountability  
College and Career Readiness Department

**DATE:** August 27, 2014

**SUBJECT: College and Career Readiness: Updated Assessment Policy**

In order to comply with the Office of Career, Technical, and Adult Education (OCTAE) requirements, the North Carolina College and Career Readiness Assessment Policy is reviewed, revised when applicable, and approved each year. This year several revisions have been made to improve readability and to clarify some common misconceptions. Distinctions between required and recommended testing requirements have been made as well.

The attached policy has been reviewed and approved by the OCTAE staff and the College and Career Readiness State Leadership Advisory Board, and it should be used for the program year running July 1, 2014 through June 30, 2015.

For questions or concerns regarding basic skills policies or processes please contact either:

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c: CC Presidents  
CC Continuing Education Officers  
CC Chief Academic Officers

**NORTH CAROLINA**  
**COLLEGE AND CAREER READINESS**  
**ASSESSMENT MANUAL**



*North Carolina Community College System*

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*July 2014 - June 2015*

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## **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 approved by 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), General Assessment of Instructional Needs (GAIN), Test of Adult Basic Education (TABE), TABE Complete Language Assessment System-English (TABE CLAS-E), Basic English Skills Test (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 and standardized manner. Uniform testing procedures are also necessary to allow for comparability across programs within the state. Since current state funding is tied to program outcome measures, it is important that all programs use standardized assessments in the same manner.

All NRS approved 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. 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	ASE
CASAS	√	√	√
GAIN, Forms A & B	√		√
TABE, Forms 9 & 10	√		√
TABE CLAS-E		√	
BEST Literacy/BEST Plus		√	

**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. Additionally, informal assessment serve an important role in determining student readiness for approved NRS assessments. However, informal assessments **may not be used to determine federal educational functioning levels.**

### **3. Initial Test/Pre-test**

The initial assessment, or pre-test, 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 pre-test, must be administered within the first twelve hours of class. Students will be placed based on the lowest EFL of the placement tests given. When 2 or more tests have the same EFL then placement is determined by the lowest scale score. In the event that scale scores are identical then default placement is based on subject with the order being (1)Reading, (2)Math, and (3)Language for ABE/ASE and (1)Reading, (2) Listening, and then (3)Speaking for ESL.

### **4. Progress/Post-test**

NRS approved tests given after the initial placement test, which correspond to the manufacturer and subject area, are considered post-tests. For example, if a student has an initial placement based on a CASAS Reading test then only the administration of a different CASAS Reading test form will count as a post-test. A student may have multiple post-tests; however, identical tests (Form and Level) should not be administered consecutively. For example, if a student takes a TABE M-9 Math pre-test then the next test they take can be TABE Math M10, D9, D10, A9, or A10. North Carolina requires local programs to post-test a minimum of 65% of its students served for twelve hours or more annually.

Educational gain is determined by comparing the student's initial federal educational functioning level with his/her highest EFL achieved in that same subject throughout the program year. For example, gains would be credited for a student who had a pre-test on TABE Math M9, took a M10 Math test, and then later made a gain by retaking the M9 Math test.

## **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, GAIN (Forms A & B), TABE (Forms 9 & 10), TABE CLASE-E, BEST Literacy, and BEST Plus. Appraisals and locator tests are short assessments designed to accurately determine the appropriate pre-test level for students. An appraisal or locator test should be used to ensure that appropriate decisions are made regarding the pre-test form to administer, and selection of short- and long-term instructional goals. Students must be placed in an EFL level based on the lowest EFL outcome of the placement tests given.

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 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 based on Educational Functioning Level (EFL), scale score, or subject, in that order. 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 EFL should also 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 fewer than the minimum number of hours for each assessment (40 for CASAS; 60 for GAIN; 40 for TABE for NRS Levels 1-4 (ABE), 30 for TABE for NRS levels 5-6 (ASE), 50 for TABE CLAS-E, 60 for BEST Literacy and Best Plus. Different test forms must be used for pre- and post-tests in order to ensure score validity. 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 a High School Equivalency (HSE) test might not be attainable until a student takes a math class; therefore, passing the HSE 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 College and Career Readiness, 919-807-7132, [whitfieldr@nccommunitycolleges.edu](mailto:whitfieldr@nccommunitycolleges.edu), or Dr. Alan Tucker, Director of Program Quality and Accountability, 919-807-7134, [tuckera@nccommunitycolleges.edu](mailto:tuckera@nccommunitycolleges.edu).

Individuals requiring information on training for various assessments or to get a schedule of training for CASAS, BEST-Plus, GAIN (Forms A & B), TABE (Forms 9 & 10), and TABE CLAS-E should contact [Diane Steinbeiser, Coordinator of Adult and Secondary Education, 919-807-7214, steinbeiserd@nccommunitycolleges.edu](mailto:steinbeiserd@nccommunitycolleges.edu)

### 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, GAIN (Forms A & B), TABE – Forms 9 & 10, TABE CLASE-E, BEST Literacy, or 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 (Forms 27, 28, 310, or 311) and if no valid score is achieved then they should be entered into the appropriate data system with an educational functioning level of ABE Beginning Literacy. This is achieved by entering in the lowest possible scale score for the given tests (163 for the 310/311 series or as a 153 for the 27/28 series).

#### B. Assessments Permitted

The following assessments meet the NRS requirements and may be used by local programs for reporting EFL placement and gains. For a list of all assessment forms, please see the appendix at the end of this manual. 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.

TEST	ABE	ESL	ASE
CASAS	√	√	√
GAIN (Forms A & B)	√		√
TABE (Forms 9 & 10)	√		√
TABE CLAS-E		√	
BEST Literacy/BEST Plus		√	



### C. Subject Areas Assessed

TEST	Reading	Math	Writing	Listening	Other
CASAS	√	√	√	√	Speaking Government & History
GAIN ( Forms A & B)	√	√	√		
TABE, Forms 9 & 10	√	√			Language
BEST Literacy/BEST Plus	√		√	√	Communication Fluency Pronunciation
TABE CLAS-E	√		√	√	Speaking

### E. Pre-Test Requirement

Pre-tests should be administered prior to enrollment or within the first twelve hours of enrollment. In order to accommodate this, once an initial assessment is given, all tests to be counted towards initial assessments must be entered within 3 days of the first assessment's entry date.

### F. Appraisal/Locator

Appraisals and locator tests are short assessments designed to accurately determine the appropriate pre-test level for students. If the NRS approved assessment being used has an appraisal or locator test, then those tests **must** be administered prior to 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-test form for each student. GAIN does not have a locator or appraisal component, as all students at any level can accurately be tested on the same GAIN Form A & B. 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. Recommended Post-Testing Guidelines

The **recommended** post-testing hours serve as a guide for optimal results according to the test manufacturers. These hours represent the suggested time frame in which level gains are most likely to occur. In order to provide the best chance for success on NRS post-tests, programs should strive to give the approved post-tests after the recommended number of instructional hours suggested by the test manufacturer. Recommended instructional hours for post-testing are listed below.

## Manufacturer's Recommended Post-testing Requirements

Using Different Test Forms	Using the Same Test Form
<b>CASAS</b>	70-100 Hours
<b>TABE (NRS Lvl. 1-4)</b>	50-60 Hours
<b>TABE (NRS Lvl. 5-6)</b>	30-59 Hours
<b>GAIN</b>	60 Hours
<b>TABE Clas-E</b>	60-95
<b>Best Plus</b>	80-100 Hours
<b>Best Literacy</b>	80-100 Hours

\*Note: Although there are allowances for retesting students with the same test form with more hours in between, programs should use different forms for pre-tests and post-tests for ease of record keeping and tracking.

It is suggested that programs testing Developmentally Disabled students allow 200 hours of instruction between pre- and post-testing.

### I. Minimum Post-Testing Guidelines

The **minimum** post-testing requirements serve as the fewest contact hours for which the test manufacturers believe valid post-testing outcomes will occur with their given tests. **Testing should not occur when a student has accrued less than the minimum hours for a given test since the administration of the corresponding pre-test.**

There are no exceptions that allow testing before the minimum number of hours set by the test manufacturers listed below.

### Manufacturer's Minimum Post-testing Requirements

<b>CASAS</b>	40 Hours
<b>TABE (NRS Lvl. 1-4)</b>	40 Hours
<b>TABE (NRS Lvl. 5-6)</b>	30 Hours
<b>GAIN</b>	60 Hours
<b>TABE Clas-E</b>	50 Hours
<b>Best Plus</b>	60 Hours
<b>Best Literacy</b>	60 Hours

For TABE, the minimum number of hours for retesting students at the NRS level 5 or 6 (ASE) is 30 hours. For the minimum hours to be set at 30 instead of 40, students must have a current placement at the ASE Low or ASE high level.

### J. General Testing Practices

Programs should follow the recommended testing guidelines (section H) as the basis for post-testing for the best results. However, the minimum testing guidelines (Section I) may be applied on a case-by-case basis. Three general rules that programs can follow when determining when to post-test a student are:

1. Programs may assess individual learners who indicate they are leaving the program before the scheduled post-test time; provided the student has accumulated the minimum required hours of instruction.
2. Programs may assess individual learners who may otherwise be unable to post-test before the end of the program year; provided the student has accumulated the minimum required hours of instruction.
3. Programs may assess individual learners who have shown proficiency via informal assessments; provided the student has accumulated the minimum required hours of instruction.

Strong educational practices include the utilization of informal assessments to determine the post-test readiness of students. Programs should avoid over testing which may lead to testing fatigue and frustration. Striving to meet the recommended testing guidelines (Section H) while utilizing the minimum testing guidelines (Section I), when applicable, serves to address this concern.

### **K. CASAS- Low/High Intensity Classes**

CASAS provides specific guidance for the administration of its tests in programs with unique intensity and duration formats.

Programs offering **low intensity courses** that offer fewer than the CASAS recommended hours in a semester, quarter, term, or other substantial block of instruction, should allow more time before testing administering a CASAS post-test.

Programs offering **high intensity courses** (for example, a class meeting more than 15 hours per week) may choose to test with CASAS 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.

### **L. Lowest Score Determines Placement**

Students should be placed into federal educational functioning levels (EFL) based on the lowest EFL outcome of the placement tests given. If a student takes both the TABE math and reading tests, scoring High Intermediate ABE on math and Low ASE on reading, that student should be placed in High Intermediate ABE based on the math test score.

### **M. 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. 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 maintained by the local programs including: name of individual trained, date of training, name of person conducting training, and name of assessment(s).

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 any **NRS approved** assessment must complete training by certified trainers. Assessment training sessions will be listed on the College and Career Readiness training calendar (<http://www.nccommunitycolleges.edu/college-and-career-readiness/training-calendar>). At least one person from each program **must** 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.

## **N. 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, **as defined by the local program**. The documentation must show that the disability interferes with the learner’s ability to demonstrate performance on the test. The information **may** come from a doctor’s report, a diagnostic assessment from a certified professional, and/or other clinical records.

Local test administrators may approve some accommodations in test administration procedures without **approval from** the testing manufacturer; however, the test manufacturer’s guidelines for testing accommodations must still be followed. 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 CLAS-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=10134198673262121&FOLDER%3C%3Efolder\\_id=9852723696548715&ASSORTMENT%3C%3East\\_id=1408474395213825&bmUID=1245699937072](http://www.ctb.com/mktg/aag/aag_overview.jsp?CONTENT%3C%3Ecnt_id=10134198673262121&FOLDER%3C%3Efolder_id=9852723696548715&ASSORTMENT%3C%3East_id=1408474395213825&bmUID=1245699937072)

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 a **private** 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 without diagnostician signed paperwork may be provided reading glasses, magnifying glasses, and additional or reduced lighting.

Further accommodations for GAIN assessments may be located in the GAIN Administrator's Guide or by contacting Wonderlic directly 800.323.3742.

## **O. Braille and Spanish Testing Forms**

Alternative formats of the TABE and CASAS tests, such as Braille and Spanish, are available, but not all of these forms are approved for reporting students to NRS. Listed below are charts detailing acceptable testing forms.

### **1. TABE**

Most versions of the **TABE forms 9 & 10** are approved for NRS reporting. These include the complete battery and survey in paper, online, LAN (PC), Large Print, and Braille versions. TABE audio versions and TABE Adaptive are not approved formats for NRS reporting.

The TABE Spanish tests are based on forms 7 & 8 and are **NOT NRS APPROVED.**

### **2. CASAS**

All versions of CASAS listed in the Appendix are approved for NRS reporting.

The **Braille versions of the CASAS test are NOT NRS APPROVED.**

Additionally, the **Spanish versions of the CASAS tests are NOT NRS APPROVED** either.

## 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, ESL, ASE, AHS
GAIN	ABE, ASE, AHS
TABE, Forms 9 & 10	ABE, ASE, AHS
TABE CLAS-E	ESL
BEST Literacy/BEST Plus	ESL

### **C. Alternate Forms/Use of Appraisal/Subtests**

Test	Alternate Forms/Use of Appraisal/Subtests
CASAS	The 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),
GAIN, Forms A & B	GAIN does not require a locator/appraiser test. All students can be tested on the same GAIN Form (A or B). GAIN consists of two 45 minute sections (English, math). GAIN English measures Reading, Grammar/Usage/Style. GAIN Math measures Arithmetic, Rational Numbers, Operations & Charts/Graphs, Algebra, Geometry & Trigonometry.
TABE, Forms 9 & 10	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.
TABE CLAS-E	
BEST Literacy/BEST Plus	The BEST Literacy Skills Section provides scores for <ul style="list-style-type: none"> <li>• Reading</li> </ul> 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. <ul style="list-style-type: none"> <li>• Oral English communication</li> <li>• Language from personal, community, and occupational domains</li> <li>• Real-life communication tasks such as providing personal information, describing situations, and giving and supporting an opinion</li> </ul>

	BEST Plus distinguishes performance over the full range of English proficiency levels represented in adult education programs - from Beginning ESL Literacy to ESL Advanced in the NRS.
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#### ***D. Training Requirements***

<b>Test</b>	<b>Training Requirements</b>
CASAS	<p>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.</p> <p>Separate CASAS Implementation trainings have been developed for ABE/ASE, ESL, and Employability Skills, CASAS Functional Writing, Citizenship, and Workplace Speaking, among others.</p> <p>The North Carolina Community College System requires all local agencies to comply with the CASAS training policy presented above.</p>
GAIN, Forms A & B	All Basic Skills/literacy staff who assess students must be Certified by Wonderlic and Trained in GAIN administration and test result interpretation, and how to navigate the Wonderlic Online interface. Wonderlic certification is good for two years.
TABE, Forms 9 & 10 TABE CLAS-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.
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***

<b>Test</b>	<b>Time When Post-Testing Should Occur</b>
CASAS	<p>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:</p> <ul style="list-style-type: none"> <li>➤ Programs offering <b>high</b> 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.</li> <li>➤ Programs offering <b>low</b> intensity courses with fewer than 70 hours in a semester, quarter, term, or other substantial block of instruction, should strive to test at a greater interval of hours.</li> <li>➤ Programs may assess students who have shown proficiency through informal assessment provided they meet the minimum 40 hours of instruction.</li> <li>➤ The minimum number of hours between pre- and post-testing is 40. Testing for low intensity courses <b>must not</b> occur below the minimum 40 hour threshold.</li> </ul>

	<p>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 40 hours of instruction.</p> <p>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 pre-test for the next semester or reporting period, provided that the interim does not exceed three 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 month window. This policy is designed to reduce or eliminate unnecessary testing.</p>
GAIN, Forms A & B	Agencies should administer post-tests, using an alternate form of the pre-test, after 60 hours of educational instruction.
TABE, Forms 9 & 10 TABE CLAS-E	<p>If the pre- and post-test are for the same level but using a different form (e.g., (TABE 9 Level M to TABE 10 level M): 60 hours for students at NRS Levels 1-4, and 30 hours for students at NRS levels 5-6.</p> <p>If the pre- and post-test are for with the same level and use the same form (e.g., TABE 9 level M to TABE 9 level M): 120 hours.</p> <ul style="list-style-type: none"> <li>➤ Programs may assess individual learners who indicate they are leaving the program before the scheduled post-test time provided the student has accumulated the minimum required hours of instruction.</li> <li>➤ Programs may assess individual learners who may otherwise be unable to post-test before the end of the program year; provided the student has accumulated the minimum required hours of instruction.</li> <li>➤ Programs may assess individual learners who have shown proficiency via informal assessments provided the student has accumulated the minimum required hours of instruction.</li> </ul> <p>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.</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>
BEST Literacy/BEST Plus	60 hours minimum; 80-100 hours recommended



	<p>If the hours for a course of instruction exceed the recommended number of hours, for post-testing then post-testing 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 post-testing. The minimum number of hours between pre- and post-testing is 60 hours.</p>
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***F. Guidelines for Raw Score Conversion to Scale Scores/Using Scale Scores to Place Learners into NRS Levels***

<b>Test</b>	<b>Guidelines for Raw Score Conversion to Scale Scores and Using Scale Scores to Place Learners into NRS Levels</b>														
CASAS	<p>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 pre-tests 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 pre-test to administer.</p>														
GAIN, Forms A & B	<p>GAIN content was designed as per the Educational Functioning Level (EFL) definitions. GAIN reports an EFL and scale score.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">GAIN English:</td> <td style="width: 50%;">GAIN Math:</td> </tr> <tr> <td>EFL-1: 200-406</td> <td>EFL-1: 200-314</td> </tr> <tr> <td>EFL-2: 407-525</td> <td>EFL-2: 315-522</td> </tr> <tr> <td>EFL-3: 526-661</td> <td>EFL-3: 523-669</td> </tr> <tr> <td>EFL-4: 662-746</td> <td>EFL-4: 670-775</td> </tr> <tr> <td>EFL-5: 747-870</td> <td>EFL-5: 776-854</td> </tr> <tr> <td>EFL-6: 871-1000</td> <td>EFL-6: 855-1000</td> </tr> </table>	GAIN English:	GAIN Math:	EFL-1: 200-406	EFL-1: 200-314	EFL-2: 407-525	EFL-2: 315-522	EFL-3: 526-661	EFL-3: 523-669	EFL-4: 662-746	EFL-4: 670-775	EFL-5: 747-870	EFL-5: 776-854	EFL-6: 871-1000	EFL-6: 855-1000
GAIN English:	GAIN Math:														
EFL-1: 200-406	EFL-1: 200-314														
EFL-2: 407-525	EFL-2: 315-522														
EFL-3: 526-661	EFL-3: 523-669														
EFL-4: 662-746	EFL-4: 670-775														
EFL-5: 747-870	EFL-5: 776-854														
EFL-6: 871-1000	EFL-6: 855-1000														
TABE, Forms 9 & 10 TABE CLAS-E	See TABE 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. Standardized Assessment Checklist**

<b><i>Standardized Assessment Checklist</i></b>	
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) including strict adherence to time limits, etc.	
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).	
12. Test materials are stored in a secure locked location when not in use.	

## **2. Information Regarding Purchasing of Assessments**

CASAS	<p>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 <a href="mailto:training@casas.org">training@casas.org</a> to schedule training.</p> <p>Complete your order form</p> <p>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.</p> <p>Place your order</p> <p>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.</p> <p>FAX: 858-292-2910</p> <p>Mail: CASAS, 5151 Murphy Canyon Road, Suite 220, San Diego, CA 92123</p> <p>For more information on training requirements, contact the Training and Implementation team at <a href="mailto:training@casas.org">training@casas.org</a>. For more information on placing an order, contact Customer Service at 1-800-255-1036.</p>
GAIN, Forms A & B	<p>Contact your Steck-Vaughn representative for more information and/or contact the Steck-Vaughn division of Houghton Mifflin Harcourt to place an order for GAIN. Phone 800.289.4490</p>
TABE, Forms 9 & 10 TABE CLAS-E	<p>McGraw Hill Contemporary website: <a href="http://www.mhcontemporary.com"><b>www.mhcontemporary.com</b></a></p> <p>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.</p> <p><b>Choose any of the following alternative methods to expedite your purchase order:</b></p> <p><b>Email purchase orders to</b> <a href="mailto:MMH_OrderServices@Mcgraw-Hill.com"><u>MMH_OrderServices@Mcgraw-Hill.com</u></a> Send your order to <a href="mailto:MMH_OrderServices@Mcgraw-Hill.com"><u>MMH_OrderServices@Mcgraw-Hill.com</u></a>, and optionally request an order confirmation.</p> <p><b>Fax orders toll free at (800) 998-3103</b></p> <p>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.</p> <p><b>Phone orders toll free at (800) 621-1918, prompt 1</b></p> <p>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.</p> <p>For information on products or if a Contemporary sales representative is not available in your area, please call our hotline at (800) 621-1918.</p> <p><b>Order by mail</b></p> <p>Send us your purchase order and make sure to include your official purchase order number and an authorized signature. Mail your orders to:</p>

	<p>Wright Group/McGraw-Hill  220 East Daniieldale Road  DeSoto, TX 75115-2490</p> <p><b>Order from your Contemporary representative</b>  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: <a href="mailto:GaryRubin23@aol.com">GaryRubin23@aol.com</a></p>
<p>BEST  Literacy/BEST  Plus</p>	<p>The <i>CAL Store</i> at <a href="http://www.calstore.cal.org/store/topics/bestplus.aspx">www.calstore.cal.org/store/topics/bestplus.aspx</a> allows you to order by credit card online. They accept Visa, MasterCard, Discover, 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:  <i>(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.)</i></p> <p><b>CAL Store</b>  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.</p> <p>In all cases, CAL must receive a <b>signed</b> purchase order on your organization's letterhead. They must receive your signed P.O. by fax (888-700-3629) or mail <b>before</b> shipping your order. <b>This applies even if you have ordered online and provided a P.O. number at checkout.</b> Please ensure that your purchase order includes the correct CAL Store shipping charges and sales tax (if applicable). You may consider using the <i>CAL Store's</i> shopping cart to help calculate the total charges <i>prior</i> to filling out your official purchase order. The mailing address is:</p> <p><b>CAL Store</b>  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 <i>CAL Store</i>, please mail your payment along with a copy of the invoice to:  <b>Center for Applied Linguistics</b>  ATTN: CAL Store  P. O. Box 630948  Baltimore, MD 21263-0948</p>

## V. EDUCATIONAL FUNCTIONING LEVELS

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

<b>Beginning ABE Literacy</b>		
<p><b>Test Benchmark:</b>  <i>TABE (9–10) scale scores (grade level 0–1.9):</i>                      Reading: 367 and below                      Total Math: 313 and below                      Language: 389 and below</p>	<p><b>GAIN scale scores:</b>  <i>English: 200-406</i>  <i>Math: 200-314</i></p>	<p><b>CASAS scale scores:</b>                      Reading: 200 and below                      Math: 200 and below                      Writing: 200 and below</p>
<b>Beginning Basic Education</b>		
<p><b>Test Benchmark:</b>  <i>TABE (9–10) scale scores (grade level 2–3.9):</i>                      Reading: 368–460                      Total Math: 314–441                      Language: 390–490</p>	<p><b>GAIN Scale Scores:</b>  <i>English: 407-525</i>  <i>Math: 315-522</i></p>	<p><b>CASAS scale scores:</b>                      Reading: 201–210                      Math: 201–210                      Writing: 201–225</p>
<b>Low Intermediate Basic Education</b>		
<p><b>Test Benchmark:</b>  <i>TABE 9–10) scale scores (grade level 4–5.9):</i>                      Reading: 461–517                      Total Math: 442–505                      Language: 491–523</p>	<p><b>GAIN Scale Scores:</b>  <i>English: 526-661</i>  <i>Math: 523-669</i></p>	<p><b>CASAS scale scores:</b>                      Reading: 211–220                      Math: 211–220                      Writing: 226–242</p>
<b>High Intermediate Basic Education</b>		
<p><b>Test Benchmark:</b>  <i>TABE (9–10) scale scores (grade level 6–8.9):</i>                      Reading: 518–566                      Total Math: 506–565                      Language: 524–559</p>	<p><b>GAIN Scale Scores:</b>  <i>English: 662-746</i>  <i>Math: 670-775</i></p>	<p><b>CASAS scale scores:</b>                      Reading: 221–235                      Math: 221–235                      Writing: 243–260</p>

<b>Low Adult Secondary Education (HSE &amp; Adult High School)</b>		
<p><b>Test Benchmark:</b>  <i>TABE (9–10) scale scores (grade level 9-10.9):</i>                      Reading: 567–595                      Total Math: 566–594                      Language: 560–585  <b>CASAS scale scores:</b>                      Reading: 236–245                      Math: 236–245                      Writing: 261–270</p>	<p><b>GAIN Scale Scores:</b>  <i>English: 747-870</i>  <i>Math: 776-854</i></p>	

<b>High Adult Secondary Education (HSE &amp; Adult High School)</b>	
<p><b>Test Benchmark:</b>  <i>TABE (9–10) scale scores (grade level 11-12):</i>            Reading: 596 and above            Total Math: 595 and above            Language: 586 and above</p> <p><i>CASAS scale scores:</i>            Reading: 246 and above            Math: 246 and above            Writing: 271 and above</p>	<p><b>GAIN Scale Scores:</b>  <i>English: 871-1000</i>  <i>Math: 855-1000</i></p>

<b>Beginning ESL Literacy</b>	
<p><b>Test Benchmark:</b>  <i>CASAS scale scores:</i>            Reading: 180 and below  <b>L&amp;W Listening: 162-180 and below</b></p>	<p><i>BEST Plus: 400 and below (SPL 0-1)</i>  <i>BEST Literacy: 0-7 (0-20)</i>  <i>TABE CLAS-E scale scores:</i>            Total Reading and Writing: 225-394</p>
<b>Low Beginning ESL</b>	
<p><b>Test Benchmark:</b>  <i>CASAS scale scores:</i>            Reading: 181-190  <b>L&amp;W Listening: 181-189</b>            Writing: 136-145</p>	<p><i>BEST Plus: 401-417 (SPL 2)</i>  <i>BEST Literacy: 21-52</i>  <i>TABE CLAS-E scale scores:</i>            Total Reading and Writing: 395-441            Total Listening and Speaking: 408-449</p>
<b>High Beginning ESL</b>	
<p><b>Test Benchmark:</b>  <i>CASAS scale scores:</i>            Reading: 191-200  <b>L&amp;W Listening: 190-199</b>            Writing: 146-200</p>	<p><i>BEST Plus: 418-438 (SPL 3)</i>  <i>BEST Literacy: 53-63</i>  <i>TABE CLAS-E scale scores:</i>            Total Reading and Writing: 442-482            Total Listening and Speaking: 450-485</p>
<b>Low Intermediate ESL</b>	
<p><b>Test Benchmark:</b>  <i>CASAS scale scores:</i>            Reading: 201-210  <b>L&amp;W Listening: 200-209</b>            Writing: 201-225</p>	<p><i>BEST Plus: 439-472 (SPL 4)</i>  <i>BEST Literacy: 64-67</i>  <i>TABE CLAS-E scale scores:</i>            Total Reading and Writing: 483-514            Total Listening and Speaking: 486-525</p>
<b>High Intermediate ESL</b>	
<p><b>Test Benchmark:</b>  <i>CASAS scale scores:</i>            Reading: 211-220            L&amp;W Listening: 210-218            Writing: 226-242</p>	<p><i>BEST Plus: 473-506 (SPL 5)</i>  <i>BEST Literacy: 68-75</i>  <i>TABE CLAS-E scale scores:</i>            Total Reading and Writing: 515-549            Total Listening and Speaking: 526-558</p>

<b>Advanced ESL</b>	
<p><b>Test Benchmark:</b>  CASAS scale scores:  Reading: 221-235  L&amp;W Listening: 219-227  Writing: 243-260</p> <p><b>Exit Criteria from Advanced ESL :</b>  <b>CASAS Writing: 261 and above</b>  <b>CASAS Reading and Listening: 236 and above</b>  <b>Oral BEST: 65 and above (SPL 7)</b>  <b>BEST Plus: 541 and above (SPL 7)</b></p>	<p><i>BEST Plus:</i> 507-540 (SPL 6)  <i>BEST Literacy:</i> 76-78  <i>TABE CLAS-E scale scores:</i>  Total Reading and Writing: 550-607  Total Listening and Speaking: 559-600</p>

## **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**. 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 **NRS approved** assessments: BEST, BEST Plus, CASAS, GAIN (Forms A & B), TABE (Forms 9 & 10), or TABE CLAS-E. For distance learners enrolled in a hybrid 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 period of inactivity	Recorded time in system.
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 @ $\geq 70\%$	10 hours per unit; total possible PCH = 260
English for All	Mastery	Passed unit test @ $\geq 70\%$	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: $\geq 75\%$ 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

Number of Proxy Contact Hours for Selected Curricula in North Carolina			
Curriculum	Model	Criteria for Awarding Proxy Contact Hours	Proxy Contact Hours Credit
Workplace Essential Skills**	Teacher Verification	Video: student self-report to teacher Workbook: teacher determines % of work completed Internet Activities: teacher determines % of work completed Preview and Review Tests: print based	Video: .5 hrs Workbook: $\geq 75\%$ of activities completed = 2 hrs; 50-74% = 1 hrs; total possible PCH = 48 Internet Activities: $\geq 75\%$ 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.

<p><i>How to Conduct a Study</i></p> <p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• Recruit a sample of distance teachers to track how long it takes their students to complete the instructional units.</li> <li>• Compare this to the proxy contact hour assignments established and adjust proxy contact hours as needed.</li> </ul>
--

**G. Application for Getting Proxy Hours Approved**

<b>Distance Learning Course Approval Application</b>
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: <ul style="list-style-type: none"><li>• Recruitment</li><li>• Orientation</li><li>• Materials delivery &amp; exchange (distribution of print, video, etc.)</li><li>• Methods for supporting learners at a distance (teacher-student strategies, learner support groups)</li></ul>
Describe the evaluation process (including course evaluation and student evaluation – type of Basic Skills assessment to be used and how it will be administered.)
<p style="text-align: center;"><b>Mail or Email to:</b> <b>Randy Whitfield</b> <b>North Carolina Community College System Office</b> <b>5016 Mail Service Center</b> <b>Raleigh, NC 27699-5016</b> <b>Email: whitfieldr@ncccommunitycolleges.edu</b></p>

# **APPENDIX**

## VII. APPENDIX

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

<b>Test Name</b>	<b>Recommended Pre- and Post-testing Timeframes</b>	<b>Contact/Notes</b>
<p>Basic English Skills Test (BEST) Literacy</p> <p>BEST Plus</p>	<p>60 hours minimum; 80-100 hours recommended</p> <p>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.</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 post-testing.</p>	<p>Frank Finamore <i>BEST Plus</i> Project Manager Center for Applied Linguistics <a href="mailto:frank@cal.org">frank@cal.org</a>, 202-362-0700</p>
<p>CASAS</p>	<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 post-test.</p> <p>Programs offering high intensity courses (e.g., class meets more than 15 hours per week) may</p>	<p>From 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>

Test Name	Recommended Pre- and Post-testing Timeframes	Contact/Notes
GAIN, Forms A & B	<p>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, may choose to post-test 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 post-test time, to maximize collection of paired test data.</p> <p>There are two equivalent forms of each GAIN test for English and math: Form A &amp; Form B. Wonderlic recommends post-testing for skills gain after a minimum of 60 hours of training. The post-test must involve an alternative form from the pre-tests to met NRS requirements.</p> <p>A progress test before the minimum hours should be on the same form as the pre-test.</p> <p>Retesting must follow NRS procedural requirements, and is defined in the GAIN Administrator’s Guide.</p>	<p>Bradley Olufs  Director Adult Education &amp; Workforce  Wonderlic, Inc.  <a href="mailto:Bradley.Olufs@Wonderlic.com">Bradley.Olufs@Wonderlic.com</a>  800.370.9317</p>
TABE, Forms 9 and 10 TABE CLAS-E	<p>If the pre- and post-test are for the same level but using a different form (e.g.,</p>	<p>Michaeline M. Powell, District Manager  CTB/McGraw-Hill</p>

<b>Test Name</b>	<b>Recommended Pre- and Post-testing Timeframes</b>	<b>Contact/Notes</b>
	<p>(TABE 9 Level M to TABE 10 level M): 60 hours.</p> <p>If the pre- and post-test are for with the same level and use the same form (e.g., TABE 9 level M to TABE 9 level M): 120 hours.</p> <p>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.</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><a href="mailto:mpowell@ctb.com">mpowell@ctb.com</a> 703.698.1325</p>

**B. Additional CASAS Information**

**CASAS Series Approved for Use by WIA Funded Local Agencies**

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

<i>Level</i>	<b>Life Skills Series</b>	<b>Life &amp; Work Series</b>	<b>ECS Series</b>	<b>WLS Series</b>	<b>Citizenship Series</b>
Beg. Literacy	27	27	27		27
	28	28	28		28
A	31	81	11		951
	32	82	12		952
AX	32 X	81 X 82 X			951 X 952 X
B	33	83	13	213 214	
	34	84	14 114		
BX	34 X				
C	35	85, 86*	15	215 216	
	36	185 186	16 116		
	D	37 38	187 188	17 18	217 (id) 218 (id)

Appraisal	20 or 30	20, 30, 120 or 130	120 or 130	220 or 230
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\*workplace focused  
id = in development

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

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

Appraisal	30	120 or 130	220 or 230	
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id = in development

**Table 5C Listening (L) (ESL)**

<b>Level</b>	<b>Form #</b>
<b>A</b>	981
	982
<b>B</b>	983
	984
<b>C</b>	985
	986
<b>Appraisal</b>	80

**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 USCIS oral 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	Adult Life Skills (R)
Beginning Literacy	27 28
AA	310 311
AAA	320* 321*
AAAA	332* 331*
AAAAA	342* 343*

\*These tests are not NRS approved, but can be used to drive instruction.

**C. NRS Approved Assessments 2014-2015 (Updated Dec 2014)**

Test Name	Forms	Format	Approval Period
<b>CASAS</b>			
Comprehensive Adult Student Assessment Systems (CASAS) Reading Assessments (Life and Work, Life Skills, Reading for Citizenship, Reading for Language Arts—Secondary Level)	27, 28, 81, 82, 81X, 82X, 83, 84, 85, 86, 185, 186, 187, 188, 310, 311, 513, 514, 951, 952, 951X, and 952X	paper and through the computer-based delivery format	seven years beginning on February 2, 2010
Comprehensive Adult Student Assessment Systems (CASAS) Life Skills Math Assessments—Application of Mathematics (Secondary Level)	31, 32, 33, 34, 35, 36, 37, 38, 505, and 506	paper and through the computer-based delivery format	seven years beginning on February 2, 2010
Comprehensive Adult Student Assessment Systems (CASAS) Life and Work Listening Assessments (LW Listening)	981L, 982L, 983L, 984L, 985L and 986L	For use on paper and through the computer-based delivery format	until June 30, 2015 <i>(extension possible)</i>
<b>Expiring Tests June 30, 2014</b>			
Comprehensive Adult Student Assessment Systems (CASAS) Employability Competency System (ECS) Reading Assessments—Workforce Learning Systems (WSL)	11, 12, 13, 14, 15, 16, 17, 18, 114, 116, 213, 214, 215, and 216	paper and through the computer-based delivery format	period ending on June 30, 2014
Comprehensive Adult Student Assessment Systems (CASAS) Functional Writing Assessments	460, 461, 462, 463, 464, 465, and 466	for use on paper	period ending on June 30, 2014
Comprehensive Adult Student Assessment Systems (CASAS) Employability Competency System (ECS) Math Assessments—Workforce Learning Systems (WLS)	11, 12, 13, 14, 15, 16, 17, 18, 213, 214, 215, and 216	for use on paper and through the computer-based delivery format	period ending on June 30, 2014
Comprehensive Adult Student Assessment Systems (CASAS) Employability Competency System (ECS) Listening Assessments—Life Skills (LS)	51, 52, 53, 54, 55, 56, 63, 64, 65, and 66	for use on paper and through the computer-based delivery format	period ending on June 30, 2014

Test Name	Forms	Format	Approval Period
<b>TABE</b>			
Tests of Adult Basic Education (TABE 9/10)	9 and 10	for use on paper and through the computer-based delivery format	seven years beginning on February 2, 2010
Tests of Adult Basic Education Survey (TABE Survey)	9 and 10	for use on paper and through the computer-based delivery format	seven years beginning on February 2, 2010
Tests of Adult Basic Education Complete Language Assessment System—English (TABE/CLAS–E)	A and B	for use on paper	seven years beginning on February 2, 2010
<b>BEST</b>			
Basic English Skills Test (BEST) Literacy	B, C, and D	for use on paper	seven years beginning on February 2, 2010
Basic English Skills Test (BEST) Plus	A, B, and C	for use on paper and through the computer-adaptive delivery format	until June 30, 2014 <i>(extension possible)</i>
<b>GAIN</b>			
General Assessment of Instructional Needs (GAIN)—Test of English Skills	A and B	paper and through the computer-based delivery format	until June 30, 2015 <i>(extension possible)</i>
General Assessment of Instructional Needs (GAIN)—Test of Math Skills	A and B	for use on paper and through the computer-based delivery format	until June 30, 2015 <i>(extension possible)</i>
<b>WorkKeys: All Expiring June 30, 2014</b>			
WorkKeys: Applied Mathematics	210 and 220	for use on paper	period ending on June 30, 2014
WorkKeys: Reading for Information	110 and 120	for use on paper	period ending on June 30, 2014

**Source: Federal Register/Vol.78, No.239/Thursday, December 12, 2013**

<http://www.gpo.gov/fdsys/pkg/FR-2013-12-12/pdf/2013-29709.pdf>

**NORTH CAROLINA**  
**COLLEGE AND CAREER READINESS**  
**ASSESSMENT MANUAL**



*North Carolina Community College System*

*Randy L. Whitfield, Ed.D.*  
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*Director of Program Quality and Accountability*

*July 2014 - June 2015*

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## **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 approved by 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), General Assessment of Instructional Needs (GAIN), Test of Adult Basic Education (TABE), TABE Complete Language Assessment System-English (TABE CLAS-E), Basic English Skills Test (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 and standardized manner. Uniform testing procedures are also necessary to allow for comparability across programs within the state. Since current state funding is tied to program outcome measures, it is important that all programs use standardized assessments in the same manner.

All NRS approved 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. 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	ASE
CASAS	√	√	√
GAIN, Forms A & B	√		√
TABE, Forms 9 & 10	√		√
TABE CLAS-E		√	
BEST Literacy/BEST Plus		√	

**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. Additionally, informal assessment serve an important role in determining student readiness for approved NRS assessments. However, informal assessments **may not be used to determine federal educational functioning levels.**



### **3. Initial Test/Pre-test**

The initial assessment, or pre-test, 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 pre-test, must be administered within the first twelve hours of class. Students will be placed based on the lowest EFL of the placement tests given. When 2 or more tests have the same EFL then placement is determined by the lowest scale score. In the event that scale scores are identical then default placement is based on subject with the order being (1)Reading, (2)Math, and (3)Language for ABE/ASE and (1)Reading, (2) Listening, and then (3)Speaking for ESL.

### **4. Progress/Post-test**

NRS approved tests given after the initial placement test, which correspond to the manufacturer and subject area, are considered post-tests. For example, if a student has an initial placement based on a CASAS Reading test then only the administration of a different CASAS Reading test form will count as a post-test. A student may have multiple post-tests; however, identical tests (Form and Level) should not be administered consecutively. For example, if a student takes a TABE M-9 Math pre-test then the next test they take can be TABE Math M10, D9, D10, A9, or A10. North Carolina requires local programs to post-test a minimum of 65% of its students served for twelve hours or more annually.

Educational gain is determined by comparing the student's initial federal educational functioning level with his/her highest EFL achieved in that same subject throughout the program year. For example, gains would be credited for a student who had a pre-test on TABE Math M9, took a M10 Math test, and then later made a gain by retaking the M9 Math test.

## **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, GAIN (Forms A & B), TABE (Forms 9 & 10), TABE CLASE-E, BEST Literacy, and BEST Plus. Appraisals and locator tests are short assessments designed to accurately determine the appropriate pre-test level for students. An appraisal or locator test should be used to ensure that appropriate decisions are made regarding the pre-test form to administer, and selection of short- and long-term instructional goals. Students must be placed in an EFL level based on the lowest EFL outcome of the placement tests given.

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 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 based on Educational Functioning Level (EFL), scale score, or subject, in that order. 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 EFL should also 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 fewer than the minimum number of hours for each assessment (40 for CASAS; 60 for GAIN; 40 for TABE for NRS Levels 1-4 (ABE), 30 for TABE for NRS levels 5-6 (ASE), 50 for TABE CLAS-E, 60 for BEST Literacy and Best Plus. Different test forms must be used for pre- and post-tests in order to ensure score validity. 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 a High School Equivalency (HSE) test might not be attainable until a student takes a math class; therefore, passing the HSE 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 College and Career Readiness, 919-807-7132, [whitfieldr@nccommunitycolleges.edu](mailto:whitfieldr@nccommunitycolleges.edu), or Dr. Alan Tucker, Director of Program Quality and Accountability, 919-807-7134, [tuckera@nccommunitycolleges.edu](mailto:tuckera@nccommunitycolleges.edu).

Individuals requiring information on training for various assessments or to get a schedule of training for CASAS, BEST-Plus, GAIN (Forms A & B), TABE (Forms 9 & 10), and TABE CLAS-E should contact Diane Steinbeiser, Coordinator of Adult and Secondary Education, 919-807-7214, [steinbeiserd@nccommunitycolleges.edu](mailto:steinbeiserd@nccommunitycolleges.edu)

### 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, GAIN (Forms A & B), TABE – Forms 9 & 10, TABE CLASE-E, BEST Literacy, or 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 (Forms 27, 28, 310, or 311) and if no valid score is achieved then they should be entered into the appropriate data system with an educational functioning level of ABE Beginning Literacy. This is achieved by entering in the lowest possible scale score for the given tests (163 for the 310/311 series or as a 153 for the 27/28 series).

#### B. Assessments Permitted

The following assessments meet the NRS requirements and may be used by local programs for reporting EFL placement and gains. For a list of all assessment forms, please see the appendix at the end of this manual. 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.

TEST	ABE	ESL	ASE
CASAS	√	√	√
GAIN (Forms A & B)	√		√
TABE (Forms 9 & 10)	√		√
TABE CLAS-E		√	
BEST Literacy/BEST Plus		√	

### C. Subject Areas Assessed

TEST	Reading	Math	Writing	Listening	Other
CASAS	√	√	√	√	Speaking Government & History
GAIN ( Forms A & B)	√	√	√		
TABE, Forms 9 & 10	√	√			Language
BEST Literacy/BEST Plus	√		√	√	Communication Fluency Pronunciation
TABE CLAS-E	√		√	√	Speaking

### E. Pre-Test Requirement

Pre-tests should be administered prior to enrollment or within the first twelve hours of enrollment. In order to accommodate this, once an initial assessment is given, all tests to be counted towards initial assessments must be entered within 3 days of the first assessment's entry date.

### F. Appraisal/Locator

Appraisals and locator tests are short assessments designed to accurately determine the appropriate pre-test level for students. If the NRS approved assessment being used has an appraisal or locator test, then those tests **must** be administered prior to 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-test form for each student. GAIN does not have a locator or appraisal component, as all students at any level can accurately be tested on the same GAIN Form A & B. 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. Recommended Post-Testing Guidelines

The **recommended** post-testing hours serve as a guide for optimal results according to the test manufacturers. These hours represent the suggested time frame in which level gains are most likely to occur. In order to provide the best chance for success on NRS post-tests, programs should strive to give the approved post-tests after the recommended number of instructional hours suggested by the test manufacturer. Recommended instructional hours for post-testing are listed below.

### Manufacturer's Recommended Post-testing Requirements

Using Different Test Forms		Using the Same Test Form
<b>CASAS</b>	70-100 Hours	
<b>TABE (NRS Lvl. 1-4)</b>	50-60 Hours	120 Hours*
<b>TABE (NRS Lvl. 5-6)</b>	30-59 Hours	120 Hours*
<b>GAIN</b>	60 Hours	
<b>TABE Clas-E</b>	60-95	100-140 Hours*
<b>Best Plus</b>	80-100 Hours	
<b>Best Literacy</b>	80-100 Hours	

\*Note: Although there are allowances for retesting students with the same test form with more hours in between, programs should use different forms for pre-tests and post-tests for ease of record keeping and tracking.

It is suggested that programs testing Developmentally Disabled students allow 200 hours of instruction between pre- and post-testing.

#### I. Minimum Post-Testing Guidelines

The **minimum** post-testing requirements serve as the fewest contact hours for which the test manufacturers believe valid post-testing outcomes will occur with their given tests. **Testing should not occur when a student has accrued less than the minimum hours for a given test since the administration of the corresponding pre-test.**

There are no exceptions that allow testing before the minimum number of hours set by the test manufacturers listed below.

#### Manufacturer's Minimum Post-testing Requirements

<b>CASAS</b>	40 Hours
<b>TABE (NRS Lvl. 1-4)</b>	40 Hours
<b>TABE (NRS Lvl. 5-6)</b>	30 Hours
<b>GAIN</b>	60 Hours
<b>TABE Clas-E</b>	50 Hours
<b>Best Plus</b>	60 Hours
<b>Best Literacy</b>	60 Hours

For TABE, the minimum number of hours for retesting students at the NRS level 5 or 6 (ASE) is 30 hours. For the minimum hours to be set at 30 instead of 40, students must have a current placement at the ASE Low or ASE high level.

#### J. General Testing Practices

Programs should follow the recommended testing guidelines (section H) as the basis for post-testing for the best results. However, the minimum testing guidelines (Section I) may be applied on a case-by-case basis. Three general rules that programs can follow when determining when to post-test a student are:

1. Programs may assess individual learners who indicate they are leaving the program before the scheduled post-test time; provided the student has accumulated the minimum required hours of instruction.
2. Programs may assess individual learners who may otherwise be unable to post-test before the end of the program year; provided the student has accumulated the minimum required hours of instruction.
3. Programs may assess individual learners who have shown proficiency via informal assessments; provided the student has accumulated the minimum required hours of instruction.

Strong educational practices include the utilization of informal assessments to determine the post-test readiness of students. Programs should avoid over testing which may lead to testing fatigue and frustration. Striving to meet the recommended testing guidelines (Section H) while utilizing the minimum testing guidelines (Section I), when applicable, serves to address this concern.

### **K. CASAS- Low/High Intensity Classes**

CASAS provides specific guidance for the administration of its tests in programs with unique intensity and duration formats.

Programs offering **low intensity courses** that offer fewer than the CASAS recommended hours in a semester, quarter, term, or other substantial block of instruction, should allow more time before testing administering a CASAS post-test.

Programs offering **high intensity courses** (for example, a class meeting more than 15 hours per week) may choose to test with CASAS 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.

### **L. Lowest Score Determines Placement**

Students should be placed into federal educational functioning levels (EFL) based on the lowest EFL outcome of the placement tests given. If a student takes both the TABE math and reading tests, scoring High Intermediate ABE on math and Low ASE on reading, that student should be placed in High Intermediate ABE based on the math test score.

### **M. 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. 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 maintained by the local programs including: name of individual trained, date of training, name of person conducting training, and name of assessment(s).

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 any NRS approved assessment must complete training by certified trainers. Assessment training sessions will be listed on the College and Career Readiness training calendar (<http://www.nccommunitycolleges.edu/college-and-career-readiness/training-calendar>). At least one person from each program must 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.

## **N. 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, as defined by the local program. The documentation must show that the disability interferes with the learner’s ability to demonstrate performance on the test. The information may come from a doctor’s report, a diagnostic assessment from a certified professional, and/or other clinical records.

Local test administrators may approve some accommodations in test administration procedures without approval from the testing manufacturer; however, the test manufacturer’s guidelines for testing accommodations must still be followed. 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 CLAS-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=10134198673262121&FOLDER%3C%3Efolder\\_id=9852723696548715&ASSORTMENT%3C%3East\\_id=1408474395213825&bmUID=1245699937072](http://www.ctb.com/mktg/aag/aag_overview.jsp?CONTENT%3C%3Ecnt_id=10134198673262121&FOLDER%3C%3Efolder_id=9852723696548715&ASSORTMENT%3C%3East_id=1408474395213825&bmUID=1245699937072)

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 a private 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 without diagnostician signed paperwork may be provided reading glasses, magnifying glasses, and additional or reduced lighting.

Further accommodations for GAIN assessments may be located in the GAIN Administrator's Guide or by contacting Wonderlic directly 800.323.3742.

## **O. Braille and Spanish Testing Forms**

Alternative formats of the TABE and CASAS tests, such as Braille and Spanish, are available, but not all of these forms are approved for reporting students to NRS. Listed below are charts detailing acceptable testing forms.

### **1. TABE**

Most versions of the **TABE forms 9 & 10** are approved for NRS reporting. These include the complete battery and survey in paper, online, LAN (PC), Large Print, and Braille versions. TABE audio versions and TABE Adaptive are not approved formats for NRS reporting.

The TABE Spanish tests are based on forms 7 & 8 and are **NOT NRS APPROVED**.

### **2. CASAS**

All versions of CASAS listed in the Appendix are approved for NRS reporting.

The **Braille versions of the CASAS test are NOT NRS APPROVED**.

Additionally, the **Spanish versions of the CASAS tests are NOT NRS APPROVED** either.



## 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, ESL, ASE, AHS
GAIN	ABE, ASE, AHS
TABE, Forms 9 & 10	ABE, ASE, AHS
TABE CLAS-E	ESL
BEST Literacy/BEST Plus	ESL

### **C. Alternate Forms/Use of Appraisal/Subtests**

Test	Alternate Forms/Use of Appraisal/Subtests
CASAS	The 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),
GAIN, Forms A & B	GAIN does not require a locator/appraiser test. All students can be tested on the same GAIN Form (A or B). GAIN consists of two 45 minute sections (English, math). GAIN English measures Reading, Grammar/Usage/Style. GAIN Math measures Arithmetic, Rational Numbers, Operations & Charts/Graphs, Algebra, Geometry & Trigonometry.
TABE, Forms 9 & 10	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.
TABE CLAS-E	
BEST Literacy/BEST Plus	The BEST Literacy Skills Section provides scores for <ul style="list-style-type: none"> <li>• Reading</li> </ul> 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. <ul style="list-style-type: none"> <li>• Oral English communication</li> <li>• Language from personal, community, and occupational domains</li> <li>• Real-life communication tasks such as providing personal information, describing situations, and giving and supporting an opinion</li> </ul>

	BEST Plus distinguishes performance over the full range of English proficiency levels represented in adult education programs - from Beginning ESL Literacy to ESL Advanced in the NRS.
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#### ***D. Training Requirements***

<b>Test</b>	<b>Training Requirements</b>
CASAS	<p>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.</p> <p>Separate CASAS Implementation trainings have been developed for ABE/ASE, ESL, and Employability Skills, CASAS Functional Writing, Citizenship, and Workplace Speaking, among others.</p> <p>The North Carolina Community College System requires all local agencies to comply with the CASAS training policy presented above.</p>
GAIN, Forms A & B	All Basic Skills/literacy staff who assess students must be Certified by Wonderlic and Trained in GAIN administration and test result interpretation, and how to navigate the Wonderlic Online interface. Wonderlic certification is good for two years.
TABE, Forms 9 & 10 TABE CLAS-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.
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***

<b>Test</b>	<b>Time When Post-Testing Should Occur</b>
CASAS	<p>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:</p> <ul style="list-style-type: none"> <li>➤ Programs offering <b>high</b> 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.</li> <li>➤ Programs offering <b>low</b> intensity courses with fewer than 70 hours in a semester, quarter, term, or other substantial block of instruction, should strive to test at a greater interval of hours.</li> <li>➤ Programs may assess students who have shown proficiency through informal assessment provided they meet the minimum 40 hours of instruction.</li> <li>➤ The minimum number of hours between pre- and post-testing is 40. Testing for low intensity courses must <b>not</b> occur below the minimum 40 hour threshold.</li> </ul>

	<p>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 40 hours of instruction.</p> <p>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 pre-test for the next semester or reporting period, provided that the interim does not exceed three 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 month window. This policy is designed to reduce or eliminate unnecessary testing.</p>
GAIN, Forms A & B	Agencies should administer post-tests, using an alternate form of the pre-test, after 60 hours of educational instruction.
TABE, Forms 9 & 10 TABE CLAS-E	<p>If the pre- and post-test are for the same level but using a different form (e.g., (TABE 9 Level M to TABE 10 level M): 60 hours for students at NRS Levels 1-4, and 30 hours for students at NRS levels 5-6.</p> <p>If the pre- and post-test are for with the same level and use the same form (e.g., TABE 9 level M to TABE 9 level M): 120 hours.</p> <ul style="list-style-type: none"> <li>➤ Programs may assess individual learners who indicate they are leaving the program before the scheduled post-test time provided the student has accumulated the minimum required hours of instruction.</li> <li>➤ Programs may assess individual learners who may otherwise be unable to post-test before the end of the program year; provided the student has accumulated the minimum required hours of instruction.</li> <li>➤ Programs may assess individual learners who have shown proficiency via informal assessments provided the student has accumulated the minimum required hours of instruction.</li> </ul> <p>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.</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>
BEST Literacy/BEST Plus	60 hours minimum; 80-100 hours recommended

	<p>If the hours for a course of instruction exceed the recommended number of hours, for post-testing then post-testing 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 post-testing. The minimum number of hours between pre- and post-testing is 60 hours.</p>
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***F. Guidelines for Raw Score Conversion to Scale Scores/Using Scale Scores to Place Learners into NRS Levels***

<b>Test</b>	<b>Guidelines for Raw Score Conversion to Scale Scores and Using Scale Scores to Place Learners into NRS Levels</b>		
CASAS	<p>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 pre-tests 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 pre-test to administer.</p>		
GAIN, Forms A & B	<p>GAIN content was designed as per the Educational Functioning Level (EFL) definitions. GAIN reports an EFL and scale score.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>GAIN English:</p> <p>EFL-1: 200-406  EFL-2: 407-525  EFL-3: 526-661  EFL-4: 662-746  EFL-5: 747-870  EFL-6: 871-1000</p> </td> <td style="width: 50%; vertical-align: top;"> <p>GAIN Math:</p> <p>EFL-1: 200-314  EFL-2: 315-522  EFL-3: 523-669  EFL-4: 670-775  EFL-5: 776-854  EFL-6: 855-1000</p> </td> </tr> </table>	<p>GAIN English:</p> <p>EFL-1: 200-406  EFL-2: 407-525  EFL-3: 526-661  EFL-4: 662-746  EFL-5: 747-870  EFL-6: 871-1000</p>	<p>GAIN Math:</p> <p>EFL-1: 200-314  EFL-2: 315-522  EFL-3: 523-669  EFL-4: 670-775  EFL-5: 776-854  EFL-6: 855-1000</p>
<p>GAIN English:</p> <p>EFL-1: 200-406  EFL-2: 407-525  EFL-3: 526-661  EFL-4: 662-746  EFL-5: 747-870  EFL-6: 871-1000</p>	<p>GAIN Math:</p> <p>EFL-1: 200-314  EFL-2: 315-522  EFL-3: 523-669  EFL-4: 670-775  EFL-5: 776-854  EFL-6: 855-1000</p>		
TABE, Forms 9 & 10 TABE CLAS-E	See TABE 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. Standardized Assessment Checklist**

<b><i>Standardized Assessment Checklist</i></b>	
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) including strict adherence to time limits, etc.	
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).	
12. Test materials are stored in a secure locked location when not in use.	

## **2. Information Regarding Purchasing of Assessments**

CASAS	<p>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 <a href="mailto:training@casas.org">training@casas.org</a> to schedule training.</p> <p>Complete your order form</p> <p>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.</p> <p>Place your order</p> <p>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.</p> <p>FAX: 858-292-2910</p> <p>Mail: CASAS, 5151 Murphy Canyon Road, Suite 220, San Diego, CA 92123</p> <p>For more information on training requirements, contact the Training and Implementation team at <a href="mailto:training@casas.org">training@casas.org</a>. For more information on placing an order, contact Customer Service at 1-800-255-1036.</p>
GAIN, Forms A & B	<p>Contact your Steck-Vaughn representative for more information and/or contact the Steck-Vaughn division of Houghton Mifflin Harcourt to place an order for GAIN. Phone 800.289.4490</p>
TABE, Forms 9 & 10 TABE CLAS-E	<p>McGraw Hill Contemporary website: <a href="http://www.mhcontemporary.com"><b>www.mhcontemporary.com</b></a></p> <p>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.</p> <p><b>Choose any of the following alternative methods to expedite your purchase order:</b></p> <p><b>Email purchase orders to</b> <a href="mailto:MMH_OrderServices@Mcgraw-Hill.com"><u>MMH_OrderServices@Mcgraw-Hill.com</u></a> Send your order to <a href="mailto:MMH_OrderServices@Mcgraw-Hill.com">MMH_OrderServices@Mcgraw-Hill.com</a>, and optionally request an order confirmation.</p> <p><b>Fax orders toll free at (800) 998-3103</b></p> <p>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.</p> <p><b>Phone orders toll free at (800) 621-1918, prompt 1</b></p> <p>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.</p> <p>For information on products or if a Contemporary sales representative is not available in your area, please call our hotline at (800) 621-1918.</p> <p><b>Order by mail</b></p> <p>Send us your purchase order and make sure to include your official purchase order number and an authorized signature. Mail your orders to:</p>

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<p>BEST  Literacy/BEST  Plus</p>	<p>The <i>CAL Store</i> at <a href="http://www.calstore.cal.org/store/topics/bestplus.aspx">www.calstore.cal.org/store/topics/bestplus.aspx</a> allows you to order by credit card online. They accept Visa, MasterCard, Discover, 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:  <i>(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.)</i></p> <p><b>CAL Store</b>  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.</p> <p>In all cases, CAL must receive a <b>signed</b> purchase order on your organization's letterhead. They must receive your signed P.O. by fax (888-700-3629) or mail <b>before</b> shipping your order. <b>This applies even if you have ordered online and provided a P.O. number at checkout.</b> Please ensure that your purchase order includes the correct CAL Store shipping charges and sales tax (if applicable). You may consider using the <i>CAL Store's</i> shopping cart to help calculate the total charges <i>prior</i> to filling out your official purchase order. The mailing address is:</p> <p><b>CAL Store</b>  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 <i>CAL Store</i>, please mail your payment along with a copy of the invoice to:  <b>Center for Applied Linguistics</b>  ATTN: CAL Store  P. O. Box 630948  Baltimore, MD 21263-0948</p>

## V. EDUCATIONAL FUNCTIONING LEVELS

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

<b>Beginning ABE Literacy</b>		
<p><b>Test Benchmark:</b>  <i>TABE (9–10) scale scores (grade level 0–1.9):</i>                      Reading: 367 and below                      Total Math: 313 and below                      Language: 389 and below</p>	<p><b>GAIN scale scores:</b>  <i>English: 200-406</i>  <i>Math: 200-314</i></p>	<p><b>CASAS scale scores:</b>                      Reading: 200 and below                      Math: 200 and below                      Writing: 200 and below</p>
<b>Beginning Basic Education</b>		
<p><b>Test Benchmark:</b>  <i>TABE (9–10) scale scores (grade level 2–3.9):</i>                      Reading: 368–460                      Total Math: 314–441                      Language: 390–490</p>	<p><b>GAIN Scale Scores:</b>  <i>English: 407-525</i>  <i>Math: 315-522</i></p>	<p><b>CASAS scale scores:</b>                      Reading: 201–210                      Math: 201–210                      Writing: 201–225</p>
<b>Low Intermediate Basic Education</b>		
<p><b>Test Benchmark:</b>  <i>TABE 9–10) scale scores (grade level 4–5.9):</i>                      Reading: 461–517                      Total Math: 442–505                      Language: 491–523</p>	<p><b>GAIN Scale Scores:</b>  <i>English: 526-661</i>  <i>Math: 523-669</i></p>	<p><b>CASAS scale scores:</b>                      Reading: 211–220                      Math: 211–220                      Writing: 226–242</p>
<b>High Intermediate Basic Education</b>		
<p><b>Test Benchmark:</b>  <i>TABE (9–10) scale scores (grade level 6–8.9):</i>                      Reading: 518–566                      Total Math: 506–565                      Language: 524–559</p>	<p><b>GAIN Scale Scores:</b>  <i>English: 662-746</i>  <i>Math: 670-775</i></p>	<p><b>CASAS scale scores:</b>                      Reading: 221–235                      Math: 221–235                      Writing: 243–260</p>

<b>Low Adult Secondary Education (HSE &amp; Adult High School)</b>		
<p><b>Test Benchmark:</b>  <i>TABE (9–10) scale scores (grade level 9-10.9):</i>                      Reading: 567–595                      Total Math: 566–594                      Language: 560–585   <i>CASAS scale scores:</i>                      Reading: 236–245                      Math: 236–245                      Writing: 261–270</p>	<p><b>GAIN Scale Scores:</b>  <i>English: 747-870</i>  <i>Math: 776-854</i></p>	



<b>High Adult Secondary Education (HSE &amp; Adult High School)</b>	
<p><b>Test Benchmark:</b>  <i>TABE (9–10) scale scores (grade level 11-12):</i>            Reading: 596 and above            Total Math: 595 and above            Language: 586 and above</p> <p><i>CASAS scale scores:</i>            Reading: 246 and above            Math: 246 and above            Writing: 271 and above</p>	<p><b>GAIN Scale Scores:</b>  <i>English: 871-1000</i>  <i>Math: 855-1000</i></p>

<b>Beginning ESL Literacy</b>	
<p><b>Test Benchmark:</b>  <i>CASAS scale scores:</i>            Reading: 180 and below            L&amp;W Listening: 162-180 and below</p>	<p><i>BEST Plus: 400 and below (SPL 0-1)</i>  <i>BEST Literacy: 0-7 (0-20)</i>  <i>TABE CLAS-E scale scores:</i>            Total Reading and Writing: 225-394</p>
<b>Low Beginning ESL</b>	
<p><b>Test Benchmark:</b>  <i>CASAS scale scores:</i>            Reading: 181-190            L&amp;W Listening: 181-189            Writing: 136-145</p>	<p><i>BEST Plus: 401-417 (SPL 2)</i>  <i>BEST Literacy: 21-52</i>  <i>TABE CLAS-E scale scores:</i>            Total Reading and Writing: 395-441            Total Listening and Speaking: 408-449</p>
<b>High Beginning ESL</b>	
<p><b>Test Benchmark:</b>  <i>CASAS scale scores:</i>            Reading: 191-200            L&amp;W Listening: 190-199            Writing: 146-200</p>	<p><i>BEST Plus: 418-438 (SPL 3)</i>  <i>BEST Literacy: 53-63</i>  <i>TABE CLAS-E scale scores:</i>            Total Reading and Writing: 442-482            Total Listening and Speaking: 450-485</p>
<b>Low Intermediate ESL</b>	
<p><b>Test Benchmark:</b>  <i>CASAS scale scores:</i>            Reading: 201-210            L&amp;W Listening: 200-209            Writing: 201-225</p>	<p><i>BEST Plus: 439-472 (SPL 4)</i>  <i>BEST Literacy: 64-67</i>  <i>TABE CLAS-E scale scores:</i>            Total Reading and Writing: 483-514            Total Listening and Speaking: 486-525</p>
<b>High Intermediate ESL</b>	
<p><b>Test Benchmark:</b>  <i>CASAS scale scores:</i>            Reading: 211-220            L&amp;W Listening: 210-218            Writing: 226-242</p>	<p><i>BEST Plus: 473-506 (SPL 5)</i>  <i>BEST Literacy: 68-75</i>  <i>TABE CLAS-E scale scores:</i>            Total Reading and Writing: 515-549            Total Listening and Speaking: 526-558</p>

<b>Advanced ESL</b>	
<p><b>Test Benchmark:</b>  <b>CASAS scale scores:</b>            Reading: 221-235            L&amp;W Listening: 219-227            Writing: 243-260</p> <p><b>Exit Criteria from Advanced ESL :</b>  <b>CASAS Writing: 261 and above</b>  <b>CASAS Reading and Listening: 236 and above</b>  <b>Oral BEST: 65 and above (SPL 7)</b>  <b>BEST Plus: 541 and above (SPL 7)</b></p>	<p><i>BEST Plus:</i> 507-540 (SPL 6)  <i>BEST Literacy:</i> 76-78  <i>TABE CLAS-E scale scores:</i>            Total Reading and Writing: 550-607            Total Listening and Speaking: 559-600</p>

## **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. 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 NRS approved assessments: BEST, BEST Plus, CASAS, GAIN (Forms A & B), TABE (Forms 9 & 10), or TABE CLAS-E. For distance learners enrolled in a hybrid 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 period of inactivity	Recorded time in system.
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 @ $\geq 70\%$	10 hours per unit; total possible PCH = 260
English for All	Mastery	Passed unit test @ $\geq 70\%$	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: $\geq 75\%$ 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

Number of Proxy Contact Hours for Selected Curricula in North Carolina			
Curriculum	Model	Criteria for Awarding Proxy Contact Hours	Proxy Contact Hours Credit
Workplace Essential Skills**	Teacher Verification	Video: student self-report to teacher Workbook: teacher determines % of work completed Internet Activities: teacher determines % of work completed Preview and Review Tests: print based	Video: .5 hrs Workbook: $\geq 75\%$ of activities completed = 2 hrs; 50-74% = 1 hrs; total possible PCH = 48 Internet Activities: $\geq 75\%$ 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.

<p><i>How to Conduct a Study</i></p> <p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• Recruit a sample of distance teachers to track how long it takes their students to complete the instructional units.</li> <li>• Compare this to the proxy contact hour assignments established and adjust proxy contact hours as needed.</li> </ul>
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**G. Application for Getting Proxy Hours Approved**

<b>Distance Learning Course Approval Application</b>	
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: <ul style="list-style-type: none"><li>• Recruitment</li><li>• Orientation</li><li>• Materials delivery &amp; exchange (distribution of print, video, etc.)</li><li>• Methods for supporting learners at a distance (teacher-student strategies, learner support groups)</li></ul>	
Describe the evaluation process (including course evaluation and student evaluation – type of Basic Skills assessment to be used and how it will be administered.)	
<b>Mail or Email to: Randy Whitfield North Carolina Community College System Office 5016 Mail Service Center Raleigh, NC 27699-5016 Email: whitfieldr@ncccommunitycolleges.edu</b>	

# **APPENDIX**

## VII. APPENDIX

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

<b>Test Name</b>	<b>Recommended Pre- and Post-testing Timeframes</b>	<b>Contact/Notes</b>
<p>Basic English Skills Test (BEST) Literacy</p> <p>BEST Plus</p>	<p>60 hours minimum; 80-100 hours recommended</p> <p>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.</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 post-testing.</p>	<p>Frank Finamore <i>BEST Plus</i> Project Manager Center for Applied Linguistics <a href="mailto:frank@cal.org">frank@cal.org</a>, 202-362-0700</p>
<p>CASAS</p>	<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 post-test.</p> <p>Programs offering high intensity courses (e.g., class meets more than 15 hours per week) may</p>	<p>From 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>



Test Name	Recommended Pre- and Post-testing Timeframes	Contact/Notes
GAIN, Forms A & B	<p>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, may choose to post-test 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 post-test time, to maximize collection of paired test data.</p> <p>There are two equivalent forms of each GAIN test for English and math: Form A &amp; Form B. Wonderlic recommends post-testing for skills gain after a minimum of 60 hours of training. The post-test must involve an alternative form from the pre-tests to met NRS requirements.</p> <p>A progress test before the minimum hours should be on the same form as the pre-test.</p> <p>Retesting must follow NRS procedural requirements, and is defined in the GAIN Administrator’s Guide.</p>	<p>Bradley Olufs  Director Adult Education &amp; Workforce  Wonderlic, Inc.  <a href="mailto:Bradley.Olufs@Wonderlic.com">Bradley.Olufs@Wonderlic.com</a>  800.370.9317</p>
TABE, Forms 9 and 10 TABE CLAS-E	<p>If the pre- and post-test are for the same level but using a different form (e.g.,</p>	<p>Michaeline M. Powell, District Manager  CTB/McGraw-Hill</p>

<b>Test Name</b>	<b>Recommended Pre- and Post-testing Timeframes</b>	<b>Contact/Notes</b>
	<p>(TABE 9 Level M to TABE 10 level M): 60 hours.</p> <p>If the pre- and post-test are for with the same level and use the same form (e.g., TABE 9 level M to TABE 9 level M): 120 hours.</p> <p>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.</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><a href="mailto:mpowell@ctb.com">mpowell@ctb.com</a> 703.698.1325</p>

**B. Additional CASAS Information**

**CASAS Series Approved for Use by WIA Funded Local Agencies**

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

<i>Level</i>	<b>Life Skills Series</b>	<b>Life &amp; Work Series</b>	<b>ECS Series</b>	<b>WLS Series</b>	<b>Citizenship Series</b>
Beg. Literacy	27	27	27		27
	28	28	28		28
A	31	81	11		951
	32	82	12		952
AX	32 X	81 X 82 X			951 X 952 X
B	33	83	13	213 214	
	34	84	14 114		
BX	34 X				
C	35	85, 86*	15	215 216	<b>Secondary Assessment Series</b>
	36	185 186	16 116		
	D	37 38	187 188		

Appraisal	20 or 30	20, 30, 120 or 130	120 or 130	220 or 230
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\*workplace focused  
id = in development

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

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

Appraisal	30	120 or 130	220 or 230	
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id = in development

**Table 5C Listening (L) (ESL)**

<b>Level</b>	<b>Form #</b>
A	981
	982
B	983
	984
C	985
	986
Appraisal	80

**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 USCIS oral 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	Adult Life Skills (R)
Beginning Literacy	27 28
AA	310 311
AAA	320* 321*
AAAA	332* 331*
AAAAA	342* 343*

\*These tests are not NRS approved, but can be used to drive instruction.

**C. NRS Approved Assessments 2014-2015 (Updated Dec 2014)**

Test Name	Forms	Format	Approval Period
<b>CASAS</b>			
Comprehensive Adult Student Assessment Systems (CASAS) Reading Assessments (Life and Work, Life Skills, Reading for Citizenship, Reading for Language Arts—Secondary Level)	27, 28, 81, 82, 81X, 82X, 83, 84, 85, 86, 185, 186, 187, 188, 310, 311, 513, 514, 951, 952, 951X, and 952X	paper and through the computer-based delivery format	seven years beginning on February 2, 2010
Comprehensive Adult Student Assessment Systems (CASAS) Life Skills Math Assessments—Application of Mathematics (Secondary Level)	31, 32, 33, 34, 35, 36, 37, 38, 505, and 506	paper and through the computer-based delivery format	seven years beginning on February 2, 2010
Comprehensive Adult Student Assessment Systems (CASAS) Life and Work Listening Assessments (LW Listening)	981L, 982L, 983L, 984L, 985L and 986L	For use on paper and through the computer-based delivery format	until June 30, 2015 <i>(extension possible)</i>
<b>Expiring Tests June 30, 2014</b>			
Comprehensive Adult Student Assessment Systems (CASAS) Employability Competency System (ECS) Reading Assessments—Workforce Learning Systems (WSL)	11, 12, 13, 14, 15, 16, 17, 18, 114, 116, 213, 214, 215, and 216	paper and through the computer-based delivery format	period ending on June 30, 2014
Comprehensive Adult Student Assessment Systems (CASAS) Functional Writing Assessments	460, 461, 462, 463, 464, 465, and 466	for use on paper	period ending on June 30, 2014
Comprehensive Adult Student Assessment Systems (CASAS) Employability Competency System (ECS) Math Assessments—Workforce Learning Systems (WLS)	11, 12, 13, 14, 15, 16, 17, 18, 213, 214, 215, and 216	for use on paper and through the computer-based delivery format	period ending on June 30, 2014
Comprehensive Adult Student Assessment Systems (CASAS) Employability Competency System (ECS) Listening Assessments—Life Skills (LS)	51, 52, 53, 54, 55, 56, 63, 64, 65, and 66	for use on paper and through the computer-based delivery format	period ending on June 30, 2014

Test Name	Forms	Format	Approval Period
<b>TABE</b>			
Tests of Adult Basic Education (TABE 9/10)	9 and 10	for use on paper and through the computer-based delivery format	seven years beginning on February 2, 2010
Tests of Adult Basic Education Survey (TABE Survey)	9 and 10	for use on paper and through the computer-based delivery format	seven years beginning on February 2, 2010
Tests of Adult Basic Education Complete Language Assessment System—English (TABE/CLAS–E)	A and B	for use on paper	seven years beginning on February 2, 2010
<b>BEST</b>			
Basic English Skills Test (BEST) Literacy	B, C, and D	for use on paper	seven years beginning on February 2, 2010
Basic English Skills Test (BEST) Plus	A, B, and C	for use on paper and through the computer-adaptive delivery format	until June 30, 2014 <i>(extension possible)</i>
<b>GAIN</b>			
General Assessment of Instructional Needs (GAIN)—Test of English Skills	A and B	paper and through the computer-based delivery format	until June 30, 2015 <i>(extension possible)</i>
General Assessment of Instructional Needs (GAIN)—Test of Math Skills	A and B	for use on paper and through the computer-based delivery format	until June 30, 2015 <i>(extension possible)</i>
<b>WorkKeys: All Expiring June 30, 2014</b>			
WorkKeys: Applied Mathematics	210 and 220	for use on paper	period ending on June 30, 2014
WorkKeys: Reading for Information	110 and 120	for use on paper	period ending on June 30, 2014

**Source: Federal Register/Vol.78, No.239/Thursday, December 12, 2013**

<http://www.gpo.gov/fdsys/pkg/FR-2013-12-12/pdf/2013-29709.pdf>