

**New Jersey Department of Labor and Workforce
Development**

Workforce Readiness & Literacy

***Adult Basic Skills/English as a Second Language Assessment
Policy for WIA Title II, Adult Education and Family Literacy
Act Funded Grant Programs***



Revised December 2012

New Jersey Department of Labor and Workforce Development Adult Basic Skills, English as a Second Language /Integrated English Literacy and Civics Education Program Assessment Policy

New Jersey Department of Labor and Workforce Development (LWD) Adult Basic Skills/Integrated English Literacy and Civics Education program is funded by the Adult Education and Family Literacy Act, enacted as Title II of the Workforce Investment Act of 1998. The Adult Education and Family Literacy Act requires that every state utilize an electronic information system for sending mandated student information to the US Department of Education.

New Jersey utilizes the “Literacy, Adult and Community Education System” (LACES) as the Management Information System data management software. The LACES system has many built-in checks that assure quality of data that can be used for program improvement. LACES is used to collect data for the National Reporting System (NRS). The NRS is the accountability system for the federally funded, state administered adult education program. The NRS requires local programs to use standardized assessments to evaluate students upon entry into the program and after a set number of instructional hours to document and report progress and completion of Educational Functioning Levels (EFL)--see Appendix for NRS Educational Functioning Level descriptors. The NRS levels also provide standardized assessment benchmarks allowing instructors to place ABE and ESL students into a particular level according to their scaled test scores. Using the test benchmarks, instructors can also decide when students have made progress within a level, completed a level, and are ready to move to the next level. Because of the importance of accurate information, it is vital that LWD verifies that correct assessment procedures are being followed. Therefore, LACES data audits and desktop monitoring are conducted by LWD during informal and formal monitoring reviews of local programs.

Pre and post-assessment, consistent with the guidelines explained in this document, should become a routine component of a program’s instructional process. In order to show student completion of an EFL or movement to a higher EFL, both pre- and post-assessment results must be recorded in LACES. Without this documentation, your program cannot validate educational gains to the State. For more information on Department of Labor and Workforce Development policies related to program assessment, please visit the WIA Title II Resource Page on the Department’s website (http://lwd.dol.state.nj.us/labor/wfprep/edtrain/adulted/wia_title_II.html) and/or contact Mr. Howard Miller, Chief, Adult Education and Literacy Services by e-mail (howard.miller@dol.state.nj.us), or by phone at 609-633-9827.

NRS and LWD Approved Standardized Assessment Tools

For determining a student’s entry and exit EFL, the following standardized assessments are approved for pre- and post-assessment in New Jersey’s Adult Education Programs Adult Basic Skills (ABS) English as a Second Language (ESL) and Integrated English Literacy and Civics Education (IELCE):

- TABE (Tests of Adult Basic Education) The computer-based version or the print- based version Forms 9 and 10
- TABE CLAS-E (Complete Language Assessment System—English) Forms A and B

- BEST Plus (Basic English Skills Test): The computer-adaptive version or the print-based version Forms A, B, and C
- BEST Literacy (Basic English Skills Test): Forms B, C, and D

Standardized Assessment Process

Assessment is the ongoing process of gathering, describing or quantifying information about performance or learning.

- Assessment begins during the orientation/intake process and continues until the student has left your program.
- Results of assessment should be used to help guide instruction.
- Assessment involves both formal and informal evaluation of student progress and mastery of content.
- Assessment results provide the program, the instructor, and the student with the tools that they need to make good decisions or re-think previous decisions about the educational process.
- Assessments are required for documenting student educational level gains to the National Reporting System (NRS).

Key Point

The U.S. Department of Education, Office of Vocational and Adult Education requires the use of standardized assessment tests that have proven validity and reliability and that correlate to the National Reporting System (NRS) for adult education.

This policy will guide you on using the standardized assessment process to measure and report educational gains for the National Reporting System (NRS). Compliance with this policy will help to ensure New Jersey's continued success in meeting and exceeding program and NRS performance goals for educational gains.

Using Assessment Results to Inform Instruction

Assessment data is critical to customizing instruction to meet the individual needs of each student. Staff should be well trained in interpreting standardized test results; incorporating informal assessment tools and screening information into the process that provides information on each student's vocabulary, fluency, decoding and spelling skills; tracking and documenting learners' educational needs and gains; and upholding the quality and uniformity of assessment practices within programs.

For more information on scoring and interpreting results, test publishers offer tool kits, videos and other resources that should be purchased in addition to the test themselves. Some of this material may be available to loan out from the Department of Labor and Workforce Development (LWD) library. If you are co-located at a One-Stop Career Center, you may be able to access the online catalog from the Inform intranet site by selecting LWD Library from under Helpful Links.

Using Assessment Results for NRS and State Performance Standards

The U.S. Department of Education, Office of Vocational and Adult Education created the National Reporting System for Adult Education in response to the need for accountability mandated by the Workforce Investment Act of 1998. Each year the New Jersey Department of Labor and Workforce Development negotiates performance goals for key indicators of program success with the U.S. Department of Education. These statewide performance goals then become each local program's goals. For each NRS Educational Functioning Level (EFL), a percentage goal is set. The goal states that by the end of the program year, a set percentage of enrollees will acquire the level of basic skills necessary to complete the EFL. In order to measure each of these goals, incoming participants receive either the Tests of Adult Basic Education (TABE) 9/10, Test of Adult Basic Education Complete Language Assessment System—English (TABE CLAS-E), Basic English Skills Test (BEST Literacy), or Basic English Skills Test (BEST Plus) oral assessment and are appropriately placed into an EFL (see the appendix for converting TABE 9/10, TABE CLAS-E, BEST Literacy and BEST Plus scores into the EFL), receive instruction, and are re-assessed (post-tested). Service provider agencies receiving WIA Title II grant funds must then record and report performance data in the format and within the timeframes specified by the N.J. Department of Labor and Workforce Development and the NRS (all student data must be entered into the case management system (LACES) by the cutoff dates specified in the Notice of Grant Opportunity).

Participants who meet certain conditions are designated as NRS enrollees. To be considered an NRS enrollee, in addition to providing individual and demographic information, a participant must be pre-tested and participate in an Adult Basic Education, Adult Secondary Education, English-as-a-Second Language or English language-Civics program for a minimum of 12 hours of instruction/service. The N.J. Department of Labor and Workforce Development does not consider orientation activities as countable towards the 12 hour requirement. However, you may count the time spent on assessment testing (maximum 3 hours) towards enrollment hours.

Programs are required to pre- and post-test a minimum of 60% of their enrolled students each program year in order to capture student educational gains. To meet this standard, each program needs to consider test publisher recommendations along with the programs past performance and develop an assessment plan in accordance with your program's policy to capture and report this information to the State.

Key Point

For NRS reporting purposes a participant is not considered enrolled until 12 hours of program instruction/services have been recorded for that individual.

Standardized Assessment

The New Jersey Department of Labor and Workforce Development requires that all adult education providers assess and place all Adult Basic Education (ABE), Adult Secondary Education (ASE) and English as a Second Language (ESL) program participants into an educational functioning level at intake (assessment must be conducted within the first 12 hours of instruction) and assessed again at the end of the defined instructional period using NRS and N.J. Department of Labor and Workforce Development approved standardized assessment tools to determine educational functioning level and educational gain.

Key Point

For NRS reporting purposes, the New Jersey Department of Labor and Workforce Development has approved TABE 9/10, TABE CLAS-E, BEST Literacy, and BEST Plus. TABE 9/10 should be used for all Adult Basic Education and Adult Secondary Education students and TABE CLAS-E, BEST Literacy, or BEST Plus should be used for all English-as-a-Second Language and English Language/Civics students. ESL students may be administered as appropriate, the BEST Plus assessment to determine oral proficiency. In instances where a student has a high score on the BEST Plus, but has low literacy skills and may be more appropriately served in a lower level class based on the TABE CLAS-E or BEST Literacy test, the provider agency has the discretion to utilize the TABE CLAS-E or the BEST Literacy exam as a pre- and post-test for reporting purposes. LACES will only track one assessment instrument.

Valid and Reliable Assessments, Comparable Across Programs

Standardized assessment tests should be administered according to standard conditions and procedures, have established reliability and validity, utilize scaled scores and standards of comparison (norm groups and criterion-referencing) in order to be considered meaningful.

Validity is the ability of the test to measure what it was designed to measure and reliability is the ability of the test to produce consistent results, over and over, no matter where the test is given, the conditions, or who administers it. Comparability allows test results to be meaningfully compared across programs.

Collecting and reporting standardized assessment data is an important check of learner achievement and for program comparison purposes. You need to ensure that standardized assessment data are collected, scored and interpreted according to the guidelines of the testing instrument to guarantee that the data are meaningful and comparable. Testing components (i.e. locator instruments, test levels, alternative forms) also need to be used correctly by following the recommendations of the test publisher.

Testing Components

- 1. Pre- and Post-Assessment Requirement:** The New Jersey Department of Labor and Workforce Development requires that all students be tested with one or more of the state approved assessments (TABE 9/10; TABE CLAS-E; BEST Literacy; or BEST Plus. Assessment should be at intake or as soon as possible thereafter (within 12 hours of instruction/service), each student's level must be assessed and the reading and math level of the individual identified and entered into the LACES data system. Post-testing should be in accordance with test publisher recommended guidelines.

Key Point

Service provider agencies are required to pretest all students within 12 hours of instruction/service has occurred with one of the state approved assessments. Post-testing should be in accordance with test publisher guidelines.

For TABE, participants who test at different levels depending on the skill (i.e. *Math or Reading*) are placed in the EFL corresponding to the lowest skill level test result. The LACES case management system will automatically assign an assessment subject area (i.e. *Math or Reading*) in the student record, based on the lower skill level result. However, if you don't

agree with the automatic selection that is based on the assessment test result you may change the automatically selected assessment subject area to what you determine is the participant’s area of greatest need. If the pre-test levels are the same, “*Reading*” will be automatically assigned by LACES as the subject area of greatest need.

When a post-test is administered, a comparison is made between the pre-test in the assessment subject area and the post-test in the assessment subject area to determine whether any gain was achieved. Since only one assessment subject area is tracked by LACES for measuring gain, a gain in one skill area may not necessarily translate into a recordable gain for NRS reporting. For example, a participant scores 430 on TABE for Reading and 300 for Math (see Table 1 for converting a TABE score into an EFL). The participant is placed in “Beginning ABE Literacy” based on the math score. Upon retest, the participant scores 465 in Reading and 350 in Math. Although the Reading score would place the participant in “Low Intermediate Basic Education”, the correct level is based on the math result-- “Beginning Basic Education”. If the Reading score went from 430 to 465, but the math score was unchanged at 300, there would be no recordable gain for this participant. They would remain in “Beginning ABE Literacy”.

Key Points

You have the option of administering the TABE post-test in the assessment EFL subject area that you are tracking and reporting in LACES (Math or Reading) as determined by the pre-test (area of greatest need) rather than administering tests in all subject areas (Math and Reading). For participants pre-testing at the same level in Math and Reading, changes in educational functioning level will be measured based on gains in the Reading subject area, unless you override the automatic assessment subject assigned by LACES.

Table 1

<p>Beginning ABE Literacy</p> <p>Test Benchmark: TABE (9–10) scale scores (grade level 0–1.9): Reading: 367 and below Total Math: 313 and below Language: 389 and below</p>	<p>Beginning Basic Education</p> <p>Test Benchmark: TABE (9–10) scale scores (grade level 2–3.9): Reading: 368–460 Total Math: 314–441 Language: 390–490</p>	<p>Low Intermediate Basic Education</p> <p>Test Benchmark: TABE (9–10) scale scores (grade level 4–5.9): Reading: 461–517 Total Math: 442–505 Language: 491–523</p>
<p>High Intermediate Basic Education</p> <p>Test Benchmark: TABE (9–10) scale scores (grade level 4–5.9): Reading: 518-566 Total Math: 506-565 Language: 524-559</p>	<p>Low Adult Secondary Basic Education</p> <p>Test Benchmark: TABE (9–10) scale scores (grade level 6–8.9): Reading: 567-595 Total Math: 566-594 Language: 560-585</p>	<p>High Adult Secondary Basic Education</p> <p>Test Benchmark: TABE (9–10) scale scores (grade level 6–8.9): Reading: 596 and above Total Math: 595 and above Language: 586 and above</p>

The post-assessment results are recorded in the student file maintained by the program and reported as part of the program's quarterly count and final contracted enrollment report (LACES automatically creates these reports for each program). Exit or post-assessment scores may be used for re-enrollment purposes if they are not more than six (6) months old. Assessment testing must be done using an approved standardized testing instrument with the capability of pre- and post-assessment. Test results should be shared with the student.

Assessment tests results should be entered into the LACES database used for NRS reporting as close to the actual test date as possible. If student information is batched for data entry, you must ensure that the NRS reporting database has been completely updated for the current fiscal year before generating your quarterly NRS and student detail reports. In the event that the LACES technician does not generate updated reports, the program is responsible and required to schedule a report with the LACES technician or manually update the report (FY Summary) in LACES. The NRS requires that data be input no less than quarterly. Please refer to the Notice of Grant Opportunity for the cutoff dates for entering your data.

Students enrolled in distance education programs must be tested using the same instrument and procedures as traditional students. Distance learning students must be physically present at a designated testing site when taking standardized tests or the results will be considered invalid.

Participants who have a valid pre-test on file and have indicated a desire to exit the program before receiving the test publisher recommended hours of instruction for post-testing (in limited and rare exceptions*), may be administered a post-test if at least 30 hours of instruction have occurred and the instructor has reasonable evidence to suggest that a post-test will indicate a gain in the student's educational functioning level. The results of such reassessment shall be recorded in the LACES case management system.

Key Point

*"Exception" is defined as a means to allow for limited and rare post-testing before the timeframe recommendations established by the test publisher. The process of

*"Exception" should not be utilized to circumvent test publisher guidelines or to diminish student persistence or program retention.

**Test Publisher Recommended Timeframes/Pre- and Post-testing
Adult Education Assessments
NRS Guidelines Revised January 6, 2011**

Test Name	Recommended Pre- and Post-testing Timeframes	Contact/Notes
Basic English Skills Test (BEST) Literacy BEST Plus	60 hours minimum; 80-100 hours recommended If the hours for a course of instruction exceed the recommended number of hours, post-testing may most appropriately take place at the end of the instructional session. Because program-related factors such as intensity of instruction, class size, teacher training and experience, and use of appropriate curricula and materials will affect language learning proficiency gains, programs should consider these factors when determining timing for pre- and post-testing.	Frank Finamore <i>BEST Plus</i> Project Manager Center for Applied Linguistics frank@cal.org , 202-362-0700
TABE, Forms 9 and 10	CTB/McGraw-Hill recommends 50-60 hours of instruction when testing with an alternate form (ie. 9M to 10M) for students that test into NRS Levels 1-4 (ABE) with a minimum of 40 hours. For students testing into NRS Levels 5 and 6 (ASE Low and High) 30-59 hours of instruction is recommended. If the pre- and posttest are with the same level and use the same form: 120 hours. CTB/McGraw-Hill suggests the pre- and post-test guidelines as best practice recommendations based upon practitioner feedback. The purpose for assessing with TABE 9/10 or TABE CLAS-E will also have an impact on the implementation of these recommendations. CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.	Mike Johnson Product Manager, Adult Assessment Products CTB/McGraw-Hill michaeld_johnson@ctb.com 630-789-4586
TABE CLAS-E	For alternate form testing, CTB recommends 60-95 hours of instruction (i.e., A2 to B2) with a minimum of 50 hours. For same form testing CTB recommends– 100-140 hours of instruction (i.e., A2 to A2). CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.	Mike Johnson Product Manager, Adult Assessment Products CTB/McGraw-Hill michaeld_johnson@ctb.com 630-789-4586

- 2. Educational Gains:** The use of a standardized instrument with forms for pre-test and post-test should be used to measure individual student progress. Frequent testing using the TABE or BEST tests are not recommended. For the TABE test, Form 9 should be used for the pre-test and, in most cases, the same level (L, E, M, D, or A) of Form 10 for the post-test. However, if the participant pre-tested, on the full battery, at the high end or above the form

level used in the pre-test, you may at your discretion, re-administer the locator test to determine the level of Form 10 to use.

In no case, should the same TABE form be used if the testing interval is less than six months or the instructional time less than 120 hours. Similarly, if Form A is used for the BEST Plus pre-test, subsequent tests should use Forms B, C and D, in that order. Test administration procedures are more fully explained under **Permitted Assessments**.

If a student is continuing in a program beyond the recommended minimum pre- and post-testing frequency, the instructor and/or counselor should consider lengthening the pre- and post-testing interval to maximize the potential for capturing educational gains.

TABE and BEST test publishers recommend delivered hours of instruction timeframe between a pre-test and a post-test, varies. You should use past experience to guide you in the pre- and post-test time interval. If historically, at your program, it has required 60 hours of instruction to raise a lower functioning student one level, then this should guide you in establishing your pre- and post-test interval. You are required to use, at least, the minimum pre- and post-test interval hours recommended by the test publisher. The only exception is the 30 hour interval for the early exiters described in the preceding section (**Pre- and Post-Assessment Requirements**).

- 3. Qualifications of Testing Staff:** Agencies are required to identify staff members who are responsible for administering the standardized tests in a systematic manner. To ensure sound assessment procedures and accurate data, all agencies must maintain at least one individual who has been trained by the test publisher or through another N.J. Department of Labor and Workforce Development endorsed trainer to administer the TABE and BEST tests. An individual who has been trained by the test publisher or the N.J. Department of Labor and Workforce Development on TABE, may train other staff at your location, but those informally trained staff should attend formal training when the opportunity arises. The Center for Applied Linguistics (CAL) is the test publisher for BEST Plus and BEST Literacy. Their policy is not to sell the BEST Plus test to an agency unless a certified by CAL test administrator is on-site. BEST Literacy test administrators are not required to be certified by CAL.

Each agency is required to maintain a file of those individuals trained on administering the TABE and BEST assessments including who was trained, on what tests, when, and by whom.

You may contact the Professional Development Coordinator, Adult Education and Literacy Services, Ms. Karen Iorillo-Noe (karen.iorillo-noe@dol.state.nj.us), at the Department of Labor and Workforce Development, for information for TABE and BEST.

- 4. Formalize Procedures:** Agencies should establish and formalize local procedures that are consistent with this document and that outline the process for pre- and post-testing participants.

Permitted Assessments

Programs should give the complete battery of tests to better plan instruction. The assessment instrument should always match the student's skill area(s) of need. Students may be assessed in the academic area(s) most relevant to their needs. For example, TABE consist of core subject area sub-tests related to different academic areas (e.g., Reading, Math, Listening, and Language). It is not necessary to administer the complete battery of tests if the student does not intend to study a particular area. Programs may give the specific core subject area sub-test (s) that match student goal(s) and that relate to the program of study. For example, if a student is enrolled for the sole purpose of upgrading math skills, only the math core subject area sub-test should be administered. For ESL students, you may need to select more than one standardized instrument to appropriately assess the necessary skill areas. For example, BEST Plus is designed to measure oral proficiency (listening/speaking); therefore, you may need to administer the TABE CLAS-E or the BEST Literacy assessment to measure literacy (reading/writing).

LACES will only permit one assessment instrument to be tracked in the data system for NRS reporting purposes. If different ESL assessments are used to measure different skills (e.g., BEST Plus for listening/speaking, BEST Literacy for reading and TABE CLAS E can be used to assess reading, writing, listening, and/or speaking), you may enter both scores, however, LACES will only select the instrument that records the lowest EFL score.

TABE 9/10

TABE 9/10 accurately predicts how adult students may perform on the GED (General Educational Development) Tests and measures the skills adults need to succeed on the job and in life. The TABE Complete Battery consists of five test levels (Literacy (L), Easy (E), Medium (M), Difficult (D), and Advanced (A)), two test forms (9 and 10), and a Locator Test. Available tests include Reading, Mathematics Computation, Applied Mathematics, and Language. Optional tests are available for Vocabulary, Language Mechanics, and Spelling. You can alternatively administer TABE's two parallel forms (9 and 10) to ensure valid results when retesting the same students.

The Limited Literacy level (L) is usually given to students whose primary language is not English and they have a limited understanding of written English. TABE 9/10 is specifically designed to reflect current adult assessment instruments such as the GED Tests. TABE Levels D and A provide predictor scores for the GED Tests.

In most cases, for students entering ABE/ASE programs, the "Complete Battery", English language version of (TABE), Forms 9 and 10 are the recommended pre- and post-testing instrument for measuring gains in Educational Functioning Level (EFL). Forms 7 and 8 are no longer supported by the test publisher and are not permitted for NRS reporting. The administering of the Complete Battery TABE, takes approximately three-hours to complete with an additional 30 minutes for instructions and breaks (TABE 9 and 10 Level L test takes substantially less time to administer). Test-takers may not take a break during a test sub-section, but one or two breaks should be scheduled between sub-sections of the test.

In some cases, the TABE Survey edition may be used for post-testing. The TABE Survey edition is a shortened form of the TABE Complete Battery that is composed from a subset of the items found in the Complete Battery. However, because the TABE Survey is shorter, it does not

provide the breadth of coverage for each objective that is found in the Complete Battery. Both editions are on the same normative scale and therefore may be used in pre-test/post-test situations (e.g., pre-test with TABE Complete Battery, Form 9 and post-test with TABE Survey of the same level, Form 10).

The parallel form of the assessment instrument used to determine the entry EFL must be used to determine the exit EFL and the educational gain. For example, if TABE Level M, Form 9 is used as the pre-assessment, TABE Level M, Form 10 should be used for post-assessment. Programs are required to alternate their use of the assessment forms when re-assessing students (e.g., use TABE Forms 9, 10, 9, etc.).

The TABE Locator pre-assessment test must be administered prior to the TABE Complete Battery or a Core Subject Area subtest. The Locator is a short pre-assessment that assists with the selection of the appropriate level(s) of TABE to be administered in the respective academic area. The TABE Locator test is used to help determine which pre-test level (L, E, M, D, or A) of the TABE to give a student during intake. The TABE Locator test is not used for the post-test; a TABE Locator test may not be used for post-testing to determine NRS educational level gains. The TABE Locator result by itself is not definitive and may not be used to determine or set the Educational Functioning Level for NRS reporting purposes. The TABE Locator may recommend that a different form level be administered for math and reading and this recommendation should be followed.

A TABE Locator may be administered as a pre-assessment at orientation or on the first day of class because it is not a NRS reportable assessment. Because the full standardized assessment process may be overwhelming to some students, it is better to avoid giving the TABE Locator on the same day as the complete battery.

For TABE post-testing the test publisher recommends that a student is tested on the alternate form of the pre-test at the same level (e.g., 9M pre-test would then have a 10M post-test). After a pre- and post-test if the student is still enrolled you may choose to deliver a new locator for the new program year or you may decide to move to the next level up (e.g., from 9M to 10M to 9D for the third test).

The TABE Locator Test takes about 35 minutes to administer and will direct which test level (L, E, M, D, or A) to use for the TABE pre-test. Do not use the results of the TABE Locator Test to screen students for placement into educational programs. The TABE Locator Test will give you an idea of the Educational Functioning Level, but is not rigorous enough to meet the NRS or test publisher's requirements for reliability (i.e., the Locator test score will not create an EFL in LACES).

Beginning ABE Literacy readers who cannot read well enough to take the TABE Locator Test should take the TABE Level L Test. During the intake process, if you suspect that a potential adult basic education participant is functioning at a very low literacy level use the TABE Word List. TABE provides a Word List which may help to quickly determine whether the TABE Level L assessment is the appropriate test level to administer. For example:

- If learners incorrectly read or skip three words in a row, have the learner stop and administer the TABE Level L test.

- If learners incorrectly read or skip five or more words on the entire list, administer the TABE Level L test.
- If learners incorrectly read or skip *no more than* four words on the entire list, administer the Locator Test.

Locators may NOT be used in place of pre-assessments to determine a scale score or grade equivalent for placement on an entry EFL.

Key Point

Participants are required to be pre-tested at intake in order to assess their suitability for a Title II program. In rare cases, participants may be allowed to start instruction prior to the administration of a pre-test, but the hours of instruction cannot exceed 12 hours before a pre-test is administered.

TABE-PC automatically converts scale scores into the Educational Functioning Levels (EFL) required for NRS reporting. See Pre- and Post-Assessment Requirement under Testing Components for a thorough description of the process for determining the Educational Functioning Level that you should use for NRS reporting. The Appendix provides a quick reference on converting scale test scores into the NRS Educational Functioning Levels along with a description of each level.

TABE is closely correlated with the 2002 version of the GED test. The test publisher provides GED predictor tables in the TABE 9/10 Norms Book and as an output report when using TABE-PC.

Key Points

- The TABE Locator test should be administered as part of the orientation or intake.
- Reading and math components should be administered within the first 12 hours of instruction using the difficulty level suggested by the TABE Locator test.
- Test Publishers recommend that post-testing should not occur until after a set minimum hours of instruction (see guidelines) using the same level but a different form of the test (for example, pre-test with TABE Level M, Form 9 and post-test with TABE Level M, Form 10).
- For a participant who was pre-tested and subsequently dropped out of the program only to re-enter at a later date, a new pre-test is required if the initial pre-test is older than six months.
- Exit or post-assessment scores may be used for re-enrollment purposes if they are not more than six months old. Individuals whose participation spans two or more program years should be **pre- and post-tested during the initial year** and if the post-test is less than six months old at the beginning of the new program year, for returning students, the post-test can be used as the new program year's pre-test.
- Service provider agency staff should attend a TABE training workshop or be trained in-house before acting as a TABE test administrator. The Department of Labor and Workforce Development offers training opportunities on a regular basis.

- For leveling test-takers into the NRS, EFL is assigned based on the lower of the reading and combined math scores.

TABE has five levels that correlate to grade levels: **L** (Literacy) 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.

**Table 2 – TABE Test Core Subject Area by Test Form Level
TABE 9/10 Objective Structure**

Core Tests	Test Level					Core Tests	Test Level				
	L	E	M	D	A		L	E	M	D	A
Pre-Reading						Applied Mathematics					
• Matching Letter	√					• Number & Number Operations	√	√	√	√	√
• Recognizing Letter	√					• Computation in Context	√	√	√	√	√
• Beginning/Ending Sounds	√					• Estimation		√	√	√	√
• Middle Sounds	√					• Measurement	√	√	√	√	√
						• Geometry & Spatial Sense	√	√	√	√	√
Reading						• Data Analysis	√	√	√	√	√
• Interpret Graphic Information	√	√	√	√	√	• Statistics & Probability		√	√	√	√
• Words in Context	√	√	√	√	√	• Patterns, Functions, Algebra	√	√	√	√	√
• Recall Information	√	√	√	√	√	• Problem Solving & Reasoning		√	√	√	√
• Construct Meaning	√	√	√	√	√						
• Evaluate/Extend Meaning		√	√	√	√	Language					
Mathematics Computation						• Usage		√	√	√	√
• Add Whole Numbers	√	√	√			• Sentence Formation		√	√	√	√
• Subtract Whole Numbers	√	√	√			• Paragraph Development		√	√	√	√
• Multiply Whole Numbers		√	√	√		• Capitalization		√	√	√	√
• Divide Whole Numbers		√	√	√		• Punctuation		√	√	√	√
• Decimals		√	√	√		• Writing Conventions		√	√	√	√
• Fractions			√	√	√						
• Integers				√	√						
• Percents				√	√						
• Order of Operations					√						
• Algebraic Operations					√						

Table 3 – Approximate Time Requirements to Administer TABE 9/10

TABE Title	Subject Area	Time Limits
Word List	-----	15 minutes
Practice Exercise	-----	Not timed
Locator	-----	37 minutes (recommended)
Survey	Reading	25 minutes
	Mathematics/Computation	15 minutes
	Applied Math	25 minutes
	Language	25 minutes
	Spelling (Optional)	10 minutes
Complete Battery	Reading	50 minutes
	Mathematics/Computation	24 minutes
	Applied Math	50 minutes
	Language	55 minutes
	Spelling (Optional)	10 minutes

TABE CLAS-E

The assessment instrument should always match the student’s skill area(s) of need. Students may be assessed in the TABE CLAS-E academic area most relevant to their needs. All TABE CLAS-E subject area sub-tests will generate an Educational Functioning Level. If only one TABE CLAS-E subject area sub-test will be given, it is recommended that the reading sub-test be given. For ESL students, you may need to administer more than one subject area sub-test and/or administer more than one standardized instrument to appropriately assess the necessary skill areas. For additional information regarding the TABE CLAS-E, please see the chart below.

You may contact the McGraw-Hill sales center at 1-800-621-1918 for more information on purchasing TABE administrations and supporting material.

**TABE CLAS-E Forms A and B
Scale Scores for NRS ESL Educational Functioning Levels**

ESL Educational Functioning Level	Reading Scale Scores	Writing Scale Scores	Total Reading and Writing Scale Scores	Listening Scale Scores	Speaking Scale Scores	Total Listening and Speaking Scale Scores	SPL
Beginning ESL Literacy	250-392	200-396	225-394	230-389	231- 425	230- 407	0-1
Low Beginning ESL	393-436	397-445	395-441	390-437	426-460	408-449	2
High Beginning ESL	437-476	446-488	442-482	438-468	461-501	450-485	3
Low Intermediate ESL	477-508	489-520	483-514	469-514	502-536	486-525	4
High Intermediate ESL	509-557	521-555	515-556	515-549	537-567	526-558	5
Advanced ESL	558-588	556-612	557-600	550-607	568-594	559-600	6

Test Publisher (CTB McGraw-Hill) Recommended Pre- and Post-testing Timeframes

Agencies should follow the guidelines described by the test publisher, CTB McGraw-Hill. If the pre- and posttest are for the same level but using a different form (e.g., (TABE CLAS-E Form A Level 3 to TABE CLAS-E Form B Level 3): CTB recommends 60-95 hours.

If the pre- and posttest are for the same level and use the same form (e.g., TABE CLAS-E Form A Level 3 to TABE CLAS-E Form A Level 3): CTB recommends 100-140 hours.

The test publisher discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate core subject area level testing is also strongly recommended and is an integral part of the testing process. If a test is to be administered as a retest because the initial test session was invalid, there is not a prescribed length of time that needs to occur. However, CTB strongly encourages some instructional time in order to avoid a practice effect.

You may contact the McGraw-Hill sales center at 1-800-621-1918 for more information purchasing TABE administrations and supporting material.

BEST Plus

The BEST Plus is intended to assess interpersonal communication using everyday language in an oral interview setting. The BEST Plus 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. The BEST Plus comes in two versions: the Computer-adaptive assessment on CD and the Semi-adaptive print-based version.

In the computer-adaptive version, the test items are provided by a CD-ROM program. The tester asks the examinee questions provided by the computer program, listens to the responses, and uses rubrics to score each item. After inputting the item score, the computer selects the next test item and continues to adapt the difficulty level of the questions according to the scores entered for each question. Each time the interview is administered to the same examinee (e.g., for pre- and post-testing), the computer generates a different set of test questions. In the print-based version, a brief locator test determines the level of test items. Parallel forms A, B, or C may be used for pre-interim, and post-assessment. For both versions of the BEST Plus, you must purchase a fixed number of administrations (20, 50, 100, 300, or 500). Thus, each time someone is tested (either in print or via computer), an administration is consumed.

For students entering ESL programs, the PC-directed or the print version of BEST Plus is an acceptable pre- and post-testing instrument for assessment testing and for measuring gains in EFL in speaking and listening. You must be certified as a test administrator by the Center for Applied Linguistics (CAL) before you can use the BEST Plus assessment instrument. The Department of Labor and Workforce Development sponsors BEST Plus certification training about once a year at several locations throughout the state. The refresher course is not required by CAL; however, due to length of time between giving test administrations, lack of confidence in scoring accuracy,

and other program-related factors, from time to time it is a good idea for BEST Plus test givers to recalibrate, or realign, their scoring to the original scoring rubric and benchmarks (see your BEST Plus Test Administrator Guide that you received at the initial training). The refresher training complements, but does not replace, the initial 6-hour BEST Plus training that all test administrators must attend prior to giving the test. All participants must have been previously trained to give BEST Plus. The Center for Applied Linguists offers a Refresher Tool Kit that programs may purchase directly from CAL. Additionally, BEST Plus Certified Administrator training may also be obtained by contracting directly with the Center for Applied Linguistics.

BEST Plus measures performance over the full range of English proficiency levels represented in adult education programs from Beginning ESL Literacy to High Advanced in the NRS, and Student Performance Levels (SPLs) 0-10. However, the NRS exit criteria is SPL 7. BEST Plus is an oral English language test whose Primary Assessment Area is Speaking and Listening with regard to content relevant to the personal, community, and occupational domains of participants using real-life communication tasks such as providing personal information, describing situations, and giving and supporting an opinion.

BEST Plus is the standard assessment instrument for Limited English Proficient participants. Test-takers' responses are scored according to the *BEST Plus Scoring Rubric*, which is based on current research in second language oral proficiency assessment. The test administrator asks the test-taker a series of questions read from the BEST Plus software program installed on a PC. The test administrator evaluates the answers based on rigid criteria for listening comprehension, language complexity and communication and enters the score on the PC. Scores determine the succeeding questions in the assessment. The Appendix provides a quick reference on converting scale test scores into the NRS Educational Functioning Levels along with a description of each level.

There are four interchangeable forms of BEST Plus, A, B, C and D. Participants should be pre-tested using the A form and post-tested using the B form. Succeeding assessments should use forms C and D. The option to skip a question should be used only in rare circumstances. For example, if a question causes a student extreme distress or is wholly inappropriate for a specific student, the question can be skipped by clicking on "Next question" without scoring. When the "Finish scoring" question comes up, click on "Skip this question and go on the next one" and continue after the student has regained composure. Skipping a question will not affect the final score.

There are no right answers to the questions. For example, students who don't drive should still be presented with items that pertain to driving. One of the questions may be, "Do you like driving in [Trenton]?" The examinee can answer, "I don't drive" and still be scored. The next question may ask about driving conditions, which the examinee could answer based on his or her experience as a passenger. Time to administer the test varies:

- The computer-adaptive version takes from 5 to 20 minutes to administer, depending on the examinee's level of oral proficiency.
- Higher proficiency speakers (SPL 7-10) usually take longer than lower proficiency speakers because they are asked more questions, and their responses tend to be longer and more complex.

The BEST Plus NRS exit criteria is SPL-7:

- “Completion of ESL Advanced” is reflected in LACES when a learner pre- or post- tests beyond the highest scale score reportable for ESL advanced (SPL-7).
- Learners will be identified in the LACES data system as “Completed Advanced ESL”.
- If a student’s entry level test results in LACES indicating “Completed Advanced ESL” the student will not be reportable to NRS.
- The test publisher recommends that if an examinee pretests into completed Advanced ESL level with an SPL 7 score, to use a different assessment that measures reading and writing skills.
- Any examinee that falls into this category during pre-testing should be re-tested with another state approved assessment at the time of pre-testing.
- Test publishers recommend that post-testing should not occur until after a minimum of 60 hours of instruction has occurred using a different form of the same test (80 to 100 hours of instruction is the test publisher recommended pre- to post-test interval).
- For a participant who was pre-tested and subsequently dropped out of the program only to reenter at a later date, a new pre-test is required if the initial pre-test is older than six months.
- Exit or post-instruction scores may be used for re-enrollment purposes if they are not more than six months old. Individuals whose participation spans two or more program years should be pre- and post-tested during the initial year and if the post-test is less than six months old at the beginning of the new program year, this first-year post-test can be used as the new year’s pre-test.
- The test publisher requires all test administrators to attend a 6-hour workshop conducted by a certified *BEST Plus* trainer prior to administering the test.
- The N.J. Department of Labor and Workforce Development provides new administrator regional training opportunities about once per year.
- It is strongly recommended that each program purchase a BEST Plus Refresher Tool Kit. A Refresher Tool Kit may be purchased directly from the Center for Applied Linguists.

BEST Literacy

The BEST Literacy measures reading and writing ability in a life skills context. In instances where a student has a high score on the BEST Plus test, but has low literacy skills the student may be more appropriately served in a lower level class based on the BEST Literacy test, the provider agency has the discretion to utilize the BEST Literacy exam as a pre and post test for the NRS report. For ESL students, you may need to select more than one standardized instrument to appropriately assess the necessary skill areas. For example, you may use BEST Literacy or TABE CLAS-E to measure the EFL of reading/writing while using the BEST Plus for listening/speaking. Participants scoring at the NRS Advanced ESL level on the BEST Literacy or TABE CLAS-E may be more appropriate in an ABS program and should be administered the TABE test and placed accordingly. Students can be placed into Advanced ESL using Best Literacy but the test does not assess skills beyond this level so students cannot exit Advanced ESL with this test. Retesting students who enter this level with another assessment is recommended.

BEST Literacy tests reading and writing skills in authentic situations specifically geared for adult English language learners in the United States. BEST Literacy can be administered individually or to groups of examinees in one hour or less. BEST Literacy is available in three parallel forms (B, C and D) for pre- and post-testing.

The test publisher, Center for Applied Linguistics, does not require training to administer BEST Literacy, but test administrators and test scorers should thoroughly review the BEST Literacy Test Manual before using the test. The BEST Literacy Test Manual is designed to provide test administrators and scorers with all the information they need to give and score the test, including a rubric with clear benchmarks for scoring the note-writing tasks as well as many student samples.

Participants should receive a minimum of 60 hours of instruction between a BEST Literacy pre-test and a BEST Literacy post-test. Like all assessment tests, participants cannot be pre-tested on one test (e.g. Best Plus) and post-tested on another (e.g. BEST Literacy). Different forms of the same test should be used for pre- and post-testing. If a student’s entry level test results in LACES indicate “Completed Advanced ESL” the student will not be reportable to U.S. Department of Education, OVAE. The test publisher recommends that if an examinee pretests into the NRS Advanced ESL level with a scale score of 76-78 on BEST Literacy, use a different assessment that measures advanced reading and writing skills. Any examinee who falls into this category during pre-testing with BEST Literacy should be re-tested with another assessment (such as TABE) at the time of pre-testing.

The table below includes the scale score ranges, and specific advice from CAL on adult learners at the Advanced ESL level.

NRS Levels	Scale Score Ranges <i>Effective December 2010</i>
Beginning ESL Literacy	0-20
Low Beginning ESL	21-52
High Beginning ESL	53-63
Low Intermediate ESL	64-67
High Intermediate ESL	68-75
Advanced ESL	76-78*

** If an examinee pretests into SPL 8 with a scale score of 78, or into the NRS Advanced ESL level with a scale score of 76-78, use a different ESL assessment that measures higher reading and writing skills to more accurately measure and examinee’s language ability. Any student that falls into this category should be re-tested with another assessment at the time of pre-testing.*

Key Point

Students with an EFL gain may be placed into Advanced ESL using Best Literacy but the test does not assess skills beyond this level so students cannot exit Advanced ESL with this test. Retesting students who enter this level with another assessment is recommended. ESL students who pre-test at the NRS exit level should be re-assessed using an ABE assessment instrument and placed in the appropriate ABE EFL.

Approximate time required to administer BEST Literacy and BEST Plus

Title	Approximate Administration Time	Time Limits
BEST Literacy	1 hour	1 hour
BEST Plus computer-adaptive	5-20 minutes to administer, depending on the English ability of the examinee.	None
BEST Plus print-based	10-20 minutes per examinee	None

You may obtain more information on ordering BEST Plus and BEST Literacy materials by calling 1-866-845-BEST or by visiting their website <http://www.cal.org/bestplus/order.html>.

Informal Assessment

Informal assessment tools and practices include all additional assessment instruments that do not meet the criteria for standardized tests, are not approved for NRS assessment reporting by either the U.S. Department of Education or the New Jersey Department of Labor and Workforce Development, and/or are dependent upon the experience and judgment of the individual making the assessment.

You may use both informal as well as formal standardized assessment data to track and document educational needs and gains, and to evaluate student progress and the effectiveness of your instruction. Program staff conducted informal assessment on a daily basis. Informal tools and procedures provide a dynamic tracking tool for observing and documenting changes in student skill levels. Standardized assessments provide snapshots of learner skill levels at pre-defined instructional intervals. Together, quality standardized and informal assessment data can drive instruction while satisfying the needs of program stakeholders in an environment promoting continuous performance improvement.

Informal assessments can include reading inventories, curriculum-based assessments, program or teacher developed instruments, registration forms completed during the orientation process, and even informal check-ups such as questioning students after a lesson to see what content has been learned and can be demonstrated. Informal assessments are critical in a well-rounded assessment plan by adding depth to the individual's basic skills profile beyond the grade-level equivalency that standardized assessments produce.

Other tests approved for NRS reporting, such as CASAS, may be used only as informal assessment tools and in directing instruction. For NRS reporting purposes, the formal standardized assessments: TABE, TABE CLAS-E, BEST Literacy and BEST Plus must be used for pre- and post-testing.

Additionally, other assessment instruments and procedures that may not be used for NRS Reporting or for determining entry or exit are:

- TABE Locator
- CASAS Appraisal
- Official GED Practice Tests (OPT)
- General Educational Development (GED) Tests

- TOEFL (Test of English as a Foreign Language)
- Standardized tests that have not been correlated by the test's publisher to the NRS levels and/or approved by the NRS (BEST Oral Interview, TABE 7/8)
- College placement tests
- Using different assessment instruments for pre- and post-assessment (e.g., CASAS for pre-assessment; TABE for post-assessment)
- Using the same form for both pre- and post-assessment
- Professional judgment

Key Point

Informal assessments cannot be used for NRS reporting.

Screening Instruments to Identify Special Needs Participants

Screening instruments provide a quick and inexpensive way to identify potential learning issues with program participants and to determine whether further, more formal, testing is necessary. Screening instruments are quick to administer, score and interpret; narrow in purpose, useable without extensive staff training; and are appropriate for group settings. More information on screening participants can be found in the N.J. Department of Labor and Workforce Development's *Intake/Registration Guidelines for WIA Title II, Adult Education and Family Literacy Act Funded Grant Programs*.

Testing Procedures-Special Accommodations

Special accommodations can and should be made for participants that truly need them in order to be as inclusive as possible in your program design and implementation. Each participant designated as a special accommodations participant must have an Individualized Education Program (IEP). Each IEP must be designed for that student and must be a truly individualized document. Any diagnosis, referral, or doctor's report should be addressed in the IEP and be included in the student's file. The IEP is the cornerstone of a quality education for each WIA Title II funded participant with a learning or physical disability. Please refer to the Department of Labor and Workforce Development's *Intake/Registration Guidelines for WIA Title II, Adult Education and Family Literacy Act Funded Grant Programs* for specific procedures for documenting disabilities that may impact on the ability of the participant to benefit from literacy instruction.

Accommodations must be documented with the test results in the student's record so that consideration can be given to the type of accommodation in interpreting the test results. A participant does not have to be classified as a special needs student to receive testing accommodations. In the following section, CTB/McGraw-Hill categorizes accommodations into three levels and describes the potential effect on the test result from what would have been the result under default testing conditions.

Category 1: The accommodations listed in Category 1 are not expected to influence student performance in a way that alters the interpretation of either criterion- or norm-referenced test scores. Individual student scores obtained using Category 1 accommodations should be interpreted in the same way as the scores of other students who take the test under default conditions. These students' scores may be included in summaries of results without notation of accommodation(s).

Presentation

- Use visual magnifying equipment
- Use a large-print edition of the test
- Use audio amplification equipment
- Use markers to maintain place
- Have directions read aloud
- Use a tape recording of directions
- Have directions presented through sign language
- Use directions that have been marked with highlighting

Response

- Mark responses in test booklet
- Mark responses on large-print answer document
- For selected-response items, indicate responses to a scribe
- Record responses on audio tape (except for constructed-response writing tests)
- For selected-response items, use sign language to indicate response
- Use a computer, typewriter, Braille writer, or other machine (e.g., communication board) to respond
- Use template to maintain place for responding
- Indicate response with other communication devices (e.g., speech synthesizer)
- Use a spelling checker except with a test for which spelling will be scored

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

Timing/Scheduling

- Take more breaks that do not result in extra time or opportunity to study information in a test already begun
- Have flexible scheduling (e.g., time of day, days between sessions) that does not result in extra time or opportunity to study information in a test already begun

ELL (English Language Learner) specific

- Spelling aids, such as spelling dictionaries (without definitions), spell/grammar checkers provided, for a test for which spelling and grammar conventions will not be scored
- Computer-based written response mode for constructed response items other than for a Writing test. For Writing test computer writing aids are disabled (e.g., grammar and spelling checks) that interfere with what is to be scored.
- Computer-based testing with glossary without content related definitions
- Bilingual word list, customized dictionaries (word-to-word translations), and glossary provided for words that are not content related
- Format clarification of test

- Directions clarified
- Directions explained/clarified in English
- Directions explained/clarified in native language
- Both oral and written directions in English provided
- Both oral and written directions in native language provided
- Directions translated into native language, including audio-taped directions

Category 2: Category 2 accommodations may have an effect on student performance that should be considered when interpreting individual criterion- and norm-referenced test scores. In the absence of research demonstrating otherwise, scores and any consequences or decisions associated with them should be interpreted in light of the accommodation(s) used.

Presentation

- Have stimulus material, questions, and/or answer choices read aloud, except for Reading
- Use a tape recorder for stimulus material, questions, and/or answer choices, except for Reading
- Have stimulus material, questions, and/or answer choices presented through sign language, except for a Reading test
- Communication devices (e.g., text talk converter), except for a Reading test
- Use a calculator or arithmetic tables, except for a mathematics computation test

Response

- Use graph paper to align work
- For constructed-response items, indicate responses to a scribe, except for a writing test

Timing/Scheduling

- Use extra time for any timed test
- Take more breaks that result in extra time for any timed test
- Extend the timed section of a test over more than one day, even if extra time does not result
- Have flexible scheduling that results in extra time

ELL specific

- Test items read aloud in linguistically clarified** English on a test other than Reading
- Test items read aloud in native language on a test other than Reading
- Test items read aloud in English on a test other than Reading
- Audio-taped test items provided in English on a test other than Reading • Test that is linguistically clarified in English for words not related to content on non-Reading (e.g. words defined, explained) in English
- Oral response in English using a scribe for tests other than Writing*
- Written response in native language translated into English for tests other than Writing*
- Audiotaped test items provided in native language version provided for content other than Reading and Writing.
- Side-by-side bilingual test or translated version provided for content other than Reading and Writing.

*These may be appropriate, but not feasible for most ELL students.

**Linguistic clarifications are developed and provided by test publisher, not by test administrator.

Category 3: Category 3 accommodations change what is being measured and are likely to have an effect that alters the interpretation of individual criterion- and norm-referenced scores. This occurs when the accommodation is strongly related to the knowledge, skill, or ability being measured (e.g., having a reading comprehension test read aloud). In the absence of research demonstrating otherwise, criterion- and norm-referenced test scores and any consequences or decisions associated with them should be interpreted not only in light of the accommodation(s) used, but also in light of how the accommodation(s) may alter what is measured.

Presentation

- Use Braille or other tactile form of print
- On a Reading (decoding) test, have stimulus material, questions, and/or answer choices presented through sign language
- On a Reading (decoding) test, use a text-talk converter, where the reader is required to construct meaning and decode words from text
- On a Reading (decoding) test, use a tape recording of stimulus material, questions, and/or answer choices
- Have directions, stimulus material, questions, and/or answer choices paraphrased
- For a mathematics computation test, use of a calculator or arithmetic tables
- Use a dictionary, where language conventions are assessed

Response

- For a constructed-response writing test, indicate responses to a scribe
- Spelling aids, such as spelling dictionaries (without definitions), spell/grammar checkers provided, for a test for which spelling and grammar conventions will be scored
- Use a dictionary to look up words on a writing test

ELL Specific

- Test items read aloud in linguistically clarified** English on a test of Reading
- Test items read aloud in native language on a test of Reading
- Test items read aloud in English on a test of Reading
- Words on Reading test orally clarified (e.g. words defined, explained) in English
- Oral response in native language using a scribe for tests other than Writing that are translated in English for scoring*
- Spelling aids, such as spelling dictionaries (without definitions), spell/grammar checkers provided, for a test for which spelling and grammar conventions will be scored
- Computer-based written response mode for constructed response items for a Writing test when there is any computer writing aid relevant to what is scored.
- Audio-taped test items provided in English on a test other than Reading

*These may be appropriate, but not feasible for most ELL students.

**Linguistic clarifications are developed and provided by test publisher, not by test administrator.

Data Quality

Data that are not sufficiently valid and reliable will not paint an accurate picture of student progress and program success. Programs must engage in an on-going process to maintain high quality data. Agency programs should:

- Make Professional Development a high priority for new and existing staff.
- Ensure strict adherence to standardized testing practices as established by the publisher.

- Establish clear written procedures for collecting program data, including attendance and testing information.
- Ensure compliance with practices as outlined in the Guide for Improving NRS Data Quality: Procedures for Data Collection and Training found at <http://www.nrsweb.org/docs/dataquality.pdf>.
- Ensure that an accurate and reliable record keeping system for participant data is maintained and that staff are adequately trained in its use.
- Keep data entry timely and as close to the classroom level as possible.
- Follow the policies as communicated in the intake, assessment, goal-setting and follow-up policies mandated by the New Jersey Department of Labor and Workforce Development.

The New Jersey Department of Labor and Workforce Development has staff available to provide technical assistance in the design and implementation of your program. For technical assistance questions, please contact Mr. Howard Miller (howard.miller@dol.state.nj.us), Supervisor, Adult Education and Literacy Services by e-mail or by calling 609-633-9827. Staff will meet with at least one member agency within each consortium annually or as required to discuss program operations and offer technical assistance.

In addition, a select number of service provider agencies will be chosen each year for a comprehensive monitoring and compliance visit. The Monitoring and Compliance unit is independent of the Adult Education and Literacy Services that manages the WIA Title II program and is responsible for technical assistance. Self-monitoring of your intake and assessment procedures will ensure compliance with this policy.

On a regular basis, the New Jersey Department of Labor and Workforce Development will offer a one-day workshop on intake, assessment, goal-setting and follow-up. Each consortium must send a minimum of two staff members to this workshop.

Consortium lead agencies must ensure that partner agencies are adhering to the intake, assessment, goal-setting and follow-up procedures established by the State. Deviations from established policies that cannot be mitigated locally should be brought to the attention of the Department of Labor and Workforce Development. Continued disregard for established policies and procedures will result in corrective action up to and including debarment from the program.

Test Security

- All assessment instruments must be kept secure and should not be accessible to participants and/or instructors, unless the instructor is responsible for administration of the initial and follow up tests.
- Answer keys must be maintained in a secure location, separate from the assessment instruments.
- Assessment instruments may not be copied or otherwise reproduced.
- Participants must not be assisted in answering questions.
- Test administrators, counselors and/or test proctors must ensure that all testing procedures established by the publisher are carefully followed.
- Test administrators must ensure that time limits are strictly observed.

Staff Development

Professional development opportunities for new and existing staff should be recognized as essential to maintaining a quality program. To reflect that commitment, program agencies are required to budget for and send staff to appropriate training opportunities. The New Jersey Department of Labor and Workforce Development offers no or low cost professional development opportunities throughout the year to local adult education staff.

Accountability

The NRS was developed to ensure that program agencies meet an expected level of performance as mandated by the funding source. The Notice of Grant Opportunity gives the performance level expected of each grantee. Deviations from the assessment policy and sub-par performance on the NRS performance measures could result in required corrective action, spanning from asking for a plan to improve performance to suspension or debarment from the Title II grant program. Non-compliance with this Assessment Policy or policies contained in the Notice of Grant Opportunity, or sub-par service level performance as agreed to in the grant contract may result in similar corrective action. The New Jersey Department of Labor and Workforce Development has staff available to provide technical assistance. Staff also provide on site as well as desk monitoring through the LACES administrative data system. The LACES data entry system is designed to only accept state approved assessments that are described in this assessment policy.

On-Line Resources

National Reporting System Resources and Publications (<http://www.nrsweb.org/>)

U.S. Department of Education Adult Education and Literacy Homepage (<http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html>)

Best Plus/Best Literacy: <http://www.cal.org/aea/>

TABE and TABE CLAS-E:

<http://www.ctb.com/ctb.com/control/productFamilyViewAction?productFamilyId=608&p=products>

Adult Education Professional Section of NJ Department of Labor and Workforce Development website: http://lwd.dol.state.nj.us/labor/wfprep/edtrain/adulted/wia_title_II.html

Appendix/Exhibit 2.1 describes the educational functioning levels.

Exhibit 2.1 Functioning Level Table

October 2012 - Outcome Measures Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Beginning ABE Literacy</p> <p><i>Test Benchmark:</i> TABE (9–10) scale scores (grade level 0–1.9): Reading: 367 and below Total Math: 313 and below Language: 389 and below</p> <p>CASAS scale scores: Reading: 200 and below Math: 200 and below Writing: 200 and below</p> <p>Wonderlic GAIN scale scores: English: 200-406 Math: 200-314</p>	<p>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers 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; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.</p>	<p>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.</p>	<p>Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. 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.</p>
<p>Beginning Basic Education</p> <p><i>Test Benchmark:</i> TABE (9–10) scale scores (grade level 2–3.9): Reading: 368–460 Total Math: 314–441 Language: 390–490</p> <p>CASAS scale scores: Reading: 201–210 Math: 201–210 Writing: 201–225</p> <p>Wonderlic GAIN scale scores: English: 407-525 Math: 315-522</p> <p>MAPT scale scores: All tests: 200-299</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 individual 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 count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. 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); and can read want ads and complete simple job applications.</p>

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • TABE = Test of Adult Basic Education • MAPT= Massachusetts Adult Proficiency Tests • Wonderlic GAIN = Wonderlic [General Assessment of Instructional Needs](#)

Exhibit 2.1 (Continued) Functioning Level Table

October 2012 - Outcome Measures Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Intermediate Basic Education</p> <p>Test Benchmark: TABE (9–10) scale scores (grade level 4–5.9): Reading: 461–517 Total Math: 442–505 Language: 491–523</p> <p>CASAS scale scores: Reading: 211–220 Math: 211–220 Writing: 226–242</p> <p>Wonderlic GAIN scale scores: English: 526-661 Math: 523-669</p> <p>MAPT scale scores: All tests: 300-399</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 a 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 perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.</p>	<p>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; and 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 direction 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; and can read simple dials and scales and take routine measurements.</p>
<p>High Intermediate Basic Education</p> <p>Test Benchmark: TABE (9–10) scale scores (grade level 6–8.9): Reading: 518–566 Total Math: 506–565 Language: 524–559</p> <p>CASAS scale scores: Reading: 221–235 Math: 221–235 Writing: 243–260</p> <p>WorkKeys scale scores: Reading for Information: 75–78 Applied Mathematics: 75–77</p> <p>Wonderlic GAIN scale scores: English: 662-746 Math: 670-775</p> <p>MAPT scale scores: All tests: 400-499</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.</p>	<p>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; and can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep 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, and can follow simple instructions for using technology.</p>

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • TABE = Test of Adult Basic Education • MAPT: Massachusetts Adult Proficiency Tests • Wonderlic GAIN = Wonderlic [General Assessment of Instructional Needs](#)

Exhibit 2.1 (Continued) Functioning Level Table

October 2012 - Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Adult Secondary Education</p> <p>Test Benchmark: TABE (9–10): scale scores (grade level 9–10.9): Reading: 567–595 Total Math: 566–594 Language: 560–585</p> <p>CASAS scale scores: Reading: 236–245 Math: 236–245 Writing: 261–270</p> <p>WorkKeys scale scores: Reading for Information: 79–81 Applied Mathematics: 78–81</p> <p>Wonderlic GAIN scale scores: English: 747-870 Math: 776-854</p> <p>MAPT scale scores: All tests: 500-599</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multiparagraph essays; can listen to oral instructions and write an accurate synthesis of them; and 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; and can write personal notes and letters that accurately reflect thoughts.</p>	<p>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; and can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multistep 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; and can interpret the appropriate use of new software and technology.</p>
<p>High Adult Secondary Education</p> <p>Test Benchmark: TABE (9–10): scale scores (grade level 11–12): Reading: 596 and above Total Math: 595 and above Language: 586 and above</p> <p>CASAS scale scores: Reading: 246 and above Math: 246 and above Writing: 271 and above</p> <p>WorkKeys scale scores: Reading for Information: 82–90 Applied Mathematics: 82–90</p> <p>Wonderlic GAIN scale scores: English: 871-1000 Math: 855-1000</p> <p>MAPT scale scores: All tests: 600-700</p>	<p>Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and 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, and individual can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.</p>	<p>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; and 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.</p>

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • TABE = Test of Adult Basic Education • MAPT: Massachusetts Adult Proficiency Tests • Wonderlic GAIN = Wonderlic General Assessment of Instructional Needs

Exhibit 2.1 (Continued) Functioning Level Table

October 2012 - Outcome Measures Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS

Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>Beginning ESL Literacy</p> <p><i>Test Benchmark:</i> CASAS scale scores: Reading: 180 and below Listening: 180 and below</p> <p>BEST Plus: 400 and below (SPL 0–1) BEST Literacy: 0–20 (SPL 0–1)</p> <p>TABE CLAS-E scale scores: * Total Reading and Writing: 225-394</p>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>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.</p>	<p>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.</p>
<p>Low Beginning ESL</p> <p><i>Test benchmark:</i> CASAS scale scores Reading: 181–190 Listening: 181–190 Writing: 136–145</p> <p>BEST Plus: 401–417 (SPL 2)</p> <p>BEST Literacy: 21-52 (SPL 2)</p> <p>TABE CLAS-E scale scores: * Total Reading and Writing: 395-441 Total Listening and Speaking: 408-449</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • BEST= Basic English Skills Test • TABE CLAS-E = Test of Adult Basic Education Complete Language Assessment System—English

* Refer to the TABE CLAS-E Technical Manual for score ranges for individual reading, writing, listening and speaking tests. Table shows total scores.

Exhibit 2.1 (Continued) Functioning Level Table

October 2012 - Outcome Measures Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS

Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>High Beginning ESL</p> <p><i>Test benchmark:</i> CASAS scale scores Reading: 191–200 Listening: 191–200 Writing: 146–200</p> <p>BEST Plus: 418–438 (SPL 3) BEST Literacy: 53–63 (SPL 3)</p> <p>TABE CLAS-E scale scores:* Total Reading and Writing: 442-482 Total Listening and Speaking: 450-485</p>	<p>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>	<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>	<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.</p>
<p>Low Intermediate ESL</p> <p><i>Test Benchmark:</i> CASAS scale scores: Reading: 201–210 Listening: 201–210 Writing: 201–225</p> <p>BEST Plus: 439–472 (SPL 4) BEST Literacy: 64– 67 (SPL 4)</p> <p>TABE CLAS-E scale scores:* Total Reading and Writing: 483-514 Total Listening and Speaking: 486-525</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>

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

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Exhibit 2.1 (Continued) Functioning Level Table

October 2012 - Outcome Measures Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS

Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>High Intermediate ESL</p> <p><i>Test Benchmark:</i> CASAS scale scores: Reading: 211–220 Listening: 211–220 Writing: 226–242</p> <p>BEST Plus: 473–506 (SPL 5) BEST Literacy: 68-75 (SPL 5)</p> <p>TABE CLAS-E scale scores: * Total Reading and Writing: 515-556 Total Listening and Speaking: 526-558</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>Advanced ESL</p> <p><i>Test Benchmark:</i> CASAS scale scores: Reading: 221–235 Listening: 221–235 Writing: 243–260</p> <p>BEST Plus: 507–540 (SPL 6) BEST Literacy: 76-78 (SPL 6) **</p> <p>TABE CLAS-E scale scores: * Total Reading and Writing: 557-600 Total Listening and Speaking: 559-600</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>

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

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* Refer to the TABE CLAS-E Technical Manual for score ranges for individual reading, writing, listening and speaking tests. Table shows only total scores

** Students can be placed into advanced ESL using BEST Literacy but the test does not assess skills beyond this level so students cannot exit Advanced ESL with this test. Retesting of students who enter this level with another assessment is recommended.