

Kansas Adult Education Assessment Policies and Procedures

The Workforce Investment Act (WIA), enacted by Congress in 1998, requires states to establish a comprehensive accountability system for adult education programs. The WIA mandates that states must gather data on several core measures, including the educational gain of adult learners. In order to meet this requirement, the United States Department of Education developed the National Reporting System (NRS).

The assessment policies and procedures included in this document are designed to ensure that adult education programs in Kansas meet the following requirements of the NRS:

- Use of state-wide standardized assessments with parallel forms of pre- and posttests to determine educational gain of participants;
- Use of standardized assessments that have a high degree of *reliability* (consistency of the test or the same level of test forms to provide the same score or nearly the same score in a test/retest situation) and a high degree of *validity* (the degree to which the test actually assesses what it is designed to assess);
- Use of consistent and appropriate testing protocols to ensure a standardized testing format and to ensure quality data; and
- Use of data to promote continuous improvement of local programs.

Quality assessment is an essential component of a quality adult education program. Kansas Adult Education is committed to quality assessment confirmed by its use of CASAS assessments since 1988, exclusive use of CASAS assessments for determining learners' entry levels and educational gains since 1995, required training, certification, and recertification for all CASAS users, ongoing support for curriculum alignment with CASAS competencies and Kansas content standards, and continuous monitoring of assessment data to ensure that adult education programs are following the Kansas Adult Education assessment policies.

Quality assessment plays a major role in the following activities:

- learners are accurately informed about their basic skill level(s);
- learners are better equipped to determine appropriate short- and long-term goals;
- instruction focuses on learners' identified needs instead of relying solely on pre-determined curricula;

- learners and programs monitor progress toward goals;
- learners and programs are better equipped to identify other factors that impact progress;
- programs are accurately informed about learners' basic skill levels;
- programs are better equipped to determine effectiveness of program design, instructors' proficiency, curricula and materials;
- programs are able to inform stakeholders about learners' outcomes; and
- programs have more accurate data on which to make decisions.

11.1 GENERAL ASSESSMENT GUIDELINES

Because CASAS is a competency-based educational system—not just a test—programs are responsible for ensuring that all staff members understand “the system.” A successful competency-based system requires that the instructors recognize the competencies that comprise the curriculum for the Employability Competency System (ECS), the Life and Work series, the Secondary Diploma Completion series, and the Government and History for Citizenship tests. A successful competency-based system requires that the instructors teach the competencies that will be measured on the assessments. A successful competency-based system requires that test administrators are aware of the different test forms, understand how to determine the appropriate test to administer, and follow testing protocol. Finally, a successful competency-based system requires the program to have a carefully designed delivery system that incorporates learner commitment, quality instruction, appropriate learning environment, and supportive services. When all staff members understand the critical role that “the system” plays and understand their roles in “the system,” the more likely learners are to achieve their goals.

Programs must ensure that the following assessment policies and standard operating procedures are in place:

- Learners have valid CASAS (Comprehensive Adult Student Assessment System) diagnostic test score(s) for determining Educational Functioning Level (EFL) **prior to completion of twelve hours of participation** in an adult education program. If a learner is continuing from the previous fiscal year, CASAS diagnostic test scores from tests administered in the previous fiscal year, but within 90 days of the first date of instruction in the current fiscal year, may

be used to determine EFL. If the diagnostic test(s) were administered more than 90 days prior to the learner's first date of instruction in the current fiscal year, an alternative version of the latest diagnostic test(s) on which a valid score was achieved should be administered to determine EFL.

- CASAS pre- and posttesting is the only vehicle used to demonstrate learners' educational gains. CASAS diagnostic tests are the assessment instruments used to determine reading, math, and listening skill levels. The CASAS Functional Writing Assessment is a standardized performance-based assessment used to determine writing skill levels. The primary focus of instruction for ABE/ASE learners should be in the areas of reading, writing, and/or math, and the primary focus for ESL learners should be in the areas of speaking/listening, reading, and/or writing. (See Section 11: Appendix II.)
- Learners are pretested in multiple skill areas (i.e., reading, math, writing, listening) in order to provide them and the program staff with extensive information about each learner's basic skills competency levels. This information will assist learners in making decisions about their participation in the program, goals, etc. Multiple pretest diagnostic scores also provide more opportunities for learners to complete an Educational Functioning Level.
- Learners are leveled in PABLO, the Kansas Adult Education statewide information management system, based on the lowest diagnostic pretest score in the area in which *the learner identifies a desire to study*. All diagnostic scores must be entered into PABLO, *but if a learner wishes to study only in a skill area where a higher diagnostic pre-test score was achieved*, the recommended Educational Functioning Level may be overridden. Information must be provided in the "Notes" section that explains that ***the learner has indicated a desire to study exclusively in a skill area where a higher score was achieved.*** **A program must never manipulate test scores to achieve learning gains that do not accurately reflect each learner's educational functioning level, the learner's educational goal, and the learner's progress in all areas in which he/she was working.** (See *PABLO Users' Manual*, July 2008.)

- For every learner, all CASAS test scores, test forms used, and dates of testing must be entered into PABLO, including information on invalid testing. Valid test scores, forms, and dates must be entered on the “Current Tests” page. All invalid test scores, forms, and testing dates must be entered in the “Notes” section on the “Current Tests” page. Each learner’s testing information in PABLO must match the actual paper documents maintained in the learner’s permanent files.

The quality of a program’s data is directly linked to the program’s commitment to following the testing policies and procedures, accurate scoring of tests, ensuring valid testing and test scores, and reporting accurate and valid test scores. For this reason, the yearly program monitoring will focus extensively on Quality Indicator Measure 2.3: *The program adheres to standardized testing protocol, confirmed by reviewing randomly selected learners’ permanent files.* (See *Indicators of a Quality Adult Education Program including Standards and Measures*, July 2009). Programs must maintain “hard” documentation of all information entered into PABLO for five years.

- Programs should strive to never test a learner on a test form more than once. Since CASAS has parallel test forms at every level and corresponding test forms in different test series, a learner would have to test multiple times at the same level before he/she would ever have to retest on the same test. **Regardless, a learner must never test more than once within a six-month period on the same test form.** Even if the six-month time frame has expired, a learner must never test back-to-back on the same test form. The learner must be given at least one parallel test form between test administrations of the same test form. Administration of the same test within a six-month time frame or administration of the same test form for back-to-back testing results in an invalid test score. These invalid test scores, forms, and testing dates must be entered into the “Notes” section on the “Current Tests” page of PABLO.
- Learners should be posttested initially between 70 and 100 hours of program services and then at every 70 to 100 hours of instruction thereafter. While every learner is not expected to demonstrate significant learning gains within 70 to 100 hours of instruction, learners **and** programs need to have a clearly defined process for

evaluating their learners' progress and the program's effectiveness at providing services.

There are two exceptions to this policy. The first exception is the administration of appropriate posttests to learners who have indicated they are leaving the program although they have not participated in 70 hours of instruction. While these learners are not expected to demonstrate a significant learning gain, no posttesting will **guarantee** no evidence of learning gains.

The second exception is when posttesting between 70 to 100 hours of instruction would interfere with the scheduled design of a class session. For example, if a class session is scheduled for nine weeks with 15 hours of instruction per week, posttesting should occur at the end of the class session (approximately 135 hours) not between 70 and 100 hours of instruction.

- Programs must make every effort to adhere to the recommended pre/posttesting timeframe identified by CASAS. For this reason, the following measure was added to the *Kansas Indicators* beginning July 1, 2009:

Measure 2.4

The program adheres to the Kansas Assessment Policy, approved by the Division of Adult Education and Literacy of the U.S. Department of Education, and posttests learners during the time period identified by CASAS--every 70 to 100 hours of participation.		
	High (8 pts.)	90% to 100% of post-tested learners are posttested initially between 70 and 100 hours of participation.
	Medium (4 pts.)	80% to 89% of post-tested learners are posttested initially between 70 and 100 hours of participation.
	Low (0 pts.)	Less than 80% of post-tested learners are posttested initially between 70 and 100 hours of participation.

(See *Indicators of a Quality Adult Education Program including Standards and Measures*, July 2009).

- **Programs MUST not administer posttests to learners who have fewer than 40 hours of instructions.**
- Distance learners' (See Section 4.7) testing information that is entered into PABLO must be obtained through on-site testing following the assessment policies and standard operating procedures provided in this section.

- Test security is recognized as an essential component of standardized testing. Test booklets, self-scoring answer sheets, answer keys, and all other testing materials must be maintained in a secured area.
- No individual, work group, committee, team, and/or program may develop any workshop, training, or instructional session or create any materials designed to teach or prepare learners to answer specific test questions that appear on any CASAS test. Instructors may not review specific test items with learners when discussing test results nor include actual test items or slightly revised test items in any instructional materials. **Instructors should focus on the competencies and the underlying basic skills (content standards) during instruction and while preparing learners for testing.**
- Every standardized assessment has a standardized testing protocol that must be followed to ensure that test results accurately reflect learners' educational levels and educational gains. **Kansas Adult Education requires that every person who administers a CASAS assessment, scores a CASAS assessment, and reports scores for entry into PABLO must be CASAS certified.** CASAS certification for simply administering and scoring CASAS assessments is achieved by attending the *CASAS ABE/ASE/ESL Implementation Workshop: Part I* and successfully completing the certification exam. CASAS certification for using the CASAS assessments for identifying appropriate curriculum and for providing quality instruction requires attending the *CASAS ABE/ASE/ESL Implementation Workshop: Part II* and completing a reflection activity. Individuals who have the basic CASAS certification must renew their CASAS certification every three years, at a minimum. CASAS recertification is accomplished by attending the *CASAS Recertification Workshop* and successfully completing the certification exam.

CASAS ABE/ASE/ESL Implementation Workshops and the *CASAS Recertification Workshops* are offered several times during the year during regional workshops. All workshops are posted on the Kansas Adult Education calendar at the following web address:

<http://kan-ed.org/cgi-bin/webcalng/webcalng.pl?op=month&calendar=Adult+Education>

- In addition to being certified to use CASAS reading, math, and listening assessments, an individual must be certified to use the CASAS Functional Writing Assessment (FWA) instruments for pre- and posttesting of writing skills. In order to be certified to use the CASAS FWA an individual must attend a five-hour workshop (CASAS FWA: *Part I*), complete a “homework” assignment, complete another five-hour workshop (CASAS FWA: *Part II*), and pass a certification exam. Once an individual is certified to use the CASAS FWA, the individual must be recertified every 12 months by passing a recertification exam. *CASAS Functional Writing Assessment Workshops: Part I and Part II* are offered several times during the year during regional workshops. All workshops are posted on the Kansas Adult Education calendar at the following web address: <http://kan-ed.org/cgi-bin/webcalng/webcalng.pl?op=month&calendar=Adult+Education>

All CASAS certification workshops involve much more than training an individual to administer a test. CASAS certification workshops provide extensive information on how the CASAS system (assessment, identification of basic skills and competencies to be taught, instruction, and reporting) works. Included in all CASAS certification workshops is background information on the NRS, NRS policies and the Kansas Assessment Policy. The table with definitions of *educational functioning levels* (see **Outcome Measures Definitions**, pages 27-32) is used to explain CASAS scores and to explain how learners complete an educational functioning level through pre/posttesting. The CASAS certification workshops also stress the positive relationship of following the standardized testing protocol, accurate scoring, and error-free data entry to quality data. Since all individuals who administer, score, or use CASAS assessment data in Kansas are required to be CASAS certified, every person who “touches” assessment data has been trained not only on CASAS but also on PABLO, the Kansas NRS system. And individuals must be recertified on CASAS (and PABLO) every three years at a minimum.

The Kansas Board of Regents Adult Education maintains a database of all individuals who are certified to administer CASAS assessments, score CASAS assessments, and report assessment scores on PABLO. PABLO also provides fields on each “Staff Information Profile” page where the dates for participation in *CASAS Implementation Part I*,

CASAS Implementation Part II, CASAS Recertification, CASAS Writing Part I, CASAS Writing Part II, and CASAS Writing Recertification must be entered. Participation in CASAS Workshops and successful certification or recertification may be confirmed by contacting Margy McCready, Kansas Board of Regents, at mmccready@ksbor.org or 785.296.0175.

- In order to prevent “test administration drift,” programs must ensure that all test administrators have access to **and use the CASAS test administration manual (TAM) for every test each time it is administered**. Programs are also responsible for ensuring that every test is administered in a testing environment that is designed to elicit learners’ best efforts, i.e., adequate space, appropriate furniture, good lighting, no interruptions, no distracting sounds. Programs must provide appropriate accommodations for learners who have disabilities. (See Section 11.3)
- Programs must have testing policy and procedures in place to ensure the following:
 - * prior to testing, learners are informed of the reason for the testing and how the test results will be used;
 - * after testing, learners are confidentially informed of test results and implications;
 - * the appropriate amount of instruction has been provided between pretesting and posttesting;
 - * the appropriate pretest and posttest is administered, checking previous testing records to determine that the correct level and form of the test has been selected;
 - * the test is administered following the standardized testing protocol designed for the test and in an appropriate testing environment;
 - * the test is accurately scored;
 - * the score is checked for validity;
 - * all valid test scores, test forms, and dates of testing are accurately entered into the “Current Tests” page of PABLO within 15 days of the test administration; and
 - * all invalid test scores, test forms, and dates of testing are accurately entered into the “Notes” section on the “Current Tests” page of PABLO within 15 days of the test administration.

11.2 PHASES OF ASSESSMENT

Assessing the progress and skills of learners is a continuous process, starting from the moment they arrive in the office or classroom and continuing until they leave the program. Programs or classes should consider the following phases of assessment:

Orientation

The registration form completed during the orientation process will assist programs in assessing some of the needs and skills of new learners. Staff should review the completed form to gain a better understanding of each new learner. Perhaps the learner has difficulty writing the correct information on the form – does this fact indicate low literacy skills, a disability, or nervousness? How many years of formal education has the learner completed? What is/was the learner's job? Does the learner have an obvious disability, or did the learner disclose a hidden disability? Think about how this information will assist in determining how best to meet the needs of this learner.

Initial Assessment/Program Placement

As a part of the orientation process, programs will administer the CASAS ECS (Employability Competency System) or CASAS ESL appraisal and diagnostic tests. These tests assess an individual's ability to apply basic reading, math, listening, and/or writing skills in a functional context. The ABE/ASE appraisal test (ECS Form 130) has two components, reading and math. The reading section (25 items) and the math section (25 items) are composed of multiple-choice questions.

The ESL appraisal test (Life and Work Form 80) has four components: listening, reading, writing, and oral screening. The listening section (30 minutes) and the reading section (30 minutes) are composed of multiple-choice questions. The writing test involves writing two sentences from an audiotape (5 minutes), and the oral screening is composed of six short questions delivered in a one-on-one. Ideally, the initial appraisal assessment would involve each of the four skill areas (e.g. listening, speaking, reading, writing) to provide the program and the participant with a broad perspective of the learner's abilities.

Instructors' interactions and conversations with learners during the intake process will also assist the program in making an early informal assessment of the learner's abilities in these skill areas. Keep in mind the following

purposes of the initial tests: to determine what skills and abilities the learner already possesses, to develop a plan of action for meeting his or her needs, and to begin the process for determining the most appropriate class placement.

Determination of Educational Functioning Levels (EFL)

CASAS diagnostic testing is used to determine the learner's Educational Functioning Level for state/federal reporting requirements. Individuals administering CASAS assessments must be trained (certified) by a CASAS state-level trainer. Any scores obtained from testing that is conducted by a non-certified examiner may not be entered in the "Current Tests" page of PABLO. These invalid scores, the test forms used, and the dates of testing must be entered into the "Notes" section of the "Current Tests" page of PABLO. In order to meet the USDOE's requirement for statewide standardized assessments, the following guidelines must be adhered to:

Reading: When leveling a learner based on a reading score, a valid CASAS Reading Diagnostic Test score must be entered in the "Current Tests" page of PABLO. If the learner's diagnostic test score is not in the valid range, an additional CASAS Reading Diagnostic Test must be administered (either at a lower or higher level, depending on whether the invalid test score was at the upper or lower end of the scale score) in order for the learner to achieve a valid diagnostic test score. **Exception:** when a learner's reading skills are so limited that he/she cannot achieve a valid diagnostic test score on the **lowest level CASAS Reading Diagnostic Test** (Level Pre-A, Form 27 or 28), a score of 0 may be entered as the diagnostic reading score in the "Current Tests" page of PABLO. A score of 0 may only be entered after the lowest level diagnostic test was administered and a valid score could not be achieved. The diagnostic test form, on which an invalid score was achieved, and the date of testing must be entered in the "Notes" section on the "Current Tests" page of PABLO.

Math: When leveling a learner based on a math score, a valid CASAS Math Test score must be entered into the "Current Tests" page of PABLO. If the learner's diagnostic test score is not in the valid range, an additional CASAS Math Diagnostic Test must be administered (either at a lower or higher level, depending on whether the invalid test score was at the upper or lower end of the scale score) in order for the learner to achieve a valid diagnostic test score. **Exception:** when a learner's math skills are so limited that he/she cannot achieve a valid diagnostic test score on the **lowest level CASAS Diagnostic Math Test** (Level A, Form 11 or Form 81), a score of 0 may be

entered as the diagnostic math score in the “Current Tests” page of PABLO. A score of 0 may only be entered after the lowest level diagnostic test was administered and a valid score could not be achieved. The diagnostic test form, on which an invalid score was achieved, and the date of testing must be entered in the “Notes” section on the “Current Tests” page of PABLO.

Listening: When leveling a learner based on a listening score, a valid CASAS Listening Diagnostic Test score must be entered. If the learner’s diagnostic test score is not in the valid range, an additional CASAS Listening Diagnostic Test must be administered (either at a lower or higher level, depending on whether the invalid test score was at the upper or lower end of the scale score) in order for the learner to achieve a valid diagnostic test score. **Exception:** when a learner’s listening skills are so limited that he/she cannot achieve a valid listening test score on the **lowest level CASAS Diagnostic Listening Test** (Level A, Form 81), a score of 0 may be entered as the diagnostic listening score in the “Current Tests” page of PABLO. A score of 0 may only be entered after the lowest level diagnostic test was administered and a valid score could not be achieved. The diagnostic test form, on which an invalid score was achieved, and the date of testing must be entered in the “Notes” section on the “Current Tests” page of PABLO.

Writing: When leveling a learner based on a writing score, a valid **narrative** writing score derived from the Picture Task section of the CASAS Functional Writing Assessment must be entered. The individual administering and scoring the CASAS Picture Task writing sample must be certified to administer the CASAS Functional Writing Assessment.

All writing scores (pretests and posttests) entered into the “Current Test” page of PABLO must be determined by **two individuals** certified to use the CASAS Functional Writing Assessment. The two certified scorers must be within ten (10) scale score points of one another after scoring the writing sample. When the two scale scores are within ten (10) points of one another, the lower scale score must be entered into PABLO. If the two scorers do not arrive at scale scores that are within ten (10) points of one another, they must discuss their scoring and come to an agreement that results in scale scores that are within ten scale score points of one another. After agreeing to scale scores that are within ten points of one another, the lower scale score must be entered into PABLO. If agreement cannot be achieved, a third certified scorer must read and score the writing sample. This third score must be compared with the two initial scores, and if any two scale scores are within ten (10) points of one another, the lower scale score must be entered into

PABLO. If the third scorer's scale score is not within ten scale score points of one of the other two scorer's scores, the third scorer must discuss the writing sample and the scoring process with the first two scorers and come to agreement (within ten scale score points) on the scores. At this time, the lowest scale score must be entered into PABLO.

CASAS Functional Writing Picture Prompts (Forms 460 – 466) must be used as the pretest and posttest instruments for determining learners' educational functioning levels in writing. No picture prompt should be reused for progress testing until the other six prompts have been used between the first use of a prompt and later use of the same prompt. The Form Task section of the CASAS Functional Writing Assessment may **not** be used to level a learner in writing.

All invalid test scores, test forms, and testing dates (other than the exceptions noted above) must be entered in the “NOTES” section on the “Current Tests” page on PABLO.

On-Going Assessment

Once learners are assessed and placed in appropriate classes, on-going assessment is critical to inform learners about what they know, in what areas and to what extent they are making progress, and in what areas they still need improvement. On-going assessment may be formal (e.g. a written test) or informal (e.g. teacher observation, checklists, etc.). In addition, it is important to ensure that the assessment tools and techniques that are used are aligned with instruction—and that instruction is aligned with the assessment tools. The most effective assessment systems will also include a way for learners to self assess their progress.

The CASAS Pre-Employment/Work Maturity Checklists, Checklists A, B, C, D, E, and F cannot be used to determine Educational Functioning Levels nor to document educational gain because they do not meet the rigorous “gold standard” required by the USDOE. However, because of the importance of teaching workplace readiness skills to many adult learners, the Kansas Board of Regents Adult Education staff developed standardized assessment procedures for using the checklists and adopted the aligned PBS LiteracyLink *Workplace Essential Skills* multimedia curriculum for teaching the workplace readiness competencies. Program staff using the checklists to document learners' workplace readiness skills attainment for Quality Indicator Measure 2.2 must attend the KBOR *Workplace Essential Skills* (WES) training **and** the *Using Performance-based Assessments* (Pre-

Employment/Work Maturity Checklists) training, use the *Workplace Essential Skills* multimedia curriculum, and follow the performance-based assessment protocol outlined in the *KBOR CASAS ECS Pre-Employment/Work Maturity Assessment Manual*.

The *Kansas Technology Competency Checklists* cannot be used to document educational gain because they do not meet the rigorous “gold standard” required by the USDOE. However, because of the importance of teaching technology skills to adult learners, the Kansas Board of Regents staff and the Adult Education Technology Task Force contributed hundreds of hours of work to develop standardized assessment procedures for using the checklists and curriculum for teaching the competencies. Program staff using the checklists to document learners’ technology skills attainment for Quality Indicator Measure 5.2 must attend the *Using Performance-based Assessments (Technology)* training and follow the performance-based assessment protocol outlined in the *Kansas Technology Competency Assessment Manual*.

The *CASAS Government and History for Citizenship Test* cannot be used to document educational gain. However, this assessment is the standardized instrument that is used in Kansas to document attainment of the goal “Achieve Citizenship Skills.” The government and history test has two alternate forms, Form 963 and Form 964. The two forms are parallel in content and difficulty. They contain 30 multiple-choice items that measure basic knowledge of U.S. government, history, voting, geography, documents, holidays, and national symbols. The government and history test also has a writing component, the *Citizenship Dictation Test*, which consists of three sentences selected by the examiner from among six options and dictated to the examinees. In order to attain the citizenship goal, an individual must achieve a minimum score of 206 (18 correct) on the *CASAS Government and History for Citizenship Test* (Form 963 or 964) and a total score of 2 or more on the *CASAS Citizenship Dictation Test*. Test examiners of this assessment **MUST** carefully study the *CASAS Government and History for Citizenship Test Administration Manual* before administering this assessment for the first time and review the manual before subsequent test administrations.

Test examiners must also keep a record of the three sentences used for dictation on the pretest to ensure that the remaining three sentences are used for dictation on the posttest. As with all assessments, a learner should not be given any sentence during the *CASAS Citizenship Dictation*

Test that was used during a previous administration of the CASAS *Citizenship Dictation Test* within a six-month time period. Programs must also have a process in place to ensure that test examiners randomly vary the sentences used for the *Citizenship Dictation* pretest to prevent test takers from “sharing” the sentences with future test takers. Since different sentences will be used in each pretesting session, different sentences will be used in posttesting session. Therefore, programs must be diligent about entering the sentences used for pretesting and posttesting in each participant’s “Notes” section on the “Current Tests” page on PABLO to ensure that a learner is never given the same dictation sentence within a six-month time period.

Posttesting/Completion Assessment

Every program should have clearly defined timelines for administering diagnostic posttests. There is very little likelihood of significant educational gains if the learner has attended the program for less than 70 hours. However, a diagnostic posttest should be administered to an individual with more than 40 hours of instruction if the learner discloses that he/she is exiting the program.

Ideally, the learner will be administered a diagnostic test between 70 and 100 hours of instruction in every area in which he/she needs to improve. **The National Reporting System (NRS) does not require that learners be posttested in areas in which they have had no instruction. Programs must provide intensive instruction and follow-up assessment in the learner’s lowest functioning level area, unless the LEARNER determines that he/she does not need and/or does not want to study in the lowest functioning level area.** When the LEARNER makes this determination, the recommended Educational Functioning Level may be overridden on PABLO. Information must be provided in the “Notes” section on the “Current Tests” page on PABLO that explains that *the learner has indicated a desire to study exclusively in a skill area where a higher score was achieved.*

In most instances, CASAS tests series are aligned on the same scale and, therefore, can be used interchangeably because they have a high degree of reliability. For example, a learner who pretests on Reading Level A Form 11 (ECS Series) may be posttested on Reading Level A Form 12 (ECS series) or on Reading Level A Form 81 (Life and Work series) or even on a Reading Level B form if the *CASAS Suggested Next Test Form* document indicates that a Level B assessment is the appropriate posttest to administer.

While most programs use only one CASAS series as their primary assessment instruments for a specific group of learners (i.e., ABE or ESL), programs may occasionally use a test form from another series to prevent reusing a test within a six-month time frame. (See Section 11: Appendix I.)

Exceptions: See CASAS Secondary Assessment series and CASAS Life and Work Listening series.

While the CASAS test series are aligned on the same scale, different test series focus on different competencies. And different levels of a test series usually focus on different competencies. Therefore, the appropriate posttest(s) for each learner should be determined immediately after scoring the pretest(s). The appropriate posttest is determined by referencing the *CASAS Suggested Next Test Form* document. Identifying the posttest form that will be given to the learner provides the instructor with a list of competencies that the learner should master prior to posttesting. This information combined with the information provided by the pretest form is the basis for the learner's individual learning plan. **In a competency-based educational system, linking assessment to instruction is critical.**

Programs using the CASAS Secondary Assessment series **may not interchange** a test from this series with a test from another CASAS series. Pre- and posttesting in this series **must involve** parallel test forms in one of the eight subject areas, and a pretest from one subject area may not be paired with a posttest from a different subject area. If a program adopts the CASAS Secondary Assessment series to assess higher level learners (high Level 4, Level 5, and Level 6), the following tests must be used for pre- and posttesting:

Subject Area	Secondary Assessment Parallel Test Forms	PABLO Skill Domain
Mathematics	505/506	Math
Economics	507/508	Reading
American Government	509/510	Reading
United States History	511/512	Reading
English/Language Arts	513/514	Reading
World History	515/516	Reading
Biological Science	529/530	Reading
Physical Science	531/532	Reading

Programs using the CASAS Secondary Assessment series may not interchange test forms from this series with test forms from any other

CASAS series. For example, a learner cannot be pretested in math on CASAS ECS Form 16 and posttested in math on CASAS Secondary Assessment Form 505. If a learner is pretested using a CASAS series other than the 500 Series (Secondary Assessment Series), and later the decision is made that the learner is ready for intensive GED preparation, the initial CASAS pretest score(s) must be entered in the “Notes” section on the “Current Tests” page of PABLO. Then the 500 Series test(s) must be administered and entered as the new pretest score(s). Then the parallel form(s) of the 500 Series must be used as the posttest(s). **The CASAS Secondary Assessment Series (500 Series) is not interchangeable with other CASAS series.** An educational functioning level completion cannot be achieved by giving a Secondary Assessment Series test as a pretest followed a posttest from another CASAS series (e.g., ECS, Life and Work) or vice versa.

Programs using the CASAS Life and Work Listening assessment **may not interchange** a test from this series with a test from another CASAS series. Programs using the CASAS Life and Work Listening diagnostic tests must use the Life and Work appraisal test. **Similarly, because the Life and Work Listening diagnostic tests are so different from other CASAS listening assessments, a Life and Work Listening diagnostic pretest must be followed by a Life and Work Listening diagnostic posttest.** An educational functioning level completion cannot be achieved by giving a Life and Work Listening diagnostic test as a pretest followed by a Life Skills or ECS Listening diagnostic test as a posttest or vice versa.

11.3 GUIDELINES FOR PROVIDING ACCOMMODATIONS USING CASAS ASSESSMENTS FOR LEARNERS WITH DISABILITIES

Purpose

The accountability standards in the 1998 Workforce Investment Act include the Rehabilitation Act Amendments of 1998 to improve access to adult programs and achieve employment outcomes for learners with disabilities. Section 504 in the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act of 1997, and the Americans with Disabilities Act of 1990 (ADA) have provisions related to testing accommodations for learners with disabilities. The ADA ensures equal access for all learners in education programs, including learners with disabilities in the No Child Left Behind Act of 2001. Accommodations provide an opportunity for all test

takers to demonstrate their skills and ability. The accommodations may alter test administration procedures without changing what the test is intended to measure.

The following sections include information on the rights and responsibilities of local programs when serving learners with disabilities and the rights and responsibilities of learners with disabilities. Guidelines are provided for administering CASAS assessments using accommodations for learners with documented disabilities. The suggested accommodations for disability categories consist of the following provisions:

- accommodations in test administration procedures, and
- use of appropriate CASAS test forms.

Local Programs' and Learners' with Disabilities Rights and Responsibilities

Local test administrators must consider the individual needs of the learner when they provide accommodations. The responsibility of fulfilling learner requests for accommodations is that of the local program, not of KBOR or CASAS. However, KBOR Adult Education can provide information to programs about the appropriateness of an accommodation and, if necessary, information on how to access community resources. In addition, CASAS will work with state and local agencies to develop additional tests that are in a format reflecting the manner in which learners acquire and report information needed to function in everyday life. For example, if a learner is legally blind and reads information using Braille, then a standardized reading test in a Braille format is appropriate for testing. CASAS is currently developing such a form to include test items in Braille that reflect functional literacy situations in the life and work of a person who is blind.

Local programs are responsible for providing fully accessible services and have the responsibility to ensure that these services meet reasonable criteria. In addition, the program administering the test must provide any necessary accommodations at no cost to the learner. The costs are negligible for most of the common accommodations that learners will request.

In Kansas, all adult education programs are required to provide extensive information to **all** adult education participants about the rights and responsibilities of individuals with disabilities and the rights and responsibilities of programs serving individuals with disabilities during the

orientation session and during the follow-up one-on-one counseling session. (See *Accommodating Adults with Disabilities in Adult Education Programs, Revised 2005*). After this information is provided, participants may be asked to disclose information about any disability that may impact their progress toward meeting their short- and long-term goals. However, programs may legally ask this very personal question **for only one reason—to ensure that the learner receives appropriate educational services, including accommodations if necessary**. Programs cannot ask questions about a participant’s disability status simply for reporting on PABLO.

Adult learners with disabilities are responsible for providing information on and documentation of their disability. Documentation may include a medical doctor’s report, a diagnostic assessment report from a certified professional, Individual Education Plans (IEPs)-- records from learners previously served under Individuals with Disabilities Education Act (IDEA), and/or a report from vocational rehabilitation or other service providers.

If a learner discloses a disability, the adult education program must ensure that the following occurs:

- A staff member reviews the documentation of the disability with the learner to begin the process of identifying the impact of the disability on the learner’s previous educational efforts and on the learner’s short- and long-term goals. During this process, the staff member should use the “Functional Needs Interview” in the *Accommodating Adults with Disabilities in Adult Education Programs* notebook.
- The staff member and the learner compile a history on the learner’s use of accommodations and the learner’s perception of the effectiveness of the accommodations previously used. Programs are required to complete the *Initial Documentation of Disability* form for every learner identified on PABLO as having a disability. (See Section 11: Appendix III.)
- A staff member assists the learner in identifying possible appropriate accommodations for different scenarios. During this process, the staff member should use the “Accommodation Selection Component” of the *Accommodating Adults with Disabilities in Adult Education Programs* notebook. For example, a learner may use books on tape to review science and history. However, the learner would not use a

reader or a taped version of a CASAS reading test to determine the learner's educational functioning level in reading or as a *reading* pre- or posttest.

- If the program and learner identify an appropriate accommodation that the learner has not used previously, the program provides the learner with instruction on the use of the accommodation and opportunities to practice using the accommodation in a non-threatening environment before using the accommodation publicly or during testing.
- A staff member is involved in frequent one-on-one counseling with the learner about his/her progress in the program, use of accommodation(s), effectiveness of the accommodation(s), portability of the accommodations into non-educational settings and high-stakes scenarios, "acceptability" of the accommodation(s), etc. Revisions are made if necessary. Programs are required to complete the *Follow-up Documentation Form* (See Section 11: Appendix III.)
- All learners', including learners with disabilities, test scores, test forms, and dates of testing are entered into PABLO. Information about accommodations provided to learners with disabilities during testing or instruction must be maintained in the learners' permanent files--not in PABLO.
- In order to identify areas for program improvement, PABLO data is reviewed on a regular basis to compare the outcomes of learners with no identified disabilities to the outcomes of learners with disabilities. Local programs may also want to collect data on which and how many accommodations or alternate test forms are provided during test administration for program improvement purposes.

Accommodations in Test Administration Procedures

Local test administrators may provide or allow some accommodations in test administration procedures or environment for documented disabilities without contacting KBOR or CASAS. Test administrators frequently use these same "accommodations" as "test-taking strategies" for other learners who do not have documented disabilities. For example, a learner may request to take only one test per day, to test in a room with natural lighting instead of a room with artificial lighting, or to chew gum while testing. Learners may also be allowed to use a variety of readily available

educational tools when taking a test, such as a plain straight-edge ruler, a magnifying strip or glass, colored overlays, graph paper, ear plugs, and other devices as deemed appropriate. (See *Accommodating Adults with Disabilities in Adult Education Programs, Revised 2005.*)

Sample accommodations in test administration procedures or environment are shown in Table 1. Examples of these accommodations are extended time, supervised breaks, or sign language interpreter *for test administration directions only*. The accommodations listed are suggestions only. Accommodations are based on needs of individual learners and *not* on a disability category. Any testing accommodation must be consistent with documentation on the *Initial Documentation of Disability* form and the *Follow-up Documentation Form* maintained in the learner's permanent file. These strategies do not alter the validity of the test results. The local test administrator does not need to contact KBOR or CASAS when providing these accommodations.

NOTE: It is *not* an appropriate accommodation in test administration procedures to *read a CASAS reading test* to a learner with low literacy skills or blindness. The purpose of a reading test is to assess reading skill levels and to determine the learner's appropriate instructional levels, not to assess knowledge of a subject area.

Use of Appropriate CASAS Test Forms

It is important to use an appropriate test form that best meets the learner's goals and manner of receiving and reporting information. Most learners with a disability can take some form of a CASAS test. CASAS is able to provide large-print versions of all tests. Large-print tests and computer-based tests are examples of frequently-used test delivery systems that serve as accommodations for many adult learners with disabilities. The Employability Competency Test (ECS) appraisal as well as the ECS reading pre- and posttests and the Life and Work reading pre- and posttests are available in large-print formats. Large-print formats of the Beginning Literacy Reading forms (Forms 27 and 28) and the Reading for Citizenship series are also available. The POWER performance-based assessment and the Tests for Life Skills, Forms 310-340, are available specifically for learners with developmental disabilities.

CASAS has a variety of standardized performance-based assessment instruments to use with learners who do not demonstrate their skills well on

multiple-choice tests. Standardized performance-based instruments are available for special purposes such as demonstration of writing and speaking skills and functional life skills for developmental disabilities.

CASAS is currently expanding development of other test forms to measure basic literacy skills of learners with specific documented disabilities. For example, a functional listening test to measure basic literacy skills is in development for learners who are blind or have a visual impairment. Current CASAS reading, math, and listening tests include multiple displays (test prompts) of actual everyday items — maps, telephone books, paycheck stubs, graphs — that cannot be translated realistically into an audio format or into Braille. Programs should contact CASAS if you are interested in participating in a national validation of appropriate assessment for visually impaired or blind learners. The CASAS test development process always includes field-based specialists who help design, develop, and field test assessment instruments to ensure appropriateness for assessment of the specific population.

When Appropriate CASAS Tests Are Not Available

Please contact CASAS to obtain permission *before* changing the test format locally, if a revised test form is not currently available from CASAS. CASAS requires approval because changes in test format affect the standardization and statistical measures for the test. CASAS will provide advice regarding appropriate accommodations that are not currently available to test administrators.

Contact KBOR Adult Education at 785.296.7159 or dglass@ksbor.org or CASAS at 858-255-1036 for further information on appropriate accommodations for using CASAS tests.

Table 1
Providing Accommodations Using CASAS Assessment

DISABILITY	TEST ADMINISTRATION PROCEDURES	CASAS TEST FORMS AVAILABLE	CASAS TEST FORMS IN DEVELOPMENT
Specific Learning Disability and/or ADHD such as dyslexia, dyscalculia, receptive aphasia, hyperactivity, written language disorder, attention deficit disorder	Extended time Alternate schedule Frequent breaks Scribe/writer/alternate room Computer — spelling and grammar check disabled Simple calculator <i>for Level A/B only</i>	<i>Large-print tests</i>	Auditory format for specific learning disabilities Audio format for Government and History for Citizenship
Deaf or Hearing Impaired	Sign language interpreter <i>for test directions only</i> Head phones for those taking a listening test		
Blind or Visually Impaired	Magnifier	<i>Large-print CASAS tests</i> <i>Computer-based CASAS tests</i>	Auditory format Braille format
Mobility impairment	Extended time Alternate site/equipment Scribe/writer/communication board		
Psychiatric Disability such as schizophrenia, major depression	Extended time Supervised breaks		
Developmental Disability such as autism, cerebral palsy, epilepsy, mental retardation		<i>Adult Life Skills</i> Forms 310 through 350 <i>POWER</i> , Form 305 and 303	<i>POWER</i> - Form 301

Note. The accommodations listed above are suggestions only and in addition to use of regular CASAS tests. Accommodations are based on needs of individual learners and *not* on a disability category. Any testing accommodation should be consistent with documentation in the annual plan, such as an IEP. Alternate test forms developed by CASAS do not modify test standards.

11. APPENDIX I

Standardized Assessments Approved for Kansas Adult Education Programs

Population/Subject Area	EFL	Assessments
Appraisal Tests		
ABE/ASE Appraisal	1-6	CASAS Employability Competency System (ECS) Form 130
		CASAS Workforce Learning System (WLS) Form 220 or 230
		CASAS Life and Work Form 80
ESL Appraisal	7-12	CASAS Life and Work Form 80
Special Populations	AA-AAAAA	Test for Adult Life Skills Locator Form 350
Assessments for Determining Learners' Entry Levels/Level Completions for NRS Reporting		
Diagnostic Reading	1, 7, 8	Beginninn Literacy Reading Forms 27-28
	1-6	Employability Competency System (ECS) Forms 11R – 18R
	1-6	Wrkforce Learning Systems (WLS) Forms 213R – 218 R
	1-12	Life and Work Forms 81R-88R, 185R-186R
	5-6	Secondary Assessment Forms 507-532 (must not be interchanged with tests from other CASAS series)
Diagnostic Math	1-6	Employability Competency System (ECS) Forms 11M-18M
	1-6	Workforce Learning Systems (WLS) Forms 213M-218M
	5-6	Secondary Assessment Forms 505-506 (must not be interchanged with tests from other CASAS series)
Diagnostic Listening	7-12	Life and Work Forms 81L-86L (must not be interchanged with other CASAS listening assessments)
Diagnostic Writing	1-6 8-12	Functional Writing Assessment (FWA) Picture Tasks Form 460-466
Life Skills for Special Populations	AA-AAAAA	Tests for Adult Life Skills Forms 310-343 STRETCH Competency Tests Forms 360-374
Assessments for Other Outcomes		
Workplace Essential Skills	1-6 9-12	CASAS Pre-employment/Work Maturity Checklists A-G
Technology	1-12	Kansas Technology Competency Checklists

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11. APPENDIX II

Outcome Measures Definitions

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Outcome Measures Definitions

Implementation: July 1, 2008

Educational Functioning Level Descriptors—Adult Basic Education Levels

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Level 1 Beginning ABE Literacy Pre-test Scores: CASAS Math: 200 and below CASAS Reading: 200 and below CASAS Writing: 200 and below Completion Benchmarks: CASAS Math: >200 CASAS Reading: >200 CASAS Writing: >200	Individual has no or very minimal reading or writing skills. At the lower range of this level, may have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. May recognize common signs that are universally accepted symbols. At the upper range of this level, individual can recognize, read and write letters and number, but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases, including very simple messages. Can write basic personal information on simplified forms. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, questions marks); contains frequent errors in spelling.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps, can provide limited personal information on simple forms and has few or no workplace skills. The individual can handle routine entry-level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.
Level 2 Beginning Basic Education Pre-test Scores: CASAS Math: 201-210 CASAS Reading: 201-210 CASAS Writing: 201-225 Completion Benchmarks: CASAS Math: >210 CASAS Reading: >210 CASAS Writing: >225	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing familiar vocabulary. Can write simple notes and messages based 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 some control of basic punctuation (e.g., periods, capitalization).	Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.	Individual is able to read simple directions signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple change. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, e.g., understands logos related to worker safety before using a piece of machinery; can read want ads and complete simple job applications.

Outcome Measures Definitions

Educational Functioning Level Descriptors—Adult Basic Education Levels

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Level 3 Low Intermediate Basic Education Pre-test Scores: CASAS Math: 211-220 CASAS Reading: 211-220 CASAS Writing: 226-242 Completion Benchmarks: CASAS Math: >220 CASAS Reading: >220 CASAS Writing: >242	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 detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.	Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits, can identify and use all basic mathematical symbols.	Individual is able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications; can read simple charts, graphs labels and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; can read simple dials and scales and take routine measurements.
Level 4 High Intermediate Basic Education Pre-test Scores: CASAS Math: 221-235 CASAS Reading: 221-235 CASAS Writing: 243-260 Completion Benchmarks: CASAS Math: >235 CASAS Reading: >235 CASAS Writing: >260	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. Individual can write simple narrative descriptions and short essays on familiar topics; has consistent use of basic punctuation, but makes grammatical errors with complex structures.	Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; can perform basic operations on fractions.	Individual is able to handle basic life skills tasks such as graphs, charts and labels, and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts; can follow simple instructions for using technology.

Outcome Measures Definitions

Educational Functioning Level Descriptors—Adult Basic Education Levels

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Level 5 Low Adult Secondary Education Pre-test Scores: CASAS Math: 236-245 CASAS Reading: 236-245 CASAS Writing: 261-270 Completion Benchmarks: CASAS Math: >245 CASAS Reading: >245 CASAS Writing: >270	Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials, and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; can write personal notes and letters that accurately reflect thoughts.	Individual can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs and can develop own tables and graphs; can use math in business transactions.	Individual is able or can learn to follow simple multi-step directions, and read common legal forms and manuals; can integrate information from texts, charts and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; can interpret the appropriate use of new software and technology.
Level 6 High Adult Secondary Education Pre-test Scores: CASAS Math: 246 and higher CASAS Reading: 246 and higher CASAS Writing: 271 and higher Completion Benchmark: Pass Official GED Test Battery	Individual can comprehend, explain and analyze information from a variety of literacy works, including primary source materials and professional journals; can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.	Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces; can also apply trigonometric functions.	Individual is able to read technical information and complex manuals; can comprehend some college-level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes, can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations and can instruct others in written or oral form on software and technology use.

Outcome Measures Definitions

Educational Functioning Level Descriptors—English-As-A-Second Language Levels

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
Level 7 Beginning ESL Literacy Pre-test Scores: CASAS Reading: <=180 CASAS Listening: <=180 Completion Benchmarks: CASAS Reading: >180 CASAS Listening: >180	Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no reading or writing skills in any language. May be able to recognize and copy letters, numbers and a few words (e.g. own name). May have little or no comprehension of how print corresponds to spoken language. Individual 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. May recognize only common words, signs or symbols (e.g. name stop sign, product logos). Can handle only very routine entry-level jobs that do not require oral or written communication in English. May have no knowledge or use of computers.
Level 8 Low Beginning ESL Pre-test Scores: CASAS Reading: 181-190 CASAS Listening: 181-190 CASAS Writing: 136-145 Completion Benchmarks: CASAS Reading: >190 CASAS Listening: >190 CASAS Writing: >145	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.

Outcome Measures Definitions

Educational Functioning Level Descriptors—English-As-A-Second Language Levels

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
Level 9 High Beginning ESL Pre-test Scores: CASAS Reading: 191-200 CASAS Listening: 191-200 CASAS Writing: 146-200 Completion Benchmarks: CASAS Reading: >200 CASAS Listening: >200 CASAS Writing: >200	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.	<p>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.</p> <p>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.</p>	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.
Level 10 Low Intermediate ESL Pre-test Scores: CASAS Reading: 201-210 CASAS Listening: 201-210 CASAS Writing: 201-225 Completion Benchmarks: CASAS Reading: >210 CASAS Listening: >210 CASAS Writing: >225	Individual expresses basic survival needs and participates in some routine social conversations, although with some difficulty. Understands simple learned phrases easily and some new phrases containing familiar vocabulary spoken slowly with repetition. Asks and responds to questions in familiar contexts. Has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary. Individual can write simple notes and messages on familiar situations, but may lack variety in sentence structure, clarity and focus of writing. Shows some control of basic grammar (e.g., present and past tense) and spelling. Uses some punctuation consistently (e.g., periods, commas, question marks, capitalization, etc.).	Individual can interpret simple directions, schedules, signs, maps, etc. Completes simple forms but needs support on some documents that are not simplified. Can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be clarified orally or through demonstration. Individual may be able to use simple computer programs and can perform a sequence of routine tasks given directions (e.g., fax machine, computer).

Outcome Measures Definitions

Educational Functioning Level Descriptors—English-As-A-Second Language Levels

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
Level 11 High Intermediate ESL Pre-test Scores: CASAS Reading: 211-220 CASAS Listening: 211-220 CASAS Writing: 226-242 Completion Benchmarks: CASAS Reading: >220 CASAS Listening: >220 CASAS Writing: >242	Individual participates in conversation in familiar social situations. Communicates basic needs with some help and clarification. Understands learned phrases and new phrases containing familiar vocabulary. Attempts to use new language but may be hesitant and rely on descriptions and concrete terms. May have inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, logical order). Can use word analysis skills and context clues to determine meaning with texts on familiar subjects. Individual 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. Can self- and peer-edit for spelling, grammar, and punctuation errors.	Individual can meet basic survival and social demands, and can follow some simple oral and written instructions. Has some ability to communicate on the telephone on familiar subjects. Can write messages and notes related to basic needs and complete basic medical forms and job applications. 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.
Level 12 Advanced ESL Pre-test Scores: CASAS Reading: 221-235 CASAS Listening: 221-235 CASAS Writing: 243-260 Completion Benchmarks: CASAS Reading: >235 CASAS Listening: >235 CASAS Writing: >260	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.	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.	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.

11. APPENDIX III

Documentation of Disabilities and Accommodations Follow-up Forms

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Documentation of Disability
(To be completed for every learner identified as having a disability)

Student Name: _____ **DOB:** _____

Disability (list all) _____

Major life activity limited or restricted (Circle at least one): walking, seeing, hearing, speaking, learning, working, other (explain) _____

Evidence: ____ Self-report; ____ Teacher observation; ____ IEP or psychological evaluation;
____ Letter from medical personnel licensed to diagnose the disability;
____ Other (explain) _____

Name/Address of MD, psychologist, school district, and/or other diagnostic professional who conducted testing to determine disability: _____

Special Strategies Used or Services Provided	Date Initiated or Changed	Staff Initials

If no special strategies are listed, a reason must be given: _____

Date form completed: _____ **Completed by:** _____

Learner's signature: _____

NOTE: To evaluate the effectiveness and appropriateness of the special strategies and/or services being provided to an individual with a disability, **follow up must be completed** and documented on the following form **at a minimum monthly and/or more often as needed**. This information is **confidential** and is to be shared with all involved instructors. However, this form is not to be copied or released to others except by authorized personnel and with written approval of the learner.

Counseling Follow-up Documentation Form

NOTE: To evaluate the effectiveness and appropriateness of the special strategies and/or services being provided to an individual with a disability, **follow up must be completed** and documented on this form **at a minimum monthly and/or more often as needed**. This information is **confidential** and is to be shared with all involved instructors. However, this form is not to be copied or released to others except by authorized personnel and with written approval of the learner.

[illegible]