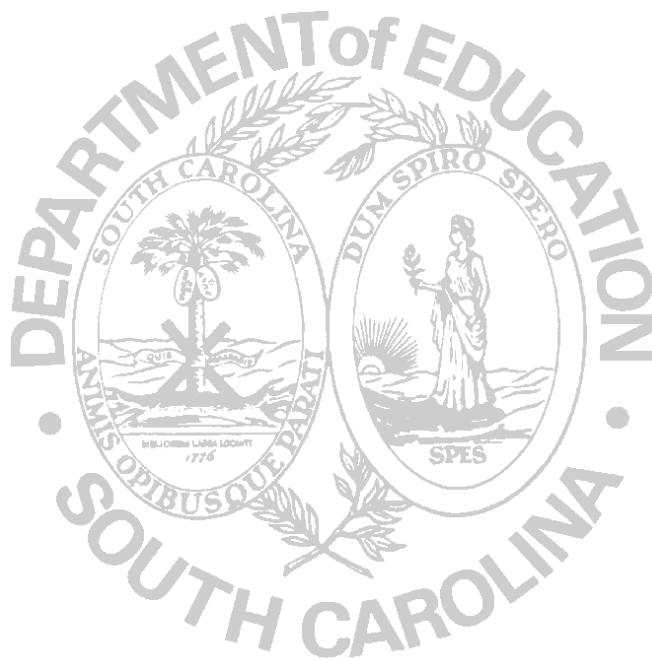


South Carolina ADULT EDUCATION

ASSESSMENT POLICY

2019–2020



APPROVED (*Pending*) BY THE
OFFICE OF CAREER, TECHNICAL, AND
ADULT EDUCATION
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WASHINGTON, D.C.

Adult Education...

Making a Difference in South Carolina

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SOUTH CAROLINA ADULT EDUCATION ASSESSMENT POLICY 2018- 2019

The Workforce Innovation and Opportunity Act (WIOA) of 2014, Title II, Adult Education and Family Literacy Act (AEFLA) established guidelines for states to utilize in the provision of adult education. Recognizing that the assessment of adult education and literacy students is an essential part of providing an exemplary educational program, local adult education providers must assess students using National Reporting System (NRS) approved standardized assessments to measure and report educational gains.

The results of the pre- and post-assessments are important to the learner, the teacher, and the program.

Test results

- must be shared with the learners, so they know the reason they are placed at a certain level and how much progress they have made.
- are used by the teacher to guide instruction and curriculum development.
- are critical for program improvement and program accountability in terms of achieving targeted outcomes, as well as continued financial support of the program.

SOUTH CAROLINA ADULT EDUCATION ASSESSMENT POLICY 2018- 2019

To assure comparability across the state and adherence to National Reporting System (NRS) guidelines, the U.S. Department of Education: Division of Adult Education and Literacy (USDE: DAEL) mandates that each state develop, publish, and implement a written assessment policy on an annual basis. The South Carolina Office of Adult Education's (OAE) Assessment Policy is based on State Assessment Policy Guidance issued by the USDE: DAEL, test publishers' guidelines and recommendations, and NRS Implementation Guidelines. Our state policy establishes specific guidelines to ensure assessment procedures are valid, reliable, and appropriate to determine the effectiveness of instructional activities.

This Assessment Policy provides guidelines for:

1. using state-approved assessments in a standardized and consistent manner.
2. placing a participant accurately into an appropriate program and instructional level.
3. obtaining diagnostic information to guide instruction.
4. determining educational functioning level at intake (pre-test) and at the end of the instructional period (post-test).
5. training staff and the implementation of test security requirements.

All local programs must establish an assessment policy that outlines assessment processes and procedures (proper testing, scoring, and reporting protocols) that are aligned with this state-issued Assessment Policy and test publishers' guidelines. To support compliance with state guidelines, local program assessment practices and results will be monitored annually or more often as determined by state officials.

South Carolina has authorized statewide use of the following assessment instruments:

- Test of Adult Basic Education (TABE)
- Basic English Skills Test (BEST PLUS 2.0)
- Basic English Skills Test (BEST Literacy)

GENERAL POLICY REGARDING ALL NRS REQUIRED ASSESSMENTS

All learners who enter adult education programs must be assigned an Educational Functioning Level (EFL) in accordance with National Reporting System guidelines. In order to accomplish this task, it is necessary to assess the learners with NRS approved testing instruments and procedures that ensure an accurate representation of their placement on an educational continuum. The NRS identifies twelve EFLs (six ABE and six ESL) as part of its accountability measures. Each functioning level addresses a general set of standards and competencies that adults must demonstrate to be able to exit that level. See Appendix A for NRS core measures.

1. All learners* must be assessed at intake or prior to receiving twelve (12) hours of instruction. Through student interview at intake, programs must make every effort to identify students who may need accommodations during assessment. See Specific Assessment Policy V. Accommodations In The Testing Process. **An exception to pre- and post-testing Adult High School 9th through 12th graders is found in Specific Assessment Policy I. Adult Basic Education and Adult Secondary Education.*
2. Measurable skill gains (MSG) are documented during each Period of Participation (POP). A POP is created once the student has been administered a pre-test and accumulates 12 instructional hours. Within a program year, if a student “drops or stops out” of class (no attendance) a new POP begins on the first date of instructional hours after a minimum 90 day absence. The student must also accumulate 12 instructional hours before the second POP is created in LACES. If the student returns to classes before a 90 day absence occurs, the previous POP is still in effect.

Participants who remain continuously enrolled across multiple program years do not need to requalify as a participant in new program years.

The initial pre-test may be brought forward as the pre-test for subsequent POPs or another pre-test may be administered for subsequent POPs to ensure correct placement in the program; however, it is recommended that programs use other forms of assessment (rather than a second pre-test) to provide the desired diagnostic information. Administering a second pre-test may result in issues with both student performance and assessment data. See specific explanations of the potential problems in our guidance document, *2017-2018 Focus on the Future*.

GENERAL POLICY REGARDING ALL NRS REQUIRED ASSESSMENTS

Initial placement for a program year may be set using any subject area of pre-tests given. Programs will select which subject area a student will be tracked, and this will determine the Initial Entering EFL which the student will be reported in on the EFL-based NRS tables. The EFL for initial placement is locked in upon assignment to ensure accurate data reporting. Programs are not required to track the student in the lowest EFL. EFL gains can be based on any subject area, not only the one in which the student is leveled. Programs are not required to post-test in all pre-tested subject areas.

3. To ensure appropriate level placement using TABE 11/12, the scale score should be entered in LACES. BEST Plus 2.0 and BEST Literacy students must also be leveled with scale scores.
4. Hours spent in orientation and assessment shall count toward the student's total attendance hours.* According to NRS definition, contact or attendance hours are hours of instruction or instructional activity the learner receives from the program. Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum, such as classroom instruction, assessment, tutoring or participation in a learning lab. **Carnegie unit instructional hours must be exclusive of activities not directly related to the curriculum being studied, i.e., registration, assessment, orientation, etc.*
5. If a student is attending class at the end of the program year and continues in the program at the beginning of the next program year, that student's instructional hours from the previous year carry over and count toward the post-testing requirement in the new program year. For example, an ESL student enrolls in a class in March and accumulates 51 hours of instruction by June 30. She continues with the class when it resumes in July. To be eligible to post-test, she only has to attend 9 hours in July; however, to be a fundable student in the new program year, the student would have to complete at least 12 hours.

GENERAL POLICY REGARDING ALL NRS REQUIRED ASSESSMENTS

6. To determine whether students have advanced one or more EFL levels or are progressing within the same level, a post-test must be given at least one time each program year (July 1 – June 30). Learners may be assessed when they have completed the hours of instruction recommended by the test publisher. For TABE post-assessment guidelines and further information, see Specific Assessment Policy I. Adult Basic Education and Adult Secondary Education. For BEST Plus 2.0 and BEST Literacy post-assessment guidelines and further information, see Specific Assessment Policy II. English as a Second Language
7. An “advance” or completion” is recorded if, according to the post-test results, the learner has skills corresponding to one or more EFL levels higher than the incoming level in the areas initially used for placement. Completing an EFL is also referred to as making an educational level gain. However, a student who scores more than one NRS level **below** the targeted level, will not receive a scale score/NRS level. In this case, immediate re-testing with a more appropriate level is **required**. If a student scores more than one NRS level **above** the target level, a plus (+) sign will appear next to the scale score. In this case, the Examiner has the option to retest at a higher level.
8. Instructional hours between each test administration must align with test publisher guidelines. If more than one post-assessment is administered during the period of participation, the latest assessment will establish advancement only if the second post-test score is higher than the first post-test score and only if the required amount of instructional hours has been completed prior to test administration.
9. Standardized testing procedures provided by the South Carolina Department of Education must be used during assessment. See Specific Assessment Policy IV. Standardized Testing Procedures. *Example: Assessment must be an activity unto itself.*
10. Test administrators, test coordinators, local program directors, local program coordinators and LACES staff must successfully complete Assessment Policy training provided by the Office of Adult Education or a Training Specialist prior to administering any NRS required assessments. Each participant must have a certificate on file (paper or electronic) verifying that he/she has completed the required training. The certificate must be available for review during OAE on-site monitoring visits and/or during formal program evaluations. See Specific Assessment Policy III. Required Assessment Training.
11. Individuals seeking to administer the TABE, BEST Plus 2.0, or BEST Literacy assessments must successfully complete both Assessment Policy training and individual test administration training as indicated prior to any test administration.
12. Each adult education program must establish and publish an assessment schedule indicating the days/evenings and times assessment will be conducted. Pre- and post-assessments required by NRS must be administered during these assessment times or as arranged by the test administrator with a particular class or individual.

GENERAL POLICY REGARDING ALL NRS REQUIRED ASSESSMENTS

13. The state has set a minimum goal of 60% for the number of adult learners receiving both a pre- and post-assessment during the fiscal year. However, programs should make every attempt to attain both pre- and post-assessment scores from all of their enrolled participants.
14. All assessment data (pre- and post-tests) must be entered into LACES within 4 weeks of the test administration date. Each assessment must be clearly marked with the date of the test administration, and that date must be entered into LACES. All other data (to include course enrollment and attendance) should be entered on a monthly basis at a minimum. Monitoring of this policy will be conducted at the regional and state levels through LACES reports, direct analysis of LACES raw data and the local program desktop monitoring tool.
15. All program directors must participate in LACES training as provided by state staff during bi-annual directors' meetings or other specialized training. In addition, directors must utilize local data for program planning and improvement and provide annual training for teachers and other local staff in data collection procedures and the use of data. See Specific Assessment Policy III. Required Assessment Training.
16. If a student completes a post-assessment in March, April, May or June of a school year, his/her score may be 'moved forward' in LACES as the student's pre-assessment score for the following school year should the student choose to continue the program. When moving forward assessments, you should move forward the most recent eligible assessment in each subject area the student was assessed in rather than only moving forward the assessment you intend to use for initial placement to track the student for the fiscal year.

SPECIFIC ASSESSMENT POLICY

I. ADULT BASIC EDUCATION AND ADULT SECONDARY EDUCATION:

1. In compliance with the NRS, all Adult Basic Education (ABE) learners and Adult Secondary Education (ASE) learners must be assessed at intake with the Tests of Adult Basic Education (TABE) using Forms 11 and 12. See Appendix C: TABE Information.
2. All TABE scores must be entered into LACES (except as noted in #4 below). Test results are to be used for placement into the appropriate instructional program and for assigning an appropriate educational functioning level. Initial placement may be set using any subject area of pre-tests given. See Appendix B: NRS Educational Functioning Level Table: Outcome Measures Definitions.
3. The TABE Complete Battery is the required assessment instrument. All core TABE tests – Reading, Mathematics or Language – or any combination thereof may be administered, depending on the learner's educational goal and the area(s) in which instruction may be focused. Educational level gain can be made and reflected as measurable skill gains on NRS Tables for any subject area tested.
4. All 9th through 12th grade high school diploma students (grade placement determined by district rules pertaining to units of credit earned) must be leveled in LACES with the Adult High School "assessment" (AHS) which will automatically place them in the High (L6) or Low (L5) Adult Secondary EFL. TABE pre-testing of these students is optional* but may be useful if the student decides to change his program of study in preparation for the high school equivalency tests. The change would be made in LACES and a TABE pre-test score would be required to assign an appropriate educational functioning level. **9th-12th grade students seeking enrollment in an approved distance education course may be assessed with TABE Reading to determine the student's reading level. A scale score at or above 576 is recommended to ensure appropriate placement in the program. The TABE test score is entered into LACES but not tracked for educational gain.*
5. Programs must use the TABE Locator test to determine the appropriate level of TABE (Easy, Medium, Difficult, or Advanced) to administer; however, learners who present themselves as non-readers may be first evaluated with the TABE Word List. Publisher's guidelines should then be used to determine whether to administer the TABE Locator or TABE Level L (Literacy).
6. For learners with disabilities, follow DRC's recommended guidelines for inclusiveness and accommodation in test administration. These accommodations are contained in the publication, *Guidelines for Inclusive Test Administration*. [http://tabetest.com/PDFs/TABE Guidelines to Inclusive Testing 2017.pdf](http://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf).
If, however, a learner lacks sufficient skills to be validly assessed with the TABE test, the learner's file must contain documentation stating that he/she could not be assessed.

SPECIFIC ASSESSMENT POLICY

I. ADULT BASIC EDUCATION AND ADULT SECONDARY EDUCATION: (continued)

7. The same level of TABE must be used for pre- and post-assessment, except when a learner's pre-test score places him near the top of a level's range. For example, if a learner took TABE, Level M (Math), Form 11 as a pre-test and produced a scale score of 595, he should take the TABE, Level D, Form 12 as the post-test because 595 is the highest a learner can score on TABE, Level M (Math).
8. Alternate TABE test forms must be used for the pre- and post-assessment to prevent the learner from becoming familiar with a particular test's content. For example, if Form 11 is administered as a pre-test, Form 12 must be administered as a post-test, following the test publisher's guidelines. The number of instructional hours between each test given (pre/post or post/post) must always follow the guidelines. See TABE Post-Testing table below and #11 for exceptions.
9. Programs must adhere to the following schedule of instructional time between the pre- and post-test as established by the test publisher and required by the NRS.

NRS Educational Functioning Level at entry (pre-test score)	Recommended hours of instruction prior to post-test	Minimum required hours of instruction prior to post-test
Level 1	50-60 hours	40 hours
Level 2		
Level 3		
Level 4		
Level 5	30-59 hours	30 hours
Level 6	Not Applicable	Not Applicable

I. ADULT BASIC EDUCATION AND ADULT SECONDARY EDUCATION: (continued)

10. Exceptions to the 40 hours of instruction prior to TABE post-assessment are:

- Students whose pre-test scores place them at the Low Adult Secondary EFL (ABE Level 5). Upon intake, the student must have the designation of “L” entered into the LACES Keyword 2 field.
- Work Readiness Credential Students– This is a special class of short duration for students who only desire to study for a career readiness credential (CRC). To facilitate a successful outcome in this class, it is suggested that participants are limited to students whose TABE pre-test scale scores are ≥ 496 on Math and ≥ 501 in Reading. The 40 hour rule will be waived and a TABE post-assessment may be administered when the student has completed a minimum of 30 instructional hours. Hours spent post-testing cannot be counted as part of the minimum 30 instructional hours. To note this exception to the 40 hour rule, upon intake, the student must have the designation of “W” entered into the LACES Keyword 2 field. This exception can be used for one, single post-test in a fiscal year. Any subsequent post-testing of the student to make an initial or additional gain must follow the 40 hour rule.

11. To determine level advancement or completion (educational gain), NRS Levels 1 - 5 students must be post-tested after the required number of instructional hours. Measurable Skill Gain via EFL post testing gain may be measured with a post-test in any subject area in which a participant was pre-tested. The post-test scale scores are used to establish gain (if any). Scale scores obtained in one content area should not be compared to scale scores in another content area because separate scales were developed for each TABE 9 & 10 content area.

12. One Measurable Skill Gain will be reported per POP. Multiple educational level gains will be documented on the NRS Tables if they occur in multiple POPs. Within a single POP, if a student has made an educational gain, we do not recommend multiple post-tests. In the case of multiple post-tests, a program must adhere to the recommended hours of instruction between test administrations and must alternate test forms. **In no situation should a TABE subject be administered as a “progress test”.**

SPECIFIC ASSESSMENT POLICY

II. ENGLISH AS A SECOND LANGUAGE

1. All English as a Second Language (ESL) learners must be assessed at intake or prior to receiving twelve (12) hours of instruction for placement. Test results are to be used for assigning an appropriate educational functioning level. See Appendix B: NRS Educational Functioning Level Table: Outcome Measures Definitions.
2. The two state approved ESL assessments are BEST Plus 2.0 and BEST Literacy, but BEST Plus 2.0 is preferred for students with limited oral language proficiency.
3. BEST Plus 2.0 must be administered one-on-one, using the computer adaptive or print version.
4. BEST Literacy may be administered to a group or to an individual.
5. BEST Literacy, Forms B, C, and D ***may be used as an initial assessment*** but only with students who exhibit some English reading and writing ability demonstrated through appropriate responses on the top section of the English version of the Standardized Registration form OR a similar tool.
6. BEST Plus 2.0 and BEST Literacy may be used alone or in tandem as a battery to measure English language proficiency. Regardless of the EFL level assigned to a student at intake, if both BEST Plus and BEST Literacy assessments are given, an EFL gain on either assessment will result in an NRS level gain.
7. All ESL learners must be pre- and post-tested with BEST Plus 2.0 or BEST Literacy, using alternate forms when applicable, in order to document educational gains.
8. ESL learners should be post-tested with BEST Plus and/or BEST Literacy after they have completed the recommended 80-100 hours of instruction, but no less than a minimum of 60 hours of instruction. Pre- and post-tests must use the same assessment instrument (either BEST Plus, BEST Literacy or both). EFL level gain can be made with either test. It is not necessary to post-test using both instruments if both assessments are administered as pre-tests.
9. Any ESL student with a BEST Plus 2.0 pre-test scale score higher than 564 or a BEST Literacy pre-test scale score higher than 75 must be given a different assessment within the time guideline noted in #1 above. If both ESL assessments have been exhausted, the ESL student must be tested with TABE Locator and then assessed with the appropriate form of TABE. Such students will no longer be technically considered an ESL student as defined by the NRS as TABE is not an acceptable ESL assessment instrument in SC.
10. Regardless of the assessment used to level the student, any student learning English as a second language may attend ESL classes and/or have ESL listed as his/her LACES primary program.
11. An ESL student is not required to complete the 'Advanced ESL' EFL before transitioning to ABE/ASE if the teacher feels the student is ready.
12. All BEST Plus 2.0 and BEST Literacy Test Administrators must be trained as outlined in Specific Assessment Policy III Required Assessment Training.

SPECIFIC ASSESSMENT POLICY

III. REQUIRED ASSESSMENT TRAINING

A. GENERAL INFORMATION

To ensure that local programs follow state policy and that information on student educational levels is reported consistently and reliably across the state, **all test administrators/coordinators, LACES staff, program directors and program coordinators** must complete SC Assessment Policy training AND must be qualified in each area in which they plan to administer assessments. Designated staff must:

- Successfully complete SC Assessment Policy training **prior to ANY standardized test administration.**
- Successfully complete TABE, BEST Plus 2.0, or BEST Literacy test administrator training prior to initial administration of the individual test AND when changes in policy or test administration occur OR as indicated in Specific Assessment Policy. Assessment Policy certificates will be issued to those successfully completing all aspects of training. All program directors and coordinators must verify that they and their test administrator(s) and test coordinator(s) have completed the required training. Verification must be available for review during OAE on-site monitoring visits and/or for formal Local Program Review (LPR).

B. SC ASSESSMENT POLICY TRAINING

The SC Assessment Policy training will consist of the following topics:

- A thorough review of NRS requirements concerning core measures, NRS definitions, assessment, and educational gain
- South Carolina's Assessment Policy
- South Carolina's Standardized Testing Procedures
- Information on the proper use, administration, and scoring of assessments

The training will be provided by the South Carolina Office of Adult Education, as coordinated by the SC Adult Education Professional Development and Technical Assistance Network (TAN). Assessment training schedules are published at the beginning of each fiscal year.

Prior to participating in Assessment Policy Training, the participant must complete the SC Assessment Policy Training Participant Agreement Form and fulfill the requirements. The form must be submitted prior to the day of the training.

SPECIFIC ASSESSMENT POLICY

III. REQUIRED ASSESSMENT TRAINING (continued)

B. SC ASSESSMENT POLICY TRAINING (continued)

2018-2019 SC Assessment Policy Training Schedule		
Staff Member	Full Assessment Policy Training	Update Assessment Policy Training
New Director	Fall Training - provided by TAN Trainers or OAE staff	Not Applicable
New Designated Staff	Fall Training or ASAP upon hire – provided by TAN Trainers	Not Applicable
Veteran Director	It is the Director's responsibility to remain current on all AP updates. Veteran Directors may attend full AP Policy training at their discretion; otherwise, training will be required ASAP if the Director's program is cited during LPR for non-compliance with Assessment Policy	Fall Training - provided by OAE staff. Required for Veteran Directors who must complete the Update AP Training before they can provide the training to veteran staff.
Veteran Designated Staff	ASAP upon notification by Director OR by OAE staff if the local program is cited during LPR for non-compliance with Assessment Policy.	Fall Training - provided by Veteran Directors upon completion of OAE Update AP Training.*

This is the ideal order of events. Special circumstances preventing this arrangement can be considered for approval. Programs should contact their TAN Trainers for guidance.

- * All Designated Veteran staff members are required to have annual Assessment Policy Update training. If Veteran staff does not receive the Update AP Training by the end of the second quarter, he/she will be suspended from administering any assessment, and will be required to attend a Full Assessment Policy training the following year in order to be in compliance and continue as an administrator of a specific assessment.

C. LOCAL PROGRAM TRAINING

In addition to the training detailed above, program directors or coordinators must provide annual training for teachers and other local staff involved in gathering, analyzing, compiling and reporting assessment and other data for the NRS. The training must provide a clear description and understanding of each staff member's role and responsibilities for NRS data collection and analysis. A written policy and staff development agenda that outlines the required training must be available for review during OAE on-site monitoring visits and/or for formal Local Program Review (LPR).

SPECIFIC ASSESSMENT POLICY

III. REQUIRED ASSESSMENT TRAINING (continued)

D. TABE TRAINING

1. **TABE Test Administrator Training** will be conducted for the state by the responsible Education Associate. Regional trainings and training requested by local programs will be conducted by a Training Specialist who covers that region. Local program test coordinators, test administrators, program directors and program coordinators who are responsible for coordinating, administering, or proctoring TABE assessments are required to attend TABE training. The training is also recommended for staff members who interpret TABE scores. Training participants should bring with them both copies of the *TABE Test Directions for forms 11 and 12*. Successful completion of the training must be documented before staff can administer any element of TABE.
2. **TABE for Practitioners Training** is offered annually in each region of the state. This specialized training is designed for Directors and instructors to provide a deeper understanding of the content of the TABE tests and to encourage wider utilization of various related resources to target instruction that facilitates student gain and supports college and career readiness skills. The relationship between TABE and LACES data (NRS EFLs) is also explored and defined through the hands-on analysis of student assessment data. OAE strongly encourages all staff to participate in this valuable training.

SPECIFIC ASSESSMENT POLICY

III. REQUIRED ASSESSMENT TRAINING (continued)

E. BEST Plus 2.0 TEST ADMINISTRATOR TRAINING

➤ **Requirements of BEST Plus 2.0 Test Administrators**

The BEST Plus 2.0 test is a face-to-face oral test, so the test administrators play a crucial role in administering and scoring the test consistently and accurately. Because of the **critical nature of the test administrator's role**, the Center for Applied Linguistics (CAL) recommends that these individuals possess the following characteristics:

- An excellent command of the English language
- The ability to set nervous people at ease
- Experience and comfort interacting with non-native English speakers
- Good hearing
- The ability to follow directions as set forth in the Test Administrator Guide

Test administrators giving the computer adaptive version of the test must also be comfortable using a computer. This means he or she must possess:

- Familiarity with using a mouse or command keys
- Ability to save data on both a hard drive and a disk
- Enough familiarity with computers to follow the instructions for administering the computer-adaptive version of BEST Plus 2.0
- Access to a local technical person to assist with technical issues

➤ **First Year Training: BEST Plus 2.0**

Prospective test administrators possessing the required qualities will need to successfully complete both parts of the BEST Plus Test Administrator (BPTA) Workshop **before administering the test** (in addition to the required SC Assessment Policy Training). Within 6-months of completing the BPTA Workshop Parts I and II, a third training, the BEST Plus Scoring 'Refresher' (BPSR) Training is also required. Test Administrators with a 'Conditionally Qualified' (CQ) status after the 'Refresher' training must also attend the Conditionally Qualified (CQ) Workshop.

First Year Training Requirements:

- BPTA Workshop Part I- a 6-hour, face-to-face training
- BPTA Workshop Part II- a 1-hour webinar
- 'Refresher' Training- a 4-hour, face-to-face training
 - CQ Workshop (if Conditionally or Not Qualified)- a 2-3 hour, face-to-face training

SPECIFIC ASSESSMENT POLICY

III. REQUIRED ASSESSMENT TRAINING (continued)

E. BEST Plus 2.0 TEST ADMINISTRATOR TRAINING (continued)

BPTA WORKSHOP PART I: During this Workshop, the Trainer will observe the participants and take note of their scoring performance and technical ability. Afterwards, all participants and their Directors receive a feedback form indicating whether or not they can move forward in the training process noting one of these possible results:

1. **Satisfactory Completion:** Participants satisfactorily completing the BPTA Workshop Part I **may NOT administer the BEST Plus 2.0** to enrolled students but must proceed with the Current School Year Action Plan as noted on his or her Feedback form:
 - Complete and review answers to Cooperative Reading activity (section V, pages 16-18 in Test Administrator Guide 'TAG').
 - Practice giving the BEST Plus 2.0 10 times with the black BEST Plus 2.0 CD with anyone EXCEPT for currently enrolled ESL students.
 - Observe at least one 'Fully Qualified' (FQ) BEST Plus 2.0 Test Administrator give the test to a student.
 - Complete official training on the SC Assessment Policy as coordinated by the TAN system.
 - Attend the BEST Plus Test Administrator Workshop Part II Webinar.

Any participant who does not complete this plan above within the current school year must begin the qualification process anew, retaking the BEST Plus Test Administrator Workshop in its entirety if he or she wants to continue pursuing qualification.

2. **Not Qualified' (NQ):** Even with the proper training, some teachers are not able to be successful test administrators. Participants exhibiting a high percentage of scoring irregularities or deficient technological skills will be considered 'Not Qualified'. **A 'Not Qualified' Test Administrator may NOT administer the BEST Plus 2.0 under any circumstances.**

BEST Plus Test Administrator Workshop Part I

Qualification Status	Can give BEST Plus 2.0?	Current School Year Action Plan:	Next Step	When
Completed	No	<ul style="list-style-type: none"> • Review p.16-18 in 'TAG.' • Practice 10 times with the black BEST Plus 2.0 CD with non-students. • Observe at least one FQ BEST Plus 2.0 TA give the test. • Complete official training on SC Assessment Policy (AP). 	Attend BPTA Part II Webinar	Within Current School Year
Not Qualified	No	N/A	N/A	N/A

SPECIFIC ASSESSMENT POLICY

III. REQUIRED ASSESSMENT TRAINING (continued)

E. BEST Plus 2.0 TEST ADMINISTRATOR TRAINING (continued)

BPTA WORKSHOP PART II: During this webinar, the Trainers will review key information needed to administer the BEST Plus 2.0 test including buying and activating tests and using the print-based version. Upon successful completion of the BPTA Workshop Part II Webinar, participants and their Directors will be given a feedback form granting them 'Pre-Qualified' (PQ) status—good for only 6 months.

1. **'Pre-Qualified' (PQ):** This individual **MAY administer the BEST Plus 2.0 to enrolled ESL students for a 6-month period** but will need to proceed with the Current School Year Action Plan as noted on his or her feedback form:
 - Administer the BEST Plus 2.0 to enrolled ESL students for at least 6 weeks.
 - Take the BEST Plus Scoring 'Refresher' (BPSR) Training within 6 months.

If PQ participants do not take the BPSR Training within 6 months, their pre-qualified status will expire, defaulting them back to NQ status. They will need to retake both parts of the BPTA Workshop in their entirety if they want to continue resume pursuing qualification.

BEST Plus Test Administrator Workshop Part II Webinar

Qualification Status	Can give BEST Plus 2.0?	Current School Year Action Plan:	Next Step	When
Pre-Qualified	Yes*	Administer the BEST Plus 2.0 to enrolled ESL students for at least 6 weeks.	Attend 'Refresher' Training	Within 6 months
*If PQ participants do not take the 'Refresher' Training within 6 months, their pre-qualified status will expire, defaulting them back to NQ status. They will need to retake the BPTA Workshop in its entirety if they want to continue pursuing qualification.				
Not Qualified	No	See BPTA Part I Action Plan Above.	Attend BPTA Part II Webinar	Within Current School Year

SPECIFIC ASSESSMENT POLICY

III. REQUIRED ASSESSMENT TRAINING (continued)

E. BEST Plus 2.0 TEST ADMINISTRATOR TRAINING (continued)

REFRESHER' TRAINING: During the 'Refresher' Training, the test administrators will review and recalibrate their scoring in order to ensure reliable assessment data culminating in the completion of a scoring activity. This activity has a final score for each BEST Plus 2.0 scoring category: Listening Comprehension, Language Complexity, and Communication. Possible scoring accuracy results for each of these sections are as follows:

- "Recommended" 90% - 100% Listening Comprehension
 75% - 100% Language Complexity and Communication
- "Acceptable" 80% - 89% Listening Comprehension
 65% - 74% Language Complexity Communication
- "Unacceptable" 79% and below Listening Comprehension
 64% and below Language Complexity and Communication

Scoring Accuracy and Qualifications for BEST Plus 2.0 Test Administrators:

- **0** Unacceptable Scores: **Fully Qualified** to administer BEST Plus 2.0 to students
- **1** Unacceptable Score: **Conditionally Qualified** to administer BEST Plus 2.0 to students
- **2 or 3** Unacceptable Scores: **Not Qualified** to administer BEST Plus 2.0 to students;

Afterwards, all participants and their Directors will receive a feedback form indicating their qualification status.

1. **'Fully Qualified' (FQ) Status:** The participant may continue to administer the **BEST Plus 2.0 to enrolled ESL students**. No further action is required in the current school year.
2. **'Conditionally Qualified' (CQ):** The participant **MAY continue testing but needs additional work on the scoring rubric**. He or she will need to proceed with the Current School Year Action Plan as noted on his or her feedback form:
 - Attend Conditionally Qualified (CQ) workshop as soon as possible.
 - Practice giving the BEST Plus 2.0 10 times with the black BEST Plus 2.0 CD with anyone EXCEPT for currently enrolled ESL students.
 - Observe at least one 'Fully Qualified' BEST Plus 2.0 Test Administrator give the test to a student.
 - Provide Program Director with documentation of the above.
3. **'Not Qualified' (NQ):** The participant should **NOT continue testing** and may need to be excused from pursuing BEST Plus 2.0 qualification.

Conditionally Qualified (CQ) Workshop: During the CQ Workshop, participants will review in detail and practice scoring the qualities of the three BEST Plus 2.0 categories: listening comprehension, language complexity and communication.

SPECIFIC ASSESSMENT POLICY

III. REQUIRED ASSESSMENT TRAINING (continued)

E. BEST Plus 2.0 TEST ADMINISTRATOR TRAINING (continued)

BEST Plus Scoring Refresher Training				
Qualification Status	Can give BEST Plus 2.0?	Current School Year Action Plan:	Next Step(s)	When
Fully Qualified	Yes	N/A	Attend AP Training	Every year
			Attend 'Refresher'	Every other year
Conditionally Qualified	Yes**	<ul style="list-style-type: none">Practice 10 times with the black BEST Plus 2.0 CD with non-students.Observe at least one FQ BEST Plus 2.0 TA give the test.Provide Program Director with documentation of the above.	Attend AP training	Every year
			Attend CQ Workshop, if possible	ASAP Within Current School Year
			'Refresher' Training	Every year, until FQ status is attained
** If CQ Current School Year Action Plan is not completed, participants will begin the following school year with a Not Qualified (NQ) status and must retake the 'Refresher' achieving an FQ or CQ status BEFORE ADMINISTERING ANY TEST.				
Not Qualified	No***	<ul style="list-style-type: none">Practice 10 times with the black BEST Plus 2.0 CD with non-students.Observe three+ FQ BEST Plus 2.0 Test Administrators give the test.	<ul style="list-style-type: none">Attend CQ workshopComplete 'Refresher' w/ CQ or FQ status	Within Current School Year
***Based on these results, we do not recommend NQ individuals for service in this capacity. However, if participants wish to persist, they must complete the Action Plan above within the current school year. If not, they must retake the BEST Plus 2.0 initial year training in its entirety.				

➤ Subsequent Year Training: BEST Plus 2.0

After successful completion of the first year training, qualified test administrators must complete the following each year.

- Update Assessment Policy Training
- 'Refresher' Training- a 4-hour, face-to-face training

➤ Records will be maintained in Pro-D and shared with OAE.

SPECIFIC ASSESSMENT POLICY

III. REQUIRED ASSESSMENT TRAINING (continued)

F. BEST Literacy TEST ADMINISTRATOR TRAINING

- The BEST Literacy Test may only be administered upon completion of Assessment Policy Training and the following:
 - Test Administrators must thoroughly read and review the BEST Literacy Test Manual (2008 edition) in its entirety and pass the OAE BEST Literacy Administrator's Assessment with a score equal to or greater than 85% prior to test administration. Directions on how to access this assessment will be found on the TAN website.
 - After taking the Administrator's Assessment, prospective test administrators and their Directors will receive an e-mail from OAE notifying them of the results. The BEST Literacy Test may NOT be administered until the Director receives this official notice.
 1. 'Fully Qualified' (FQ) Status: Participants achieved a score equal to or greater than 85% may administer BEST Literacy to enrolled ESL students. No further action is required in current or subsequent school years.
 2. 'Not Qualified' (NQ) Status: Participants achieved a score of 84% or lower and **may NOT administer BEST Literacy to enrolled ESL students**. If they wish to pursue qualification, they will need to proceed with the Current School Year Action Plan:
 - Read and study BEST Literacy Test Manual.
 - Provide Program Director with documentation of the above.
 - Retake the BEST Literacy Test Administrator's Assessment
 - The OAE BEST Literacy Administrator's Assessment may only be taken twice in any given school year. If an individual does not become fully qualified after the second attempt, he or she must wait until the following school year to renew the process.

BEST Literacy Test Administrator Training

Qualification Status		Can give BEST Literacy?	Current School Year Action Plan:	Next Step	When
Fully Qualified	Score: 85%-100%	Yes	None Required	N/A	N/A
Not Qualified	Score: 0-84%	No	<ul style="list-style-type: none"> • Read and study BEST Literacy Test Manual. • Meet with Regional ESL Consultant. • Give Director documentation. 	Retake BEST Literacy Assessment	TBD by participant

SPECIFIC ASSESSMENT POLICY

IV. STANDARDIZED TESTING PROCEDURES

Secure All Testing Materials:

- Keep all print testing materials in a locked cabinet in a secure location.
- Periodically check to see that all print materials are in good condition.
- Erase any stray pencil marks and discard old and damaged print testing materials properly.
- Shred old printed test booklets and answer sheets before discarding.

Prepare Students for Testing:

- **Assessment must be an activity unto itself.** Provide an environment that is comfortable, quiet (free from distraction), and has adequate lighting.
- Provide students a testing schedule and adhere to the testing times.
- Explain the purpose of the test. For example: "This assessment will be helpful in identifying skills already mastered and those you need to learn."
- Explain the directions for the test carefully.
- Tell the students to expect that they will not be able to answer some items.
- Ask students to skip questions they do not know how to answer.
- Provide paper for students to perform math calculations on the TABE only.
- Inform students that each test will be timed.
- For the print assessment, complete the practice exercise with the students. Check to see that students understand how to fill in the answer sheet.

During the Testing Process

- For print assessment:
 - Follow all test administrator manual directions.
 - Provide scrap paper to discourage writing in the test booklet if using the TABE assessment.
 - Verify that students are working in the correct test booklet.
 - Check to see that students are marking answers in the correct manner and place.
 - Check to see that students are marking one answer per question.
- Ensure that there is no talking or sharing of answers.
- Encourage students to do their best.
- Monitor test takers by walking around the room observing – avoiding sitting at a desk and becoming occupied with other tasks.
- **Remain in the testing room at all times.**

SPECIFIC ASSESSMENT POLICY

IV. STANDARDIZED TESTING PROCEDURES (continued)

After Testing

- Collect all test materials and scrap paper.
- Score tests as soon as possible.
- Provide students with verbal feedback on the results of their tests. Discuss skills/scale scores but never grade levels.
- Emphasize the importance of the assessment process in its ability to help the teacher develop a Study Plan for the student.
- Determine appropriate placement for students based on test results.
- Maintain the student's self-esteem by using assessment in a positive manner.

SPECIFIC ASSESSMENT POLICY

V. ASSESSING STUDENTS WITH DISABILITIES

The federal Individuals with Disabilities Education Act (IDEA) (34 CFR § 300.160(a)) and state laws stipulate that students who provide evidence of professionally documented disabilities be provided appropriate accommodations during the assessment process. Through student interview during the intake process, programs should make every effort to identify those students who have (or have had) an Individualized Education Plan (IEP), 504 plan or other documentation that specifies the need for accommodations during instruction and/or assessment.

The IDEA also includes the Child Find mandate which requires all school districts to identify, locate and evaluate all children with disabilities through age 21 (20 U.S.C. 1412(a)(3)). The Child Find mandate applies to any student regardless of whether he or she is transferring from another district or another state. The simplest way to adhere to this mandate is to obtain a high school transcript or otherwise consult with the sending school (database access, consulting with the counselor or Special Education Director, etc.).

If a student self-identifies a disability, it is the responsibility of the local program to provide reasonable accommodations. Local programs may not deny or prevent access to services based on a learner's disability. Depending on the age of the student, the local program may be required to absorb the costs related to the accommodations.

To ensure that appropriate accommodations are provided for all assessment activity and to comply with NRS guidelines, please utilize the following procedure:

1. **Before administering an assessment** for all incoming students, determine if any documentation of accommodations exists, and if so, what accommodations, if any, are required;
2. **Provide required accommodations when administering the assessment**, making a notation on the student's assessment score report and in LACES;
3. **Ensure the same accommodations are utilized with the student when post-testing**, also noting on the student's assessment score report and in LACES.

In the event that a student with an active IEP, 504, or other accommodation documentation is mistakenly given a pre-test without the required accommodation, the program may give a new pre-test (the alternate form). See below for the solution to ensure assessment compliance.

RE-TESTING COMPLIANCE		
SITUATION	RESULTING ISSUE	SOLUTION
1) During the fiscal year, a previously pre-tested student is determined to have an IEP, 504, or other accommodation documentation which requires assessment accommodations. A new pre-test (the alternate form) may be administered, and the new pre-test score is entered into LACES.	In LACES, the absence of required instructional hours between pre- and "post-test" dates will make the second pre-test administration <u>appear to be out of compliance</u> with the Assessment Policy.	Each occurrence must be reviewed and reconciled with the OAE Data Coordinator.

SPECIFIC ASSESSMENT POLICY

VI. PROVIDING APPROPRIATE ACCOMMODATIONS

The publishers of all tests listed in this policy manual call for an inclusive assessment process and offer guidelines for providing accommodations based on recent research. Educators and test administrators are cautioned to follow the guidelines offered by test publishers. See below for sample test modifications for students with disabilities.

The assessment process may be impacted by the accommodation(s) that is provided, and therefore, should be carefully controlled and documented.

SAMPLE OF CATEGORY 1 MODIFICATIONS FOR STUDENTS WITH DISABILITIES

Category 1 Presentation

- Use visual magnifying equipment
- Use a Large Print edition of the test
- Use audio amplification equipment
- Use markers to maintain place

Category 1 Response

- Mark responses in test book
- For selected-response items, indicate responses to a scribe
- Record responses on audiotape (except for constructed-response writing tests)
- For selected-response items, use sign language to indicate responses
- Use a computer, typewriter, Braille writer, or other machine (e.g., communication board) to respond
- Use a template to maintain place for responding
- Indicate responses with other communication devices (e.g., speech synthesizer)

Category 1 Setting

- Take the test alone or in a study carrel
- Take the test with a small group or different class
- Take the test at home or in a care facility (e.g., hospital) with supervision
- Use adaptive furniture
- Use special lighting and/or acoustics

Category 1 Timing/Scheduling

- Take more breaks (Note; breaks should not result in extra time for testing or opportunity to study information in a test already begun)
- Have flexible scheduling (e.g., time of day, days between sessions), which should not result in extra time for testing or opportunity to study information in a test already begun

Note: South Carolina's Office of Adult Education recommends that adult education programs follow accommodation procedures approved by the test's publisher. Refer to the publisher's Test Administration Manual for details. *Guidelines for Inclusive Test Administration*.

http://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf.

SPECIFIC ASSESSMENT POLICY

VII. DISTANCE EDUCATION

Distance Education

Distance Education is formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period (more than 50%). 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

Distance Learners are students who receive the majority of their education services at a distance, as defined above. If a learner is concurrently enrolled in distance education and traditional classroom instruction during a program year, the student is classified a distance learner only if the majority of his contact hours are at a distance.

Approved Curricula

The list of approved distance education curricula is updated annually. Any questions regarding approved curricula should be directed to the appropriate Education Associate

The approved curricula provides a measure of the time a learner is engaged in the online or stand-alone software program. Other curricula meeting this standard may be submitted to our office for approval throughout the school year.

Measuring Contact Hours for Students in Distance Education

Distance learners must have at least 12 hours of contact with the program before they can be counted for federal reporting purposes. The contact hours for distance learners can be a combination of actual contact and contact through telephone, video, teleconference or online communication, where student and program staff can interact and through which learner identity is verifiable; however, the initial 12 hours of participation should occur on-site through face-to-face instruction.

The initial 12 hours should include the program orientation, pre-assessment, one-on-one counseling with goal identification and determination of distance learning compatibility. *Programs may choose to waive this on-site requirement (except for pre-assessment) for students who demonstrate an exceptional capacity for distance learning, but this is **not recommended** for first-time VirtualSC students.*

Programs will report actual and proxy contact hours of time students spend on distance learning activities. The OCTAE approved Clock Time Model assigns proxy contact hours based on the elapsed time that a learner is connected to, or engaged in, an online or stand-alone software program that tracks time.

SPECIFIC ASSESSMENT POLICY

VII. DISTANCE EDUCATION (continued)

Measuring Contact Hours for Students in Distance Education (continued)

Teachers will record student hours accessed from the distance education curriculum's reports and submit student hours according to local program data collection procedures. For VirtualSC users, Virtual Learning Coordinators will work with VirtualSC teachers to determine student contact hours and then report those hours according to local program data collection procedures.

For learners who receive both distance education and traditional classroom instruction during a program year (such as a blended distance-classroom approach or concurrent enrollment in both types of instruction), both types of hours should be entered into LACES. LACES will then classify the learner based on which instructional modality was used the majority of the time (more than 50%).

Assessment of Students in Distance Education

Pre- and post- assessments of distance learners are conducted according to state assessment policy through face-to-face interaction with a trained test administrator. Distance learners are to be post-tested after the same amount of instructional time as traditional ABE students and ESL students (see Specific Assessment Policy I. Adult Basic Education and Adult Secondary Education and II. English as a Second Language.) Actual and proxy contact hours should be combined to determine the appropriate time for post-assessment the student.

NRS Reporting of Students in Distance Education

Programs will report all required NRS data elements on distance learners in all NRS tables, according to current requirements. Both actual and proxy contact hours are reported in Table 4.

Programs must also report data on distance learners separately in Table 4C, identical to NRS Table 4, and in Table 5A, identical to Table 5. Only students in distance education are to be reported in the tables and all contact hours (proxy and actual) are to be reported in Table 4C.

APPENDIX A: NRS Definitions – CORE MEASURES

The definitions listed below are taken from the publication, *Measures and Methods for the National Reporting System for Adult Education* (June 2013). These definitions are provided by the Division of Adult Education and Literacy from the Office of Career, Technology and Adult Education with the United States Department of Education. The South Carolina Office of Adult Education requires that all adult education programs receiving federal funding adhere to these definitions. For further explanation of the NRS framework and operation, please refer to the publication cited above.

MEASURABLE SKILL GAINS (MSG) Required By NRS (Tables 4, 4A, 4B & 4C)

MSG #1: Educational Functioning Level Gain

Definition: Learner completes or advances one or more educational functioning levels from starting level measured on entry into the program. See Appendix B for entry-level descriptors.

- **Educational functioning level (EFL) gain** occurs when a student completes or advances one or more educational functioning levels through post testing from his/her initial level as measured upon entry into the adult education program.
- **Completion of Carnegie Unit:** A gain can only be achieved if the student is enrolled in a high school diploma program and acquires enough credits to move to 11th/12th grade status (L6) from a 9th/10th grade status (L5). (Based on the school district's requirements for grade completion.)
- **Enrollment in Postsecondary After Adult Ed Program Exit:** Students who exit an adult education program and enroll in postsecondary education or Training can be marked as having an EFL gain.
- **Applicable Population:** All learners
- **Collection Procedure:** At intake, an individual learner's educational functioning level is determined within the functional level descriptors, using a uniform, standardized assessment procedure approved by the state. The local program need not assess the learner in all areas, but the assessment should be in the areas in which instruction will be focused.
- **Federal Reporting:** Total number of learners who complete a level during the program is reported and a rate or percentage of level completion can be computed.

MSG #2: Secondary School Diploma (SSD)

Definition: Learner obtains a state issued High School Diploma or its equivalent (GED/TASC).

- **Applicable Population:** All learners
- **Collection Procedure:** At intake, an individual learner's educational goals are evaluated and they are then enrolled in the appropriate program. All students with the exception of 9th through 12th grade High School Diploma students may be assessed to determine educational functioning level.
- **Federal Reporting:** Total number of learners who complete an SSD during the program is reported and a rate or percentage of level completion can be computed.

Table 4
Measurable Skill Gains by Entry Level

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its equivalent, and periods of participation outcomes.

Entering Educational Functioning Level	Total Number Enrolled	Total Attendance Hours for all participants	Number who achieved at least one educational functioning level gain	Number who attained a secondary school diploma or its equivalent	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation with Measurable Skill Gains	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
ABE Level 1										
ABE Level 2										
ABE Level 3										
ABE Level 4										
ABE Level 5										
ABE Level 6										
ABE Total										
ESL Level 1										
ESL Level 2										
ESL Level 3										
ESL Level 4										
ESL Level 5										
ESL Level 6										
ESL Total										
Grand Total										

Table 4: Measurable Skill Gains by Entry Level Notes

- Use participant's pretest score for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns D through G. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in column D is the number of participants who completed one or more Educational Functioning Level gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column E is the number of participants who attained a secondary school diploma or its equivalent.
- Enter only the most recent achievement, if attained, per participant in column D or column E.
- Column F is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column G is number of participants who remain enrolled and achieved no measurable skill gain.
- Column $D + E + F + G$ should equal the total in column B.
- Column H is calculated using the following formula: $(\text{Column H}) = \frac{(\text{Column D} + \text{Column E})}{(\text{Column B})}$
- Column I is the total number of periods of participation for each participant. A participant may have more than one period of participation.
- Column J is the number of periods of participation in which a Measurable Skill Gain is achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Participants may achieve more than one gain per period of participation. However, a maximum of one gain per period of participation is reported in column J.
- Column K is calculated using the following formula: $(\text{Column H}) = \frac{(\text{Column J})}{(\text{Column I})}$

OMB Number 1830-0027, Expires 08/31/2017.

Table 4A

Table
English Language Arts/Literacy, Mathematics, Carnegie Units / Credits, and Transition to Postsecondary Education by Entry Level

Enter number of participants for each category listed, and number of participants achieving each educational gain at each level.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Number with EFL Gain For ELA/Literacy or ELP* by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP* EFL Gains (D)	Number with EFL Gain For Math by pre-posttesting (E)	Percentage Achieving Math EFL Gains (F)	Number with EFL Gain by Carnegie Units/ Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/ Credits (H)	Number with EFL Gain by Transition to Post-secondary Education (I)	Percentage Achieving EFL Gain by Transition into Postsecondary Education (J)
ABE Level 1									
ABE Level 2									
ABE Level 3									
ABE Level 4									
ABE Level 5									
ABE Level 6									
ABE Total									
ESL Level 1									
ESL Level 2									
ESL Level 3									
ESL Level 4									
ESL Level 5									
ESL Level 6									
ESL Total									
Grand Total									

- Total number of participants in Column B should equal the corresponding total number of participants in other NRS tables.
- Both ELA/literacy and Mathematics level gains must be reported for all participants, if tested in both areas.
- Report Carnegie unit/credit attainment and entry into postsecondary education for participants who achieved these outcomes. Duplicate outcomes are permissible on this table for individual participants.
- Calculate Percentages as follows:

Column D = Column C/Column B

Column H = Column G/Column B

Column F = Column E/Column B

Column J = Column I/Column B

*English Language Proficiency

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Table 4B
Educational Functioning Level Gain and Attendance for Pre- and Post-tested

Participants

Enter the number of pre- and post-tested participants for each category listed, number of post-tested participants achieving at least one educational functioning level gain, and total attendance hours for post-tested participants.

Entering Educational Functioning Level	Total Number Enrolled (B)	Total Attendance Hours	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1						
ABE Level 2						
ABE Level 3						
ABE Level 4						
ABE Level 5						
ABE Total						
ESL Level 1						
ESL Level 2						
ESL Level 3						
ESL Level 4						
ESL Level 5						
ESL Level 6						
ESL Total						
Total						

Include in this table only participants who are both pre- and post-tested.

- Column *D* is the total number of participants (both exited and continuing) who achieved at least one EFL gain by completing at least one level through pre- and post-testing.
- Column *E* is the number of participants who achieved no EFL gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column *F* represents the number of participants still enrolled who are at the same EFL level as when they entered.
- Column *D* + *E* + *F* should equal the total in Column *B*.
- Each row total in Column *G* is calculated using the following formula: (Column *G*) = $\frac{\text{Column D}}{\text{Column B}}$

OMB Number 1830-0027, Expires 08/31/2017.

Table 4C
Measurable Skill Gains by Entry Level for Participants in

Distance Education

Enter the number of distance education participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its equivalent, and periods of participation outcomes.

Entering Educational Functioning Level	Total Number Enrolled	Total Attendance Hours for all participants	Number who achieved at least one educational functioning level gain	Number who attained a secondary school diploma or its equivalent	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation with Measurable Skill Gains	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
ABE Level 1										
ABE Level 2										
ABE Level 3										
ABE Level 4										
ABE Level 5										
ABE Level 6										
ABE Total										
ESL Level 1										
ESL Level 2										
ESL Level 3										
ESL Level 4										
ESL Level 5										
ESL Level 6										
ESL Total										
Grand Total										

Include in this table only participants who are counted as distance education participants. This table is a subset of the participants reported in Table 4.

Table 4C: Measurable Skill Gains by Entry Level for Participants in Distance Education Notes

- Use participant's pretest score for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation
- Count each participant only once in columns D through G.
- The number in column D is the number of participants who completed one or more Educational Functioning Levels gain as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column E is the number of participants who attained a secondary school diploma or its equivalent.
- Enter only the most recent achievement, if attained, per participant in column D or column E.
- Column F is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column G is number of participants who remain enrolled and achieved no measurable skill gain.
- Column $D + E + F + G$ should equal the total in Column B.
- Column H is calculated using the following formula: $(\text{Column H}) = \frac{(\text{Column D} + \text{Column E})}{(\text{Column B})}$
- Column I is the total number of periods of participation for each participant. A participant may have more than one period of participation.
- Column J is the number of periods of participation in which a Measurable Skill Gain is achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Participants may achieve more than one gain per period of participation. However, a maximum of one gain per period of participation is reported in column J.
- Column K is calculated using the following formula: $(\text{Column H}) = \frac{(\text{Column J})}{(\text{Column I})}$

**APPENDIX B NEW EDUCATIONAL
FUNCTIONING LEVEL DESCRIPTORS
FOR
ADULT BASIC EDUCATION**

NEW EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS FOR ADULT BASIC EDUCATION (ABE)¹⁰

Introduction

LITERACY/ENGLISH LANGUAGE ARTS

The educational functioning level (EFL) descriptors for Literacy/English Language Arts are intended to guide both teaching and assessment for adult learners. They are divided into six EFLs: Beginning Literacy; Beginning Basic; Low Intermediate; High Intermediate; Low Adult Secondary; and High Adult Secondary. The descriptors do not provide a complete or comprehensive delineation of all of the skills at any given level but provide examples of the most critical concepts and skills for the level. The descriptors use the College and Career Readiness (CCR) Standards for Adult Education (CCR) as the foundation

While these narrative descriptors address the most critical concepts for assessment and instruction for adult learners, lesson plans and test items should be based on additional critical concepts from State instructional frameworks and standards, as appropriate for the learner and State requirements.

The EFLs for Literacy/English Language arts are organized into reading, writing, speaking and listening, and language domains. Emphasis was placed on reading and writing because most instruction and assessment attention will be paid to these domains for ABE students. In addition, the descriptors were further informed by OCTAE's Framework for Employability Skills to ensure the levels paid adequate attention to workforce preparation.

Reading

The reading sections of the descriptors are consistently more comprehensive than the other domains. Reading is a critical area for college and career readiness. One of the elements in the reading descriptors that draws clear distinctions between competencies required at each level is the complexity of the text that students are to be reading. The EFLs specify a staircase of increasing text complexity for students to master from beginning basic reading through the college and career readiness level. The comprehension skills of reading are to be applied to level-appropriate complex text. The reading domain elements of the descriptors carry within it references to other key skills from the other domains and workforce preparation skills. Examples of this include listening comprehension as a supplement to reading comprehension at levels 1 and 2 so students can work with the richer ideas adult students can handle intellectually, if not yet independently through their own reading. It also includes integrating and evaluating information from a variety of media, including translating quantitative or technical information presented visually or in words. Learning to work with diverse media is an important job skill as well as a critical applied academic skill. Another example is an emphasis on research that includes a combination of reading, writing,

¹⁰ These descriptors are included in the AEFLA information collection (OMB control number 1830-0027) and were implemented with Federal Register notice 82 FR 42339.

and speaking and listening skills—again as a way to connect the domains in important ways and to create the EFLs as a focused and useful document.

Writing

Details about the level of writing proficiency required at each level have been pared to draw clear distinctions between competencies required at each level. The descriptors emphasize writing arguments and writing to inform and explain from Level 3 and beyond. Both writing types stress writing to sources, and asking students to draw evidence from texts is emphasized in the descriptors. With writing, many of the process standards were not included because process proficiency is hard to measure. In addition, reference is consistently made to research skills in both the reading and writing sections of each level, as these skills are important to writing.

Speaking and Listening

The speaking and listening descriptors at each level were connected closely to workforce preparation and the Employability Skills Framework. These skills have the benefit of both being measurable and clearly related to citizenship, work and life success. Collaborative conversations and teamwork are emphasized at *every* level, as is students' use of evidence. In this context of speaking and listening, the descriptors reflect use of listening comprehension capacities (particularly in Levels 1 and 2 to augment students' lower reading comprehension abilities), evidence in conversation, ability to evaluate what others are saying, and the capacity to share information effectively with others.

Language

In the language domain, descriptors consistent with workforce preparation from the Employability Skills Framework and are vital to attaining college and career readiness from each level such as a growth in students' grammar and punctuation skills, as well as their growth in vocabulary.

Level 1: Beginning Literacy

Reading: Individuals ready to exit the Beginning Literacy Level comprehend how print corresponds to spoken language and are able to demonstrate understanding of spoken words, syllables, and sound-letter relationships (phonetic patterns), including consonant digraphs and blends. In particular, students at this level are able to recognize and produce rhyming words, blend and segment onsets and rhymes, isolate and pronounce initial, medial, and final sounds, add or substitute individual sounds, and blend and segment single syllable words. They are able to decode two-syllable words following basic patterns as well as recognize common high frequency words by sight. Individuals are able to read simple decodable texts with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in texts with clear and explicit context.

Individuals ready to exit this level are able to determine main ideas, retell key details, and ask and answer questions about key details in simple texts. Individuals are also able to use the illustrations in the text(s), whether print or digital, to describe its key ideas (e.g., maps, charts, photographs, cartoons). They also are able to use text features, both print and digital, to locate key facts or information. When listening to text above their current independent reading level, they are

able to identify the reasons an author gives to support points in a text, describe the connections between ideas within a text, and examine the basic similarities in and differences between two texts on the same topic.

Writing: Individuals ready to exit the Beginning Literacy Level are able to write basic sight words and familiar words and phrases as they compose simple sentences or phrases. This includes writing simple informative texts in which they supply some facts about a topic and narratives that include some details regarding what happened. They use simple transition and temporal words to signal event order (e.g., so, and, because, when, next, finally). With support, they are able to gather and use information from provided sources, both print and digital, to answer a simple research question.

Speaking and Listening: Individuals ready to exit this level are able to participate in conversations of short duration, collaborating with diverse partners and groups, while respecting individual differences. This includes following agreed upon rules for discussion and responding to the comments of others through multiple exchanges. Individuals are able to describe people, places, things, and events with relevant details, producing complete sentences when appropriate to task and situation. They can discuss what they have heard read aloud and ask and answer questions about it.

Language: When writing and speaking, individuals ready to exit this level are able to correctly use frequently occurring nouns, verbs (past, present, and future), adjectives, pronouns, prepositions and conjunctions. When writing sentences individuals correctly use capitalization, ending punctuation, and commas in dates and to separate single words in a series. They are able to spell words with common patterns and frequently occurring irregular words. Other words they spell phonetically. In response to prompts, they are able to produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences orally. Individuals are able to determine the meaning of unknown and multiple-meaning words, by applying their knowledge of frequently occurring roots and affixes, as well as sentence-level context. They are able to distinguish shades of meaning among verbs (e.g., look, glance, stare, glare) and adjectives differing in intensity (e.g., large, gigantic) by choosing them or acting out their meanings.

Level 2: Beginning Basic

Reading: Individuals ready to exit the Beginning Basic Level are able to decode multi-syllable words, distinguish long and short vowels when reading regularly spelled one-syllable words, and recognize the spelling-sound correspondences for common vowel teams. They also are able to identify and understand the meaning of the most common prefixes and suffixes. They can read common irregular sight words. Individuals are able to read level appropriate texts (e.g., texts with a Lexile Measure of between 420 and 820) with accuracy, appropriate rate, and expression.¹¹ They are able to determine the meaning of words and phrases in level-appropriate complex texts. Individuals ready to exit this level are able to determine main ideas, ask and answer questions about key details in texts and show how those details support the main idea. Individuals also are able to explain how specific aspects of both digital and print illustrations contribute to what is conveyed by the words of a text. They are able to compare and contrast the most important points and key details of two texts on the same topic. When listening to text above their current independent reading level, they are able to

¹¹ Refer to the Text Complexity Chart at the end of this document for the CCR standards for adult education for the appropriate range of complexity for this level.

describe the relationship between ideas in a text in terms of time, sequence, and cause/effect, as well as use text features and search tools, both print and digital, to locate information relevant to a given topic efficiently. They also are able to describe how reasons support specific points an author makes in a text and identify the author's main purpose or what the author wants to answer, explain or describe, as well as distinguish their own point of view from that of the author's.

Writing: Individuals ready to exit the Beginning Basic Level are able to write opinion pieces on topics or texts, supporting a point of view with reasons. They are able to write simple informative texts in which they examine a topic and convey information clearly. They also are able to write narratives with details that describe actions, thoughts, and feelings. They use transition and temporal words (e.g., also, another, more, but) to link ideas and signal event order. Individuals ready to exit this level are able to use technology to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects and summarize their learning in print. This includes taking brief notes from both print and digital sources, and sorting evidence into provided categories.

Speaking and Listening: Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes gaining the floor in respectful way, linking their comments to the remarks of others, and expressing their own ideas, clearly in light of the discussions. Individuals are able to report on a topic or text or recount an experience, with appropriate facts, and relevant, descriptive details. They are able to speak in complete sentences appropriate to task and situation in order to provide requested detail or clarification. They can discuss what they have heard read aloud and provide the main ideas and appropriate elaboration and detail about the information presented.

Language: When writing and speaking, individuals ready to exit this level are able to correctly use regular and irregular nouns and verbs, comparative and superlative adjectives and adverbs, and coordinating and subordinating conjunctions. When writing simple, compound and complex sentences, individuals use correct subject-verb and pronoun-antecedent agreement. They also use correct capitalization, ending punctuation, commas, and apostrophes to form contractions and possessives. They also are able to spell words with conventional patterns and suffixes. They are able to use spelling patterns and generalizations (e.g., word patterns, ending rules) in writing words. In response to prompts, they are able to produce, expand, and rearrange simple and compound sentences. Individuals are able to determine the meaning of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. They are able to distinguish literal from non-literal meaning of words, and shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, wondered, suspected). They are able to demonstrate understanding of and use general academic words that signal spatial and temporal relationships.

Level 3: Low Intermediate

Reading: Individuals ready to exit the Low Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 740 and 1010).¹² They are able to use knowledge of letter-sound correspondences, syllabication patterns, and roots and

¹² Refer to the Text Complexity Chart at the end of this document for the CCR standards for adult education for the appropriate range of complexity for this level.

affixes to accurately decode unfamiliar words. They are able to determine the meaning of words and phrases (e.g., metaphors and similes) in level-appropriate complex texts. Individuals ready to exit this level are able to make logical inferences, summarize central ideas or themes, and explain how they are supported by key details. They are able to explain events, procedures, or ideas in historical, scientific, or technical texts, including what happened and why. They are able to describe the overall structure of a text and compare and contrast the structures of two texts. Individuals ready to exit this level are also able to interpret information presented visually, orally or quantitatively to find an answer to a question or solve a problem. They display this facility with both print and digital media. Individuals are able to explain how authors use reasons and evidence to support particular points in a text and can integrate information from several texts, whether print, media, or a mix, on the same topic. They are able to describe how point of view influences how events are described. They are able to analyze multiple accounts of the same event or topic, noting similarities and differences. They are able to produce valid evidence for their findings and assertions.

Writing: Individuals ready to exit the Low Intermediate Level are able to write opinion pieces on topics or texts, supporting a point of view with facts and logically ordered reasons. They are able to produce informative texts in which they develop a topic with concrete facts and details. They convey information clearly with precise language and well-organized paragraphs. They link ideas, opinions and reasons with words, phrases, and clauses (e.g., another, specifically, consequently, because). They are also able to use technology (including the Internet) to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects, making frequent use of on-line as well as print sources. This includes the ability to draw evidence from several texts to support an analysis. They are able to summarize or paraphrase information from and provide a list of those sources.

Speaking and Listening: Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes demonstrating an understanding of teamwork and working well with others by carrying out their assigned roles, and posing and responding to specific questions, and making comments that contribute to and elaborate on the remarks of others. Individuals are able to report on a topic or text or present an opinion, sequencing ideas logically and providing appropriate facts, and relevant, descriptive details that support the main ideas or themes. They are able to differentiate between contexts that call for formal English and situations where informal discourse is appropriate. They also are able to paraphrase and summarize what they have heard aloud and explain how each claim is supported by reasons and evidence.

Language: When writing and speaking, individuals ready to exit this level are able to use verb tenses to convey various times, sequences, states, and conditions correctly and recognize inappropriate shifts in verb tense. They use prepositions, conjunctions, and interjections properly. Individuals write simple, compound and complex sentences and use correct subject-verb and pronoun-antecedent agreement throughout a piece of writing. They also use correct capitalization, commas, and underlining, quotation marks, and italics to indicate titles of works. They are able to correctly use frequently confused words (e.g., to, too, two; there, their) and spell correctly, consulting references as needed. They are able to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons as well as expand, combine and reduce sentences for meaning, reader interest and style. Individuals are able to determine the meaning of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. Individuals are able to interpret figurative language, including similes and metaphors. They also are able to recognize and explain the

meaning of common idioms, adages, and proverbs. They are able to demonstrate understanding of and use general academic words that signal precise actions or emotions (e.g., whined, stammered), signal contrast (e.g., however, nevertheless), or other logical relationships (e.g., however, similarly), and are basic to a particular topic (e.g. endangered when discussing animal preservation).

Level 4: High Intermediate

Reading: Individuals who are ready to exit the High Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 925 and 1185).¹³ They display increasing facility with academic vocabulary and are able to analyze the impact of a specific word choice on meaning and tone in level-appropriate complex texts.

Individuals are able to make logical inferences by offering several pieces of textual evidence. This includes citing evidence to support the analysis of primary and secondary sources in history, as well as analysis of science and technical texts. They are able to summarize and analyze central ideas, including how they are conveyed through particular details in the text. They also are able to analyze how a text makes connections among and distinctions between ideas or events and how major sections of a text contribute to the development of the ideas. They also are able to follow multistep procedures. Individuals are able to identify aspects of a text that reveal point of view and assess how point of view shapes style and content in texts. In addition, they are able to evaluate the validity of specific claims an author makes through the sufficiency of the reasoning and evidence supplied in the text. This includes analyzing how an author responds to conflicting evidence or viewpoints. They are able to analyze how multiple texts address similar themes, including how authors acknowledge and respond to conflicting evidence or viewpoints and include or avoid particular facts. Individuals are also able to analyze the purpose of information presented in diverse media as well as integrate and evaluate content from those sources, including quantitative or technical information presented visually and in words. They are able to produce valid evidence for their findings and assertions, make sound decisions, and solve problems.

Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to introduce claims, acknowledge alternate or opposing claims, support claims with clear reasons and relevant evidence, and organize them logically in a manner that demonstrates an understanding of the topic. When writing informative texts, individuals are able to examine a topic through the selection, organization, and analysis of relevant facts, concrete details, quotations and other information to aid comprehension. Individuals create cohesion in their writing by clarifying the relationships among ideas, reasons, and evidence; using appropriate transitions; and including a logical progression of ideas, and maintaining consistency in style and tone. Individuals are able to use specific word choices appropriate for the topic, purpose, and audience. They also are able to use technology to produce and publish writing and link to and cite sources. They conduct short research projects, drawing on several sources. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to locate and organize information, assess the credibility and accuracy of each source, and communicate the data and conclusions of others while avoiding plagiarism.

¹³ Refer to the Text Complexity Chart at the end of this document for the CCR standards for adult education for the appropriate range of complexity for this level.

Speaking and Listening: Individuals ready to exit the High Intermediate level collaborate well as a member of team by building on others' ideas, expressing their own clearly and maintaining a positive attitude. This includes following the rules for collegial discussions and decision-making and tracking progress toward specific goals and deadlines. It also includes the ability to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence and ideas. During these discussions, individuals are able to qualify, alter, or justify their own views in light of the evidence presented by others. Just as in writing, individuals are able to delineate a speaker's argument, evaluating the soundness of the reasoning and relevance of the evidence. They are able to identify when irrelevant evidence is introduced. They also are able to present their own claims and findings that emphasize salient points in a focused and coherent manner, with relevant evidence, valid reasoning, and well-chosen details. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language: When writing and speaking, individuals ready to exit the High Intermediate level are able to ensure pronouns are in the proper case, recognize and correct inappropriate shifts in pronoun number and person, and correct vague or unclear pronouns. They know how to form all verb tenses, and recognize and correct inappropriate shifts in verb voice and mood. They know how to recognize and correct misplaced and dangling modifiers. They are able to adapt their speech to a variety of contexts and tasks when indicated. They are able to choose language that expresses ideas precisely and concisely, recognizing and eliminating redundancy and wordiness as well as maintaining consistency in style and tone. Though errors may be present, the meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

Level 5: Low Adult Secondary

Reading: Individuals who are ready to exit Low Adult Secondary Level are able to read fluently texts that measure at the secondary level of complexity (e.g., a Lexile Measure of between 1050 and 1335).¹⁴ This includes increasing facility with academic vocabulary and figurative language in level-appropriate complex texts. This includes determining the meaning of symbols and key terms used in a specific scientific or technical context. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences about those complex texts. They are able to analyze the development of central ideas over the course of a text and explain how they are refined by particular sentences, paragraphs, or portions of text. They are able to provide an objective summary of a text. They are able to analyze in detail a series of events described in text and determine whether earlier events caused later ones or simply preceded them. They also are able to follow complex multistep directions or procedures. Individuals are able to compare the point of view of two or more authors writing about the same or similar topics. They are able to evaluate the validity of specific claims an author makes through the sufficiency and relevance of the reasoning and evidence supplied. They also are able to identify false statements and fallacious reasoning. They are able to analyze how multiple texts address related themes and concepts, including challenging texts, such as seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address). In addition, they

¹⁴ Refer to the Text Complexity Chart at the end of this document for the CCR standards for adult education for the appropriate range of complexity for this level.

are able to contrast the findings presented in a text, noting whether those findings support or contradict previous explanations or accounts. Individuals are also able to translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically into words. Through their reading and research, they are able to cite strong and thorough textual evidence for their findings and assertions to make informed decisions and solve problems.

Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to introduce precise claims, distinguish the claims from alternate or opposing claims, and support claims with clear reasons and relevant and sufficient evidence. When writing informative texts, they are able to examine a topic through the effective selection, organization, and analysis of well chosen, relevant, and sufficient facts appropriate to the audience's knowledge of the topic. They use appropriate and varied transitions as well as consistency in style and tone to link major sections of the text, create cohesion, and establish clear relationships among claims, reasons, and evidence. Individuals use precise language and domain-specific vocabulary to manage the complexity of the topic. They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source, and communicate the data and conclusions of others while avoiding plagiarism.

Speaking and Listening: Individuals ready to exit the Low Adult Secondary level are able to participate in a thoughtful, respectful, and well-reasoned exchange of ideas as a member of a team. As they collaborate with peers, they are able to set rules for collegial discussions and decision-making, clear goals and deadlines. They are able to propel these conversations forward by clarifying, verifying or challenging ideas that are presented, actively incorporating others into the discussion, responding thoughtfully to diverse perspectives, and summarizing points of agreement and disagreement. They also are able to qualify, alter, or justify their own views and understanding in light of the evidence and reasoning presented by others. Just as in writing, individuals are able to evaluate a speaker's point of view, and in particular, assess the links among ideas, word choice, and points of emphasis and tone used. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language: Individuals ready to exit the Low Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. Though some errors may be present, meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

Level 6: High Adult Secondary

Reading: Individuals who are ready to exit High Adult Secondary Level are able to read fluently at the college and career readiness level of text complexity (e.g., a Lexile Measure between 1185 and 1385).¹⁵ This includes increasing facility with academic vocabulary and figurative language sufficient for reading, writing, speaking, and listening at the college and career readiness level. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences about those complex texts. They are able to summarize the challenging ideas, concepts or processes contained within them. They are able to paraphrase texts in simpler but still accurate terms. Whether they are conducting analyses of complex primary and secondary sources in history or in scientific and technical texts, they are able to analyze how the ideas and concepts within them develop and interact. Individuals are able to assess how points of view shape style and content in texts with particular attention to distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). Individuals are able to analyze how multiple texts address related themes and concepts, including challenging texts such as U.S. founding documents (Declaration of Independence, the Bill of Rights). In addition, they are able to compare and contrast treatments of the same topic in several primary and secondary sources. Individuals are also able to integrate and evaluate multiple sources of information presented in diverse media in order to address a question. Through their reading and research at complex levels, they are able to cite strong and thorough textual evidence for their findings and assertions to make sound decisions and solve problems.

Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to create an organization that establishes clear relationships among the claim(s), counterclaim(s), reasons and evidence. They fully develop claims and counterclaims, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. When writing informative texts, they are able to organize complex ideas, concepts, and information to make important connections and distinctions through the effective selection and analysis of content. They use appropriate and varied transitions to clarify the relationships among complex ideas, create cohesion, and link major sections of the text. Individuals are able to maintain a formal style while they attend to the norms and conventions of the discipline in which they are writing. They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects that require the synthesis of multiple complex sources to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source in answering the research question, noting any discrepancies among the data collected.

Speaking and Listening: Individuals ready to exit the High Adult Secondary level demonstrate flexibility, integrity, and initiative when collaborating as an effective member of a team. They are able to manage their time and other resources wisely in order to contribute to the team's overarching goal(s) and meet the agreed upon deadlines. This includes the ability to exercise

¹⁵ Refer to the Text Complexity Chart at the end of this document for the CCR standards for adult education for the appropriate range of complexity for this level.

leadership, resolve conflicts as they arise, and pose and respond to questions that relate the current discussion to broader themes or larger ideas. They are able to express alternative views clearly and persuasively, verify or challenge others' ideas and conclusions, and think creatively and critically in light of the evidence and reasoning presented. Just as in writing, individuals are able to evaluate a speaker's point of view, stance, premises, evidence, reasoning, rhetoric, and tone. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, making strategic use of digital media. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language: Individuals ready to exit the High Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. The meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

Exhibit B.1. Quantitative Analysis Chart for Determining Text Complexity¹⁶

CCR Levels of Learning	ATOS	Degrees of Reading Power	Flesch-Kincaid	The Lexile Framework	Reading Maturity
B (Level 2)	2.75–5.14	42–54	1.98–5.34	420–820	3.53–6.13
C (Level 3)	4.97–7.03	52–60	4.51–7.73	740–1010	5.42–7.92
D (Level 4)	7.00–9.98	57–67	6.51–10.34	925–1185	7.04–9.57
E (Level 5)	9.67–12.01	62–72	8.32–12.12	1050–1335	8.41–10.81
E (Level 6)	11.20–14.10	67–74	10.34–14.2	1185–1385	9.57–12.00

¹⁶ This chart only identifies text complexity for levels B through E. At level A, students are just learning how to read, so it is not appropriate to focus on the complexity of the text until level B.

Introduction and Process

MATHEMATICS

The EFL Descriptors for Mathematics also use the CCR as the foundation. They are intended to guide both teaching and assessment for adult learners. While these narrative descriptors address the most critical concepts for adult learners (as defined in the Major Work of the Level), there are additional concepts found in the CCR standards that support the major work for each level, and that are included in these descriptors. Lesson plans and assessment items for adult learners should be based on the full text of the CCR standards for each level, using these critical concepts as the foundation for lesson development and assessment.

The mathematics descriptors are divided into six educational functioning levels. The levels are Beginning Literacy (corresponding to Level A of the CCR); Beginning Basic (corresponding to Level B of the CCR); Low Intermediate (corresponding to Level C of the CCR); Middle Intermediate (corresponding to part of the Level D CCR), High Intermediate (corresponding to the remainder of the Level D CCR); and Adult Secondary (corresponding to Level E of the CCR). Each of the levels corresponds roughly to two grade levels, in K-12 terms, except for Level E, which combines the critical concepts of all of grades 9 through 12. Within each level the descriptors are further divided by domain: *The Mathematical Practices*, *Number Sense and Operations*, *Algebraic Thinking*, *Geometry (and Measurement)*, and *Data Analysis (Statistics and Probability)*.

The descriptors do not provide a complete or comprehensive delineation of all of the skills at any given level but provide examples of the most critical concepts and skills for the level to guide assessment and instruction. Assessment of the Mathematical Practice descriptors are best performed in the classroom using assessments that could be formative or summative and may be informal. It should be noted that mathematics placement decisions should take into account the reading level of the adult student. Verbally presented application problems at all mathematics levels require a minimum reading level.

Level 1: Beginning Literacy

The Mathematical Practices: Students prepared to exit this level are able to decipher a simple problem presented in a context and reason about and apply correct units to the results. They can visualize a situation using manipulatives or drawings and explain their processes and results using mathematical terms and symbols appropriate for the level. They recognize errors in the work and reasoning of others. They are able to strategically select and use appropriate tools to aid in their work, such as pencil/paper, measuring devices, and/or manipulatives. They can see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.

Number Sense and Operations: Students prepared to exit this level have an understanding of whole number place value for tens and ones and are able to use their understanding of place value to compare two-digit numbers. They are able to add whole numbers within 100 and explain their reasoning, e.g., using concrete models or drawings and strategies based on place value and/or properties of operations. They are able to apply their knowledge of whole number addition and subtraction to represent and solve word problems that call for addition of three whole numbers whose sum is less than 20 by using such problem-solving tools as objects, drawings, and/or simple equations.

Algebraic Thinking: Students prepared to exit this level understand and apply the properties of operations to addition and subtraction problems. They understand the relationship between the two operations and can determine the unknown number in addition or subtraction equations.

Geometry and Measurement: Students prepared to exit this level can analyze and compare 2-dimensional and 3-dimensional shapes based on their attributes, such as their shape, size, orientation, the number of sides and/or vertices (angles), or the lengths of their sides. They can reason with two-dimensional shapes (e.g., quadrilaterals and half- and quarter-circles) and with three-dimensional shapes (e.g., right prisms, cones, and cylinders) to create composite shapes. They are able to measure the length of an object as a whole number of units, which are not necessarily standard units, for example measuring the length of a pencil using a paper clip as the length unit.

Data Analysis: Students prepared to exit this level are able to organize, represent, and interpret simple data sets (e.g., lists of numbers, shapes, or items) using up to three categories. They can answer basic questions related to the total number of data points in a set and the number of data points in each category, and can compare the number of data points in the different categories.

Level 2: Beginning Basic

The Mathematical Practices: Students prepared to exit this level are able to decipher two-step problems presented in a context, visualizing a situation using diagrams or sketches, and reasoning about and applying the correct units and the proper degree of precision to the results. They can explain their processes and results using mathematical terms and symbols appropriate for the level and recognize errors in the reasoning of others. They strategically select and use the appropriate tools to aid in their work, such as pencil/paper, measuring devices, manipulatives, and/or calculators. They are able to see patterns and structure in sets of numbers, including in multiplication or addition tables, and use those insights to work more efficiently.

Number Sense and Operations: Students prepared to exit this level understand place value for whole numbers to 1000 and can use that understanding to read, write, count, compare, and round three-digit whole numbers to the nearest 10 or 100. They are able to compute fluently with all four operations with whole numbers within 100. They use place value and properties of operations to explain why addition and subtraction strategies work, and can demonstrate an understanding of the inverse relationship between multiplication and division. They can solve one- and two-step word problems involving all four operations within 100 and identify and explain arithmetic patterns. They have an understanding of fractions, especially unit fractions, and can represent simple fractions on a number line. They understand and can explain equivalence of fractions, can recognize and generate simple equivalent fractions, and can compare two fractions with the same numerator or denominator by reasoning about their size.

Algebraic Thinking: Students prepared to exit this level apply the properties of operations to multiplication and division of whole numbers. They understand the relationship between multiplication and division and can determine the unknown number in multiplication or division equations.

Geometry and Measurement: Students prepared to exit this level are able to reason about geometric shapes and their attributes. They can demonstrate an understanding that different shapes might share common attributes (e.g., four sides) and can compare and classify two-dimensional shapes, particularly quadrilaterals. They are able to partition shapes into parts with equal areas and

express the area of each part as a unit fraction of the whole. They can use common U.S. Customary and metric units for linear measurements (e.g., inches, feet, centimeters, and meters) and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. They understand the concept of area and can relate it to addition and multiplication to solve real-world problems. They also understand, and can solve, real-world and mathematical problems involving perimeter of polygons.

Data Analysis: Students prepared to exit this level are able to draw and interpret simple graphs (e.g., bar graphs, picture graphs, and number line diagrams) including scaled bar and picture graphs. They can solve one- and two-step problems using scaled bar graphs. They can generate measurement data by measuring lengths to the nearest half- and quarter-inch and display that data by making a line plot marked off in appropriate units.

Level 3: Low Intermediate

The Mathematical Practices: Students prepared to exit this level are able to decipher multi-step problems presented in a context and reason about and apply the correct units and the proper degree of precision to the results. They can visualize a situation using diagrams or sketches, see multiple strategies for solving a problem, explain their processes and results, and recognize errors in the work and reasoning of others. They can express themselves using mathematical terms and notation appropriate for the level and can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, and/or technology. They are able to see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.

Number Sense and Operations: Students prepared to exit this level understand place value for both multi-digit whole numbers and decimals to thousandths, and use their understanding to read, write, compare, and round decimals. They are able to use their place value understanding and properties of operations to fluently perform operations with multi-digit whole numbers and decimals. They can find common factors, common multiples, and understand fraction concepts, including fraction equivalence and comparison. They can add, subtract, multiply and divide with fractions and mixed numbers. They are able to solve multi-step word problems posed with whole numbers and fractions, using the four operations. They also have an understanding of ratio concepts and can use ratio language to describe a relationship between two quantities, including the concept of a unit rate associated with a ratio.

Algebraic Thinking: Students prepared to exit this level are able to apply and extend their understanding of arithmetic to algebraic expressions, using a symbol to represent an unknown value. They can write, evaluate, and interpret expressions and equations, including expressions that arise from formulas used in real-world problems. They can solve real-world and mathematical problems by writing and solving simple one-variable equations and write a simple inequality that represents a constraint or condition in a real-world or mathematical problem. They can represent and analyze quantitative relationships between dependent and independent variables.

Geometry and Measurement: Students prepared to exit this level have a basic understanding of the coordinate plane and can plot points (i.e., ordered pairs) and place polygons in the coordinate plane to solve real-world and mathematical problems. They can classify two-dimensional shapes and use formulas to determine the area of two-dimensional shapes such as triangles and quadrilaterals. They can determine the surface area of three-dimensional shapes composed of rectangles and triangles, and find the volume of right rectangular prisms. They are able to convert like measurement

units within a given measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions to solve multi-step, real-world problems. They are also able to solve measurement word problems (such as those that involve area, perimeter, distance, time intervals, liquid volumes, mass, and money) that involve simple fractions or decimals.

Data Analysis and Statistics: Students prepared to exit this level have a basic conceptual understanding of statistical variability, including such concepts as center, spread, and the overall shape of a distribution of data. They can present data using displays such as dot plots, histograms, and box plots.

Level 4: Middle Intermediate

The Mathematical Practices: Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can express themselves using the mathematical terms and notation appropriate to the level. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, calculators, and/or spreadsheets. They are able to see patterns and structure in number sets, data, expressions and equations, and geometric figures.

Number Sense and Operations: Students prepared to exit this level have an understanding of the rational number system, including how rational numbers can be represented on a number line and pairs of rational numbers can be represented on a coordinate plane. They can apply the concept of absolute value to find horizontal and vertical distances. They are able to apply the properties of integer exponents and evaluate, estimate, and compare simple square roots and cube roots. Individuals at this level also understand ratio, rate, and percent concepts, as well as proportional relationships.

Algebraic Thinking: Students prepared to exit this level understand the connections between proportional relationships, lines, and linear equations. They understand numerical and algebraic expressions, and equations and are able to use them to solve real-world and mathematical problems. They are able to analyze and solve linear equations and pairs of simultaneous linear equations. Individuals at this level are able to define, interpret, and compare linear functions.

Geometry: Students prepared to exit this level can solve real-world and mathematical problems that involve angle measure, circumference, and area of 2-dimensional figures. They are able to solve problems involving scale drawings of 2-dimensional geometric figures. They understand the concepts of congruence and similarity with respect to 2-dimensional figures. They understand the Pythagorean theorem and can apply it to determine missing lengths in right triangles.

Statistics and Probability: Students prepared to exit this level can summarize and describe numerical data sets in relation to their context, including determining measures of center and variability and describing patterns and/or striking deviations from patterns. They understand and can apply the concept of chance, or probability. They are able to use scatter plots for bivariate measurement data to describe patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association).

Level 5: High Intermediate

The Mathematical Practices: Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can reason quantitatively, including using units as a way to solve problems. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as graphing calculators, spreadsheets, and/or computer software. They are able to make generalizations based on patterns and structure they discover in number sets, data, expressions and equations, and geometric figures and use these insights to work more efficiently.

Number Sense and Operations: Students prepared to exit this level can reason about and solve real-world and mathematical problems that involve the four operations with rational numbers. They can apply the concept of absolute value to demonstrate on a number line their understanding of addition and subtraction with negative and positive rational numbers. Individuals at this level can apply ratio and percent concepts, including using rates and proportional relationships to solve multi-step real-world and mathematical problems.

Algebraic Thinking: Students prepared to exit this level are able to use algebraic and graphical representations to solve real-world and mathematical problems, involving linear equations, inequalities, and pairs of simultaneous linear equations. Individuals at this level are able to use linear functions to describe, analyze, and model linear relationships between quantities.

Geometry: Students prepared to exit this level can solve real-world and mathematical problems that involve volume and surface area of 3-dimensional geometric figures. They can use informal arguments to establish facts about various angle relationships such as the relationships between angles created when parallel lines are cut by a transversal. They apply the Pythagorean theorem to determine lengths in real-world contexts and distances in the coordinate plane.

Statistics and Probability: Students prepared to exit this level can use random sampling to draw inferences about a population and are able to draw informal comparative inferences about two populations using measures of center and measures of variability for numerical data from random samples. They can develop, use, and evaluate probability models. They are able to use scatter plots for bivariate measurement data to interpret patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association) and a 2-way table to summarize and interpret bivariate categorical data.

Level 6: Adult Secondary

The Mathematical Practices: Students prepared to exit this level are able to think critically, make assumptions based on a situation, select an efficient strategy from multiple possible problem-solving strategies, plan a solution pathway, and make adjustments as needed when solving problems. They persevere in solving challenging problems, including considering analogous, simpler problems as a way to solving a more complex one. They can reason quantitatively, including through the use of units, and can express themselves using the precise definitions and mathematical terms and notation appropriate to the level. They are accurate in their calculations, use an appropriate level of precision in finding solutions and reporting results, and use estimation strategies to assess the reasonableness

of their results. They are able to make conjectures, use logic to defend their conclusions, and can detect faulty thinking and errors caused by improper use of technology. They can create algebraic and geometric models and use them to answer questions, interpret data, make predictions, and solve problems. They can strategically select and use tools, such as measuring devices, calculators, spreadsheets, and/or computer software, to aid in their work. They are able to see patterns and structure in calculations, expressions, and equations and make connections to algebraic generalizations, which they use to work more efficiently.

Number Sense and Operations: Students prepared to exit this level have extended their number sense to include irrational numbers, radicals, and rational exponents and understand and use the set of real numbers. They are able to assess the reasonableness of calculation results based on the limitations of technology or given units and quantities and give results with the appropriate degree of precision.

Algebraic Thinking: Students prepared to exit this level understand the structure of expressions and can use that structure to rewrite linear, exponential, and quadratic expressions. They can add, subtract, and multiply polynomials that involve linear and/or quadratic expressions. They are also able to create linear equations and inequalities and quadratic and simple exponential equations to represent relationships between quantities and can represent constraints by linear equations or inequalities, or by systems of linear equations and/or inequalities. They can interpret the structure of polynomial and rational expressions and use that structure to identify ways to rewrite and operate accurately with them. They can add, subtract, and multiply polynomials that extend beyond quadratics. They are able to rearrange formulas to highlight a quantity of interest, for example rearranging Ohm's law, $V = IR$, to highlight resistance R . They are also able to create equations and inequalities representing relationships between quantities, including those that extend beyond equations or inequalities arising from linear, quadratic, and simple exponential functions to include those arising from simple rational functions. They are able to use these equations/inequalities to solve problems both algebraically and graphically. They can solve linear equations and inequalities; systems of linear equations; quadratic, simple rational, and radical equations in one variable; and recognize how and when extraneous solutions may arise.

Students prepared to exit this level also have a basic understanding of functions, can use function notation properly, and use such notation to write a function describing a relationship between two quantities. They are able to evaluate functions for inputs in their domains and interpret linear, quadratic, and exponential functions that arise in applications in terms of the context. They are able to construct, graph, compare, and interpret functions (including, but not limited to, linear, quadratic, and exponential). They can sketch graphs given a verbal description of the relationship and identify and interpret key features of the graphs of functions that arise in applications in a context. They are able to select or define a function that appropriately models a relationship and to compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal description).

Geometry: Students prepared to exit this level can solve problems involving similarity and congruence criteria for triangles and use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. They can apply the concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTU's per cubic foot).

Data Analysis and Statistics: Students prepared to exit this level can summarize, represent, and interpret data based on two categorical and quantitative variables, including by using frequency

tables. They can compare data sets by looking at commonalities and differences in shape, center, and spread. They can recognize possible associations and trends in data, in particular in linear models, and distinguish between correlation and causation. They interpret one- and two-variable data, including those with linear and non-linear relationships. They interpret the slope (rate of change) and intercept (constant term) for a line of best fit and in the context of the data. They understand and account for extreme points of data in their analysis and interpret relative frequencies (joint, marginal and conditional).

OUTCOME MEASURES DEFINITIONS

Educational Functioning Level Descriptors-Adult Basic Education Levels

Literacy Level	Literacy Level	Literacy Level	Literacy Level
ESL Level 1 <i>(formerly Beginning ESL Literacy)</i> Test benchmark: BEST Plus 2.0: 361 and Below BEST Literacy:0-20	Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology
ESL Level 2 <i>(formerly Low Beginning ESL)</i> Test benchmark: BEST Plus 2.0: 362-427 BEST Literacy: 21-52	Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.
ESL Level 3 <i>(formerly High Beginning ESL)</i> Test benchmark: BEST Plus 2.0: 428–452 BEST Literacy: 53–63	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.	Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.

<p>ESL Level 4 (formerly Low Intermediate ESL)</p> <p>Test Benchmark: BEST Plus 2.0: 453–484</p> <p>BEST Literacy:64–67</p>	<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>
<p>ESL Level 5 (formerly High Intermediate ESL)</p> <p>Test Benchmark: BEST Plus 2.0: 485–524</p> <p>BEST Literacy: 68-75</p>	<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.</p>

<p>ESL Level 6 (formerly Advanced ESL)</p> <p>Test Benchmark: BEST Plus 2.0: 525–564</p> <p>BEST Literacy: 76-78</p> <p><u>EFL Completion</u> <u>Criteria:</u> BEST Plus: 565 and above</p> <p>BEST Literacy: * This EFL cannot be completed with this assessment.</p>	<p>Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.</p>	<p>Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.</p>	<p>Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.</p>
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APPENDIX C: TABE 11/12 INFORMATION

The Tests of Adult Basic Education (TABE) measure basic skills in reading, mathematics, and language skills at all grade levels. It assesses skills in the contexts that are important to adults, such as life skills, work, and education and provides both norm-referenced and competency-based information. The information gained is useful in evaluating an adult's abilities and developing an individualized study plan.

The TABE goes beyond the mere recall of facts. Many items require students to analyze situations, make interpretations, look for connections, synthesize information, and generate ideas. All of these are essential skills in the workplace and in real life.

The Complete Battery is the only version of TABE 11/12. The Complete Battery is an in-depth instrument capable of measuring growth as a result of educational intervention. It is the only test approved by SC for assessing ABE and ASE students.

Programs may administer TABE 11/12 print (paper/pencil) assessment, and/or utilize the electronic version, TABE 11/12 Online. Each print and electronic assessment must be conducted under the same standardized testing conditions in an appropriate setting, and monitored by a test administrator trained in the specific procedures necessary to administer each type of assessment. The contents of each type of assessment are the same, and a student can be pre- and post-tested with a combination of print and electronic administrations if necessary.

There are five graduated levels of TABE to make it possible for an examinee to take the test most suited to his or her ability. To determine which level is appropriate for a student, TABE created a Locator Test; however, very low literacy students may need to be first assessed with the TABE Word List.

The TABE Tests

Data Recognition Corporation (DRC), the publisher of Tests of Adult Basic Education (TABE), has provided a Test Administration Manual to supply TABE Test Administrators with policies and procedures required for secure, standardized test administration. Along with the Test Administration Manual, DRC has also provided two manuals- the Test Directions Manual Form 11 and a Test Directions Manual Form 12. These manuals offer detailed instructions on how to administer the various parts of the print assessment. Before administering TABE 11/12, examiners should be thoroughly familiar with these manuals and follow the testing procedures listed. Adherence to standardized testing procedures is required for valid and reliable results.

In the print version of TABE, there is a separate test booklet for each of the five different test levels. **TABE 11/12 does not have a Grade Equivalent Range.**

Test Level	Content Grade Level Range
L (Literacy)	0.0 – 1.9
E (Easy)	2.0 – 3.9
M (Medium)	4.0 – 5.9
D (Difficult)	6.0– 8.9
A (Advanced)	9.0 – 12.9

APPENDIX C: TABE 11/12 INFORMATION

The Level L (Literacy) TABE is used to screen learners entering a literacy program and is only available in a print version. The core tests of the Level L Complete Battery are Pre-Reading, Reading, and Mathematics Part 1 and Part 2. These categories allow for assessment of the lowest level reading and math skills. Following the directions found in the *TABE 11 & 12 Test Directions Manuals Form 11 or Form 12*, prior to administering the Level L test, the test administrator should have the student read the **TABE Word List** to informally determine the examinee's reading ability. Student performance on the Word List will indicate whether to administer the TABE Level L or the Locator Test.

The Locator Test

The Locator Test consists of multiple-choice questions in reading, mathematics, and language. The Reading Locator takes approximately forty-five minutes to administer, and the Mathematics and Language Locators take approximately 30 minutes each. The test is not timed, but better results are obtained when the estimated times are used as cut-off times.

<u>Locator Test (11& 12)</u>	<u>Items</u>	<u>Test Times</u>
Reading	19 items	45 minutes estimated
Mathematics Part 1	8 items	30 minutes estimated
Mathematics Part 2*	8 items	
Language	16 items	30 minutes estimated

*A scientific calculator is issued to the examinee for Mathematics part 2 of the Locator Test.

Programs may use either the print or electronic version of the Locator Test. The online assessment will score and automatically assign the correct level test for the student if the test session is set up for the automatic locator.

APPENDIX C: TABE 11/12 INFORMATION



TABE 11&12 Maximum Allowable Testing Times

Level	Reading Part 1	Reading Part 2	Language	Math Part 1	Math Part 2
L	35 minutes	60 minutes	60 minutes	75 minutes	N/A
E	60 minutes	60 minutes	60 minutes	75 minutes	N/A
M	60 minutes	60 minutes	60 minutes	60 minutes	15 minutes
D	60 minutes	60 minutes	60 minutes	40 minutes	35 minutes
A	60 minutes	60 minutes	60 minutes	30 minutes	45 minutes
Locator	45 minutes	N/A	25 minutes	15 minutes	15 minutes

Level	Reading Total Time	Language Total Time	Math Total Time
E,M,D,A	120 minutes	60 Minutes	75 minutes

The Test Forms

Forms 11 and 12 are to be used alternately when conducting pre- and post-assessments in alignment with test publisher and NRS guidelines (See TABE Post-Testing chart, p.8.)

APPENDIX C: TABE 11/12 INFORMATION

Overview of TABE Pre-Test/Post-assessment Evaluation Procedures

1.	Locate	Online or Locator Test Book + Locator Answer Sheet (or TABE Word List if non-reader)
2.	Administer	TABE Levels: L or E or M or D or A. To ensure reliable results, read and follow the directions in the Examiner's Manual for print administrations. Material that is to be read aloud is in bold type and is preceded by the word, "say." All other information is for the examiner and is not to be read to the students.
3.	Score	Done automatically online OR, for print version, Scorable answer booklet + approved scanner to be used with Local Scanning Option OR, for Hand Scoring, SCOREZE answer sheet + Scoring Guide + Individual Diagnostic Profile
4.	Diagnose	Norm-referenced Score Report Produced online OR Individual Diagnostic Profile scores from Hand Scoring
5.	Plan Instruction	Individualized instruction planned for each student based on the NRS Level in which they scored. The plans are based on NRS Level Descriptors which are derived from the National College and Career Readiness Standards, along with other diagnostic information that is formulated from interviewing the student and/or administering an additional non-NRS assessment.
6.	Teach & Post Test	Same level TABE as for pre-test, but alternate form for post-assessment

TABE 11/12 Scale Scores and NRS Educational Functioning Levels

Reading						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
TABE L	300-441	442-500				
TABE E	300-441	442-500	501-535			
TABE M		442-500	501-535	536-575		
TABE D			501-535	536-575	576-616	
TABE A				536-575	576-616	617-800

Math						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
TABE L	300-448	449-945				
TABE E	300-448	449-495	496-536			
TABE M		449-495	496-536	537-595		
TABE D			496-536	537-595	596-656	
TABE A				537-595	596-656	657-800

Language						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
TABE L	300-457	458-501				
TABE E	300-457	458-510	511-546			
TABE M		458-510	511-546	547-583		
TABE D			511-546	547-583	584-630	
TABE A				547-583	584-630	631-800

APPENDIX D: BEST INFORMATION

BEST Plus 2.0 is an individually administered face-to-face scripted interview designed to assess the oral English language proficiency of adult nonnative speakers of English who may or may not have received an education in their native language or in English, but who need to use English to function in day-to-day life in the United States. BEST Plus 2.0 is intended to assess interpersonal communication using everyday language. It integrates current knowledge in the assessment of speaking and listening skills with the latest knowledge and practice in educational measurement to present a precise, updated, and flexible oral assessment.

BEST Plus 2.0 begins with warm-up items intended to make the examinee feel comfortable conversing with the test administrator. The examinees are then administered questions drawn from several thematic sets of questions (i.e., personal identification, health, family/parenting, consumerism, housing, recreation/entertainment, getting a job, on the job, civics, community services, transportation/directions, weather/seasons, education). There are seven possible question types that are administered based on the examinee's proficiency level, ranging from easy to difficult: Photo description, entry item, yes/no, choice, personal expansion, general expansion, and elaboration.

BEST Plus 2.0 uses a holistic assessment method that evaluates the overall quality of the response. Each examinee response is scored in three categories: Listening Comprehension, Language Complexity, and Communication. Each scoring category allows for a range of scores according to the quality of the examinee's response.

The following formats of the BEST Plus 2.0 may be used:

- Computer-adaptive version, with test items delivered via computer. Because of the adaptive nature of the test and the large underlying item pool, the test items and sequence of items vary each time the test is administered.
- Print-based version, with three forms (A, B, and C); each form begins with a locator test and three level tests. Items in each form are drawn from the computer-adaptive version of BEST Plus 2.0.
- BEST Plus 2.0 must be administered individually and takes a maximum of 20 minutes to administer.

After Testing

Data from the tests scored on the computer is saved to the computer's hard drive and score reports can be printed out. Scores from the print-based version must be entered manually into the computer before a score report can be printed.

APPENDIX D: BEST INFORMATION

BEST Plus 2.0 scale scores have been correlated to two sets of proficiency level descriptors: the Student Performance Levels (SPLs) and the NRS ESL Functioning Level descriptors (see below). Knowing the students' SPLs provides general background information about what they know and can do in oral English and reveals areas where they need to improve.

NRS Levels	Student Performance Level	BEST Plus 2.0 Score Range
ESL Level 1	SPL 0-1	361 and below
ESL Level 2	SPL 2	362-427
ESL Level 3	SPL 3	428-452
ESL Level 4	SPL 4	453-484
ESL Level 4	SPL 5	485-524
ESL Level 5	SPL 6	525-564
Exit criteria from NRS	SPL 7	565 and above

BEST PLUS 2.0 TEST COMPONENT DESCRIPTION

- **Listening Comprehension –**
 - ✓ How well the examinee understands the setup and the question
 - ✓ Key:
 - Did examinee need the set-up and question repeated?
 - Does response indicate total, partial, or lack of understanding?
- **Language Complexity**
 - ✓ How the examinee organizes and elaborates the response
 - ✓ Key:
 - Is response appropriate (word, phrase, sentence, string of sentences)?
 - How complex is the grammar and sentence structure?
 - Is detail minimal or clearly beyond basic?
 - Is response organized and cohesive?
 - Aspects to evaluate:
 - Length of response
 - Amount of elaboration and detail
 - Level of Vocabulary
 - Grammatical structures
 - Sentence types
 - Level of cohesion
 - How response is organized
- **Communication**
 - ✓ How clearly the examinee communicates meaning; to what extent the response is comprehensible
 - ✓ Key:
 - How much meaning does listener have to fill in to understand response?

APPENDIX D: BEST INFORMATION (continued)

BEST Literacy

BEST Literacy assesses both reading and writing abilities in one assessment. It may be administered to a group or to an individual and requires a testing time of about one hour. BEST Literacy provides an alternate way of assessing written language proficiency and provides different information about the student than BEST Plus 2.0 provides. When BEST Literacy is used, it must be used for both pre- and post-assessment. Test administrators should follow the directions found in the BEST Literacy Test Manual.

Scoring

Answer documents must be scored using the conversion tables, writing samples, and writing rubric found in the BEST Literacy Test Manual.

APPENDIX F: RESOURCES FOR INFORMATION AND ASSISTANCE

Adult Education Technical Assistance Network (TAN) NETWORK CONTACTS

TAN I (Upstate) & TAN II (Catawba/Midlands) Kathy Woodson, Lead Training Specialist (864) 355-6080 kwoodson@greenville.k12.sc.us	TAN III (Pee Dee) & TAN IV (Lowcountry) Erin Miller, Training Specialist (824) 820-5376 millererin@bcstdschools.net
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South Carolina Department of Education Office of Adult Education STATE CONTACTS

State Director: Michael R. King

mrking@ed.sc.gov ♦ (803) 734-8300

Jennifer Cooper-Keels, Data Coordinator	(803) 734-8070	jckeels@ed.sc.gov
Wendy Griffin, ESL Team Leader	(803) 734-8069	ggriffin@ed.sc.gov
Harriette Jenerette, Family Literacy Team Leader	(803) 734-4708	hjenerette@ed.sc.gov
LaCrystal Jackson, Professional Development	(803) 734-8080	ljackson@ed.sc.gov
Kammie Reed, Curriculum & Instruction	(803) 734-1944	kreed@ed.sc.gov
Dominique Dunbar, GCDF/Transition Specialist	(803) 734-4045	ddunbar@ed.sc.gov
Andrena Duren, Assessment Policy & TABE	(803) 734-0762	aduren@ed.sc.gov

ASSESSMENTS DIRECT CONTACTS

<u>BEST Plus 2.0 and BEST Literacy</u> Center for Applied Linguistics Washington, DC Phone: 202-362-0700 Email: info@cal.org Website: http://www.cal.org	<u>TABE</u> Data Recognition Corporation - CTB Maple Grove, MN 55311 Phone: 866.282.2250 Website: www.datarecognitioncorp.com
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