

## **Appendix B: Local Guidelines for Implementing State Assessment Policy**

***[Local Agency Name]***

### **Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act**

#### **Local Guidelines for Implementing State Assessment Policy Program Year *[2017-2018]***

*[Local agency name]* developed and implemented the following local procedures for assessment and data collection consistent with the CDE *Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act, Assessment Policy Guidelines*.

#### **I. Training and Dissemination of Local Guidelines for Implementing the California Assessment Policy**

The CDE requires annual training of local agency staff and dissemination of the agency's assessment guidelines. Please refer to the CASAS Web site [https://www.casas.org/online\\_registration/](https://www.casas.org/online_registration/) for the list of regional and online trainings.

*[Instructions for local agencies: Provide a description of the local agency's guidelines to provide training to agency staff and disseminate local assessment guidelines, e.g., who will be trained and frequency of training and timeline. Training of staff may include any of the following: individual, group, electronic, bound paper format, PowerPoint, video, or other means of conveying appropriate assessment and data collection procedures. Use a sign-in sheet to document staff participation.]*

#### **II. Initial Orientation and Placement into Program and Instructional Level**

The CDE strongly encourages the use of appraisal tests for newly enrolled adult learners whenever feasible to ensure appropriate educational placement, appropriate administration of pre-test forms, and appropriate selection of short- and long-term instructional goals.

*[Instructions for local agencies: Provide the following: (1) a description of the local agency's initial class and level placement process for Adult Basic Education (ABE), English as a Second Language (ESL), and Adult Secondary Education (ASE), and (2) the names and/or titles of the person or persons responsible for student orientation, initial appraisal, and placement.]*

### III. Progress Testing: Pre-test and Post-Test

Adult education local agency staff must administer pre-tests for learners as soon as feasible after enrollment but no later than two weeks after enrollment into the program: either during the intake process after an appraisal is given or after placing the learner into the appropriate instructional level.

- *Instructions for local agencies: Provide a description of the following: (1) how the local agency administers a pre-test as soon as feasible after enrollment into the program, and (2) the local agency testing schedule for pre-testing and post-testing, including the number of hours between pre-testing and post-testing.*

### IV. Use of Test Administration Manuals

The CDE requires that local adult literacy providers follow the test administration guidelines in each Test Administration Manual (TAM) published by CASAS for each **test series** used. All local adult literacy providers must maintain copies of TAMs onsite for all assessments used. TAMs provide quality control guidelines to ensure proper test use, administration, scoring, and interpretation of results.

*[Instructions for local agencies: Provide the following: (1) a description of how the local agency follows the test administration guidelines in each TAM, (2) a copy of TAM inventory, and (3) the storage and safekeeping process, and the name or title of the person responsible for maintaining the security of the TAMs.]*

### V. Training Requirements for Administering Standardized Assessments

The CDE requires all adult literacy providers to comply with the CASAS training policy. The CDE also requires each agency to participate annually in California Accountability Training, which provides guidance on specific state data and accountability requirements, including timelines. Training in CASAS assessments is also required to ensure accurate use of tests and appropriate interpretation of learner results, and to maintain the integrity and quality of the assessment process. CDE requires that at least one person from each agency using the CASAS system successfully complete CASAS Assessment Implementation Training. Once trained, this individual will train others within his or her respective agency but may not train outside that agency. Agencies may use the packet titled *California Teachers New to CASAS*, which is included in the CASAS Implementation Training packet, to train others within the agency. Please refer to the CASAS Web site [https://www.casas.org/online\\_registration/](https://www.casas.org/online_registration/) for the list of regional and online trainings.

*[Instructions for local agencies: Provide the following: (1) the names and/or titles of persons responsible for attending CASAS Implementation Training and California Accountability Training and*

*for providing training to other agency staff, if appropriate, and (2) a description of how the local agency trains all staff within the agency on implementation and accountability procedures. Include dates and times, location, and sign-in sheets.]*

## **VI. Test Security Agreements**

The CDE requires that all WIOA, Title II: AEFLA funded adult literacy providers sign an annual test security agreement. The following stipulations must be part of the local assessment guidelines:

To protect the quality and standardization of CASAS assessments, I agree to:

1. Follow all test procedures as required in this Test Security Policy document.
2. Secure all CASAS test materials, whether paper-based or computer delivered, under lock and key except during testing sessions.
3. Ensure that before or after any test administration all test materials are secure and inaccessible to any non-testing personnel, examinees, or others not responsible for test administration.
4. Remain in the testing room at all times during the testing event and monitor all examinee activity as appropriate and in compliance with test security procedures.
5. Ensure that examinees sit at least three to five feet apart and do not talk or seek help from others during the testing event in any way, including use of electronic devices.
6. Refrain from assisting examinees with test answers on any test before or during the testing event.
7. Refrain from reviewing test questions with examinees after the testing event.
8. Ensure that agency staff members follow all specific testing procedures as stated in CASAS Test Administration Manuals (TAM).
9. Disallow use of any CASAS assessments as practice tests or as instructional tools.
10. Advise any agency, school, or testing entity to contact CASAS, and not my agency, with any inquiry about sharing or duplicating CASAS testing materials.
11. Refrain from duplicating or in any way reproducing any CASAS testing materials, including but not limited to test booklets, answer keys, answer sheets, CDs, and CASAS eTests®.

12. Report any violation of this test security policy.

My signature on this document certifies that I have read the above policy, will follow all test administration directions as stated in my CASAS TAM, and agree to abide by all test security procedures.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Position/Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Agency Name