2018-2019 Florida Adult Education Assessment Technical Assistance Paper

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SECTION I: INTRODUCTION

This technical assistance paper provides policy and guidance to individuals with test administration responsibilities in adult education programs. Rule 6A-6.014, Florida Administrative Code (F.A.C.), titled, General Requirements for Adult General Education Programs, requires all adult education programs to report all student measurable educational gains and demographic information to Florida's reporting system. State policies outlined in this rule apply to the state-approved assessments that programs may use to report educational gains and are in compliance with both the state and National Reporting System (NRS) requirements. The NRS is the accountability system for the federally funded adult education program, mandated by the Workforce Innovation and Opportunity Act (WIOA).

There are three important reasons for creating a data-driven accountability system for adult education programs:

1. The U.S. Department of Education (USDOE) requires each state to establish and utilize performance measures for making continued funding decisions for federal grant programs. Furthermore, each state is expected to institute a system for program monitoring and continued technical assistance that is centered on program enrollment and performance.
2. The Florida Department of Education (FDOE) has enhanced its monitoring processes by instituting a data-driven system for determining program performance.
3. The FDOE program administrators can focus attention on establishing program performance targets and program improvement.

To assist programs with student and program performance reporting and accountability, Florida's data reporting system and the NRS are uniform and compatible for measuring student's educational gains. According to Rule 6A-6.014, F.A.C., student progress will be measured by Literacy Completion Points (LCPs) (see Table 7). The term, Literacy Completion Point, used by the state is synonymous with the federal term Measurable Skill Gain (MSG). LCPs are required to be reported to show gains and progression in Educational Functioning Levels (EFLs) for NRS. LCPs and EFLs are two terms that are used in Florida when discussing student performance, accountability, and adult education reporting.

State and federal reporting systems both identify a total of twelve Educational Functioning Levels in its accountability measures. Six levels encompass Adult Basic Education (ABE), which includes Adult Secondary Education. Adult Secondary Education includes Adult High School and General Education Development (GED®) Preparation programs. In ABE levels 1-4, each EFL and subsequent LCP span approximately a two-year grade level equivalent learning period. An additional six levels encompass English as a Second Language (ESL). Students' educational gains through ABE levels 1-4 and ESL Levels 1-6 must be measured through standardized assessment as per Rule 6A.-6.014, F.A.C.

The Florida assessment policies and guidelines presented in this technical assessment paper are appropriate for state and federal reporting. Therefore, guidance and procedures regarding the selection and use of appropriate student assessment are included in this technical assistance paper. Additionally, the following important information for adult education programs is reviewed:

- The definition of key terms and acronyms
- Selection of appropriate assessments by student and program type
- Appropriate student placement into program and instructional level
- Verification of student learning gains, Educational Functioning Level, and/or program completion
- Accommodations for students with disabilities and other special needs
- Assessment procedures for Distance Education
- Training for all staff who administer the standardized assessments

Overview of State and Federal Policy

Florida offers a variety of programs for adult students and all programs require accountability reporting within a specified timeframe or reporting window. The programs listed in Table 1 below are adult education programs adopted in Rule 6A-6.0571, F.A.C. Programs that are listed as WIOA eligible are included in NRS accountability measures.

TABLE 1: Adult General Education Programs

The table below lists the adult general education courses by funding source eligibility. NRS eligible and state funded courses that are required to pre- and post-test adult education students must use standardized assessments that are approved by the USDOE and FDOE.

Program Name	Program or Course Code	Classification of Instructional Program Code (CIP)	WIOA Eligible for NRS Reporting	State Funded Course
Adult Basic Education	9900000	1532010200	Yes	Yes
Adult High School	9900010	1532010202	Yes	Yes
GED® Preparation	9900130	1532010207	Yes	Yes
GED® Preparation Integrated (GED®i course)*	9900136 (course)	1532010207	Yes	Yes
Adult English for Speakers of Other Languages	9900040	1532010300	Yes	Yes
English Literacy for Career and Technical Education*	9900050	1532010301	Yes	Yes
Adult High School (Co-Enrolled)	9900099	1532019900	No	Yes

Adult ESOL College and Career Readiness	9900051	1532010302	No	Yes
Adult ESOL Literacy Skills	9900300	1532010303	No	Yes
Applied Academics for Adult Education	S990001	1532010503	No	Yes

* The student enrolled in either GED®I or ELCATE must be concurrently enrolled in both an adult education course and an eligible career and technical (CTE) course within the same reporting term. GED®I is a program option to students testing at ABE Levels 5-6 in at least two subject areas. ELCATE is a program option to students testing at ESL levels 5-6. FCS agencies should report enrollment in GED®I using course numbers GEX0100 to GEX0199.

An overview of state and federal assessment policies is as follows:

Adult Basic Education

- Adult Basic Education programs eligible for state and NRS reporting require assessments that are approved by USDOE and FDOE.
- Except for adult high school and adult high school co-enrolled students, all newly enrolled adult education students must be pre-tested using an approved assessment within the first 12 contact hours of instructional activity.
- Programs must comply with test publishers' recommended timeframes between pre-testing and post-testing.
- For NRS reporting, students who are tested in multiple skill or subject areas are included in the lowest educational functioning level initially reported.
- Programs should develop and maintain local written assessment procedures and test security policies that conform to FDOE policies.
- Programs must report assessment results in accordance with FDOE reporting time frames and procedures to ensure state compliance with WIOA and NRS reporting (see Section II).

In addition to the general assessment policy statements above, the statements below are specific to the adult education program as listed.

Adult High School and GED® Preparation

- **Adult High School and Adult High School co-enrolled** students are not required to pre-test or post-test. Placement in ABE Level 5 OR 6 is determined by the number of high school credits the student has earned in the traditional high school he/she previously attended. LCPs are based on completion of half a high school credit in an appropriate AHS course. For more information on Adult High School, please see the Adult High School TAP located at http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml.
- **GED® preparation** students enrolling must be pre-tested within 12 contact hours of instructional activity to determine the student is at ABE Level 5 or higher. The student is

not required to be post-tested. Completion is determined by earning the high school equivalency diploma.

- When determining initial placement for GED® preparation social studies or science, placement should be based on reading or language arts assessment with the lower scale score. In certain instances, a student may be placed in the GED® Comprehensive course number if the student scores at or above the ninth grade level in any of test subject areas (Reading, Language, and Mathematics). Students must continue to receive instruction at their appropriate test score level to ensure eventual success on the GED® series of tests.

Adult English for Speakers of Other Languages (ESOL)

- **Adult ESOL** students are required to test in reading and listening skill areas. Reading and listening scale scores are submitted to the FDOE in accordance with FDOE instructions for reporting. Section II details the placement for instruction and measurement of educational gains for ESOL students.

Applied Academics for Adult Education (AAAE)

- **AAAE** is a state fundable adult education program that is available to remediate adult career and technical education certificate students. In accordance with State Board of Education Rule 6A-10.040, F.A.C., Basic Skills Requirements for Postsecondary Career and Technical Certificate Education, adult students enrolled in clock hour certificate programs of 450 hours or greater must complete a basic skills assessment within the first six weeks after admission into the program (unless otherwise exempt).
- Students who do not meet the prescribed basic skills levels in mathematics, reading, and language arts should be provided an opportunity to remediate and correct the deficiencies while remaining enrolled in the clock hour certificate program. AAAE may be used to remediate students if the student is functioning at the 9th grade functioning level (level 5 or 6) and above in a particular skill level.
- Students enrolled in AAAE are simultaneously enrolled in a clock hour certificate program and working toward meeting the prescribed basic skills level of their Career and Technical Education (CTE) program.
- AAAE students are post-tested based on publisher guidelines and upon demonstrating the CTE program's basic skills levels are exited from AAAE. AAAE is not an NRS-eligible program.

State and National Reporting System Requirements (NRS) and Accountability Issues

The implementation of state assessment policies and guidelines for assessment in adult education programs is imperative for uniform and comparative assessment results. FDOE state assessment policies are designed to place students in appropriate educational functioning levels, identify academic strengths and weaknesses, guide instruction, measure student learning gains, determine readiness for college and career programs, and measure program

effectiveness. To ensure accuracy and consistency, programs must use standardized assessments approved by the USDOE and FDOE that are valid, reliable, follow test security protocols, and administer each testing session according to publishers' guidelines.

Programs may not use a standardized assessment or test for reporting that has not been approved by USDOE and FDOE. Publishers submit standardized assessments to the USDOE for review to be used by adult education programs. Once the list is released by USDOE, FDOE reviews and the assessment is submitted to the Florida State Board of Education for approval in accordance with Rule 6A-6.014, F.A.C.

Reliability and Validity

USDOE and FDOE require assessments to be reliable and valid. Test publishers, USDOE, and FDOE review each of the assessments for these elements. Programs have the responsibility to ensure each testing event is reliable and valid by following the publisher's recommended guidelines to replicate the testing security, environment, and script. This ensures adult education students' learning gains are being measured fairly.

> **Reliability** - An assessment is reliable if it consistently measures the knowledge, skills and abilities for all intended examinees (ages, ethnicities, gender, location, etc.). Reliability means the test is administered to a large number of students and the test gives the same results consistently over time. For example, if an assessment produces consistent results in a rural area but not an urban area, the assessment may not be reliable for use.
>
> **Validity** - An assessment is valid if it accurately measures the skills and abilities for which it was developed. To establish validity in content there must be evidence that the test items and tasks in the instrument measure the skills associated with the EFL. For example, to measure a student's understanding of calculating the square feet of an area, the assessment must provide questions that specifically require the test taker to calculate the square feet of an area.

Program Uses of Assessment

Programs use assessment for a variety of reasons. Two primary purposes are instruction and accountability reporting. To demonstrate how these two functions are closely connected, consider the following.

First, educational assessment is used to determine the educational functioning level for a student for a given subject skill area, either when first enrolling in the program or after participating in the program for a specified period of instruction. Results identify instructional strengths and weaknesses in the respective skill areas.

For accountability purposes, pre-tests establish the student's lowest functioning level at the time of the initial assessment, while post-tests measure educational gains from scale scores and potentially the completion of the program.

Assessment for Instruction

Assessment of student learning is an essential component of an adult education program. Administering assessments approved by the USDOE and FDOE in the classroom is beneficial to the program administrator, instructor, and student. Instructors use assessment results obtained from assessment to:

- Accurately measure the initial educational functioning level and progress of students by using reliable and valid assessment measurements
- Diagnose the educational strengths and weaknesses of students accurately
- Measure the initial EFLs of students to place them in instructional levels
- Measure the learning gains of students as they progress through functioning levels
- Improve student retention by documenting improvement
- Assist students in setting educational and career goals

Formative Assessments used in the Classroom

In addition to the required standardized pre-test and post-test instruments, programs are encouraged to supplement assessment by using a variety of formative instruments and procedures to collect ongoing information regarding students' instructional needs and progress. In certain situations, formative assessment provides anecdotal evidence of a student's readiness to post-test before the completion of the required hours of instruction found in the publishers' guidelines. Formative assessments are not reportable to the state. Some examples of formative, or non-NRS assessments, include:

- Computerized assessments
- End-of-unit tests from textbooks
- Checklists
- Individual projects or products
- Small-group projects
- Educator-made assessments
- Projects and products with clearly defined criteria or performance standards
- Dated anecdotal records of teaching observations
- Performance samples, including writing samples, journals, audiotapes of student readings or interviews, and worksheets
- Role-playing
- Student interviews and self-evaluation
- GED Ready® the official practice test from GED Testing Service

Assessment for Accountability

Assessments provide an opportunity to statistically measure the performance of adult education students and programs. The list of approved assessments used for reporting student assessment scores is found in Appendix D. The FDOE uses the results obtained from assessments to:

- Evaluate programs, measure performance, and set future performance standards for programs and the state;
- Provide comparability across Florida's programs;
- Make decisions on professional development, technical assistance, and monitoring;
- Implement program improvement strategies; and
- Negotiate statewide performance levels with the USDOE.

SECTION II: GENERAL ASSESSMENT REQUIREMENTS FOR ADULT EDUCATION

In this section, general information regarding reporting pre- and post-assessment results, defining new and continuous students, and measuring student learning gains is presented for all adult education programs. In addition, specific information for the NRS is discussed.

Assessing Students for Inclusion in NRS

According to WIOA federal laws and NRS accountability guidelines, students enrolled in adult education courses or programs must be pre-tested during enrollment to determine placement for instruction and post-tested following instructional intervention to measure and report learning gains. Rule 6A-6.014, F.A.C., provides state guidelines for to pre- and post-testing adult education students, including students requesting testing accommodations.

When a student self-identifies and provides documentation regarding testing accommodations, the publishers of BEST, CASAS, TABE CLAS-E and TABE recommend the subsequent test administration follow publisher's guidelines for accommodations found in the publisher's Test Administration Manual (TAM). It is important students adhere to the publisher's recommended instructional time, or significant instructional intervention, between pre- and post-testing to learn the material so that they show progress and have a greater chance to earn learning gains when post-tested. FDOE Rule 6a-6.014 (4)(a)2, F.A.C., requires that programs follow publisher guidelines on the recommended amount of instructional time between the pre-test and post-test.

Florida has two program specific exceptions to the pre- and post-testing requirements. Those are:

- Adult high school and adult high school co-enrolled students are not required to be pre-tested or post-tested. The number of high school courses completed determines an 18-credit or 24-credit high school diploma. Note: Students enrolling in an Adult High School program must show valid transcripts indicating their current grade level status and courses previously taken in order to be exempt from pre-testing.
- Students who are unable to understand or respond to the test due to low literacy, lack of English proficiency, or due to a disability must be provided an alternative assessment, as explained Rule 6A-6.014(4)(b), F.A.C., (see Appendix D).

Establishing the NRS Initial Educational Functioning Level Based on Assessment Scores

The USDOE and FDOE require that for each program year, programs establish an initial EFL for every adult education student for determining placement in NRS accountability. If programs provide instruction in more than one skill area, USDOE and FDOE require that students test in the skill area(s) most relevant to the students' needs and to the program's curriculum. Therefore, some students may have more than one initial EFL.

- Students enrolled in ABE (Levels 1-4) must test with a test designed for ABE and in one or more of the skill areas relevant to ABE students, such as mathematics, reading, and language.

- For ABE students, if multiple skill areas are assessed and the student has different EFLs in different skill areas, for NRS reporting, the student would be tracked using the NRS level of the skill area with the lowest functioning level. For example, if a student scores at ABE Level 1 in reading and ABE Level 3 in mathematics, the student would be learning reading skills at level 1 and learning math skills at level 3. However, for NRS reporting, the student is in the ABE Level 1 cohort for NRS.
- FDOE requires that students enrolled in adult ESOL test with an assessment designed for adult ESOL and in two skill areas: reading and listening. Students are placed in the lowest skill area.

General Pre-test Guidelines

All program assessments must meet the following Workforce Innovation and Opportunity Act federal laws and includes NRS and state guidance for accountability in accordance with Rule 6A-10.0381, F.A.C, Rule 6A-1.0014, F.A.C., and s. 1008.31, F.S., (https://nrsweb.org/policy-data/nrs-ta-guide). This section summarizes these guidelines according to each adult education program area.

Adult Basic Education

- All students enrolled in ABE programs must be pre-tested within the first twelve (12) hours of instructional activity.
- The Initial EFL must be determined using the process identified in Table 5 and 6.
- Student assessment scores should be recorded in the local management information system (MIS) immediately following every assessment event. Assessment scores are reported to FDOE during survey windows.
- Programs should follow the state guidelines for out-of-range scores (see Table 5 and 6).
- In addition to the general guidelines, programs eligible for NRS reporting should follow the guidelines for new and continuous enrollment.
- Programs should provide students with pre-testing counseling that includes at a minimum the following:
    - Name of the test
    - Purpose of the test
    - Testing skill areas or subject areas, testing time or schedule
    - Availability of accommodations and how to receive accommodations
    - Test diagnostic to determine EFL or pass/fail
    - How the test scores will be used
    - How to reduce test anxiety

ESOL and ELCATE

- Students enrolled in ESOL or ELCATE must be pre-tested in the skill areas of reading and listening using standardized tests in the English language version only.

- All students enrolled in ESOL programs must be pre-tested within the first twelve (12) hours of instructional activity.
- ELCATE is the course for students enrolled in Florida's Integrated Education and Training (IET) System. Students are concurrently enrolled in ELCATE and a career and technical education (CTE) eligible program. It is not permitted to enroll students in both Adult ESOL and ELCATE at the same time.

GED® Preparation and GED®I

- All students enrolled in GED® Preparation must be pre-tested within the first twelve (12) hours of instructional activity.
- Students enrolling in GED® Preparation must be pre-tested using TABE or CASAS to determine ABE Level 5 or 6, but are not post-tested using these tests. Completion is determined by earning the high school equivalency diploma.
- GED®I is the course for students enrolled in Florida's Integrated Education and Training or FICAPS. Adult education students are concurrently enrolled in GED® Preparation and a CTE eligible program. GED®I students must be pre-tested using TABE or CASAS to determine ABE Level 5 or 6 in two or more subject areas. Completion is determined by earning the high school equivalency diploma. The student is not post-tested.

New and Continuous Enrollment Students

Changes to WIOA federal laws on accountability and reporting and in accordance with Rule 6A-10.0381, F.A.C., Rule 6A-1.0014, F.A.C., and s. 1008.31, F.S., FDOE clarified new policies in memorandums, technical assistance papers, and accountability trainings to adult education administrators and data staff. This section provides a summary of these policies by adult education program area.

Guidelines for determining the initial EFL for a new student and measuring the learning gains of a continuous student are detailed in a FDOE memorandum for adult education programs dated March 30, 2016. Dated August 4, 2017, a FDOE memorandum, technical assistance paper, and summary of language change in Rule 6A-10.0381 provide additional guidance on reporting adult education instructional hours. All of these documents are located at http://fldoe.org/academics/career-adult-edu/memorums/. In addition, Appendix A provides links to these documents.

Below are the general definitions for new and continuous students followed by specific guidelines for adult basic education students and ESOL students. Lastly, a summary of new and continuous student enrollment examples is provided in Table 2.

New Enrollment Students are defined as:

- Students not previously enrolled in any Adult Education program in an agency, district, or college.

- Students previously enrolled in an Adult Education program in an agency, district, or college, but not enrolled in any term in either current reporting year OR in the prior reporting year.
- Students previously or currently enrolled at another agency, district, or college, but have not enrolled in an Adult Education program at your agency, district, or college.

Continuous Enrollment Students are defined as:

- Students who have previously enrolled in your agency, district, or college in another term in either the same reporting year, or in the previous reporting year.
- See Table 2 for examples.

Enrollment Procedures for ABE or GED® Preparation

Enrollment Procedures for New Students

- The initial placement EFL is based on the student's pre-test score.
- Students may have multiple EFLs if more than one subject area is tested.
- LCPs are calculated based on the test score of the same skill area used for the initial EFL.
- Students completing an EFL gain based on post-testing scores are placed and reported in the next higher EFL in the next reporting term. It is possible for a student to complete more than one EFL in the reporting term.
- Students who do not complete an EFL or score into a lower EFL should continue to be reported in the same EFL in the next reporting term.
- Students testing out of the program should be exited from the course based on the test date.
    - ABE students who post-test and score above an NRS levels 5 or 6, should have an exit date that reflects the qualifying test score date.
    - GED® Preparation students who pass the GED® should have an exit date which reflects the diploma date.
    - The EFL and LCP learning gain date must occur within seven days of course exit date. If the LCP was earned more than seven days after course exit date, it should be reported with the next term's enrollment.

Continuous Enrollment Procedures

- Students should be placed based on the most recent EFL.
- LCPs are calculated based on the test scores in the same skill area used for the initial EFL placement.
- Students who make a learning gain and are awarded a LCP and an EFL are reported in the higher EFL in the next reporting term.

Enrollment Procedures for ESOL and ELCATE

Enrollment Procedures for New Students

- After determining the student is literate in the native language, pre-test the student in both reading and listening.

- If the student obtains a valid score on both reading and listening subtests, the initial EFL is based on the lower skill area of either reading or listening.
- If the student obtains valid scores of identical numerical value on both reading and listening subtests, and the scores are the same functioning level, the agency should use a local written policy to place the student in the initial EFL.
- If the student obtains an invalid score on both of the subtests (below a 153 on reading or 169 on listening) enroll the student in ESOL Level 1 Functioning Level. The program may choose which of the two skill areas to use for placing the student, reporting the initial EFL and measuring future learning gains. Note: This is the only situation in which an out-of-range score may be used for placement or reporting learning gains.

Enrollment Procedures for Continuous Students

- Students are post-tested in both reading and listening.
- Learning gains of students who have been continuously enrolled since 2015-2016 are measured based on their reading score.
- Learning gains of students enrolled in 2016-2017 or after are measured based on the skill area used for the initial EFL placement.
- Students who make a learning gain and are awarded a LCP and an EFL are reported in the higher EFL in the next reporting term.
- Students who do not complete an EFL or score into a lower EFL should continue to be reported in the same EFL in the next reporting term.
- Students previously or currently enrolled in ESOL or ELCATE who tested out based on the subtest used to place the student may not be re-enrolled based on the other skill area subtest. Agencies may enroll these students in the Adult ESOL College and Career Readiness course (formerly Academic Skills), which is reported to the state only and not to the NRS.
- Students testing out of a program should be exited from the course based on the test date.
- The EFL completion must occur within seven days of course exit date. If the LCP was earned more than seven days after course exit date, it should be reported with the next term's enrollment.

TABLE 2: Examples of New or Continuous Student Enrollment

Adult Education ESOL Students				
STUDENT	**ENROLLMENT REPORTED 2015-16**	**ENROLLMENT REPORTED 2016-17**	**ENROLLMENT REPORTED 2017-18**	**NEW OR CONTINUOUS 2018-19**
A	**NO**	**NO**	**NO**	**NEW**
B	**YES**	**NO**	**NO**	**NEW**
C	**YES**	**YES**	**NO**	**NEW**
D	**NO**	**NO**	**YES**	**CONTINUOUS**
E	**NO**	**YES**	**YES**	**CONTINUOUS**

Post-testing Guidelines

The statewide target for post-testing is for programs to post-test a minimum of 70 percent of all eligible students according to the timeframe(s) specified by the test publisher. More students will show learning gains if tested after receiving the recommended number of instructional hours.

Post-testing Hours of Instruction

Programs are required to follow the publisher's recommended post-testing guidelines regarding when to post-test a student and the appropriate test form to use. If an ABE student is enrolled in a single content area, the post-testing hours (50-60 hours) will need to be met in the single content area. If the student is enrolled in three content areas, for example, the instructional hours will need to total the publisher's recommendation when the program combines attendance hours for all three content areas. For an example, if the student is enrolled in three subject skill areas and the student's attendance hours are 20 hours for reading, 15 for language arts, and 20 hours for math, post-testing may occur.

Use of Test Scores from Previous Instructional Periods

Continuous students' post-test scores from the previous year, term, or semester become the students' current pre-test scores. Post-test scores may be used for re-enrollment purposes. Gaps in program attendance are likely to affect the student's EFL. FDOE recommends that programs follow publisher guidelines found in Table 3 below for length of time a post-test score is valid. For assessments where the publisher does not specify a time period an assessment may be used for placement and reporting, local agencies should use local policies and procedures to establish a specified time frame.

For TABE and TABE CLAS-E, a best practice is to retest the student for re-enrollment, transfer, or instructional placement if the student has been out of school for no more than one year.

For BEST, post-test scores are valid for a limited time within the program year. If there is a significant gap in attendance (e.g., for longer than one month) due to student absence, or a break in the instructional program, the student should be retested.

For CASAS, post-test scores of continuing students obtained at the end of a reporting year may serve as a pretest for the next reporting year. Programs may wish to retest these students if the interim is more than four months and there is reason to believe that during the student's absence a significant learning intervention occurred that may invalidate the student's previous assessment results. Similarly, programs may wish to retest stop-out students who have been away from the program for more than four months and there is reason to believe that during the student's absence a significant learning intervention occurred that may invalidate the student's previous assessment results.

FDOE requires local programs to establish a local written policy addressing previous post-test scores and their use for students re-enrolling or transferring into their adult education programs.

A student's educational gain is determined by comparing the student's pre-test or previous test with the post-test. Guidelines for timeframes for administering post-tests are described in Table 3**.** Alternate forms of the same test must be used for pre- and post-testing. For example, ABE students who pre-test on TABE 9&10 must post-test on TABE 9&10 using an alternate form. ABE students who pre-test on CASAS must post-test on CASAS using an alternate form. ESL students who pre-test on BEST must post-test on BEST using an alternate form. ESL Students who pre-test on CASAS must post-test on CASAS using an alternate form. ESL students who pre-test on TABE CLAS-E must post-test on TABE CLAS-E using an alternate form.

It is important to note that if a student is not post-tested, the EFL, academic strengths and weaknesses, and level completion cannot be determined. Programs administrators and instructors should create a system that tracks instructional hours and alerts for post-testing.

Summary Table of all State Approved Assessments

FDOE and NRS requirements and the publisher's pre-test and post-test policies, are summarized in tables on the next pages. Included in the summary are TABE, BEST, CASAS and TABE CLAS-E.

Each section of Table 3 includes the name of the state-approved assessment, appropriate course and content areas, EFL, and publisher's guidelines for administrating the assessment. Information about the publisher's testing forms and levels and a link to the curriculum frameworks is also provided.

Table 3: State and NRS Approved Assessments and Publisher's Pre-test and Post-test Policies

Table 3 provides an overview of approved assessments that have been approved for state and NRS reporting. Please Appendix D for a list of approved versions and test forms.

Name of Test	Programs and EFLs	Publisher's Pre and Post-Test Guidelines	Notes
Basic English Skills Test (BEST) Literacy	ESOL ELCATE	• Pre-test within first 12 contact hours of instructional activity. • Post-test after 80-100 hours of instruction; minimum of 60 hours of instruction. • Less than 80 hours of instruction must be approved by site administrator or designee. • Must not administer same form for both pretest and post-test. • Post-test must be in the same content area as the pretest. • Post-test may be used as the new pretest for the next phase of instruction. Post-test scores are valid for a limited time within the program year. • Post-test scores are valid for a limited time within the program year. If there is a significant gap in attendance (e.g., for longer than one month) due to student absence, or a break in the instructional program, the student should be retested. • BEST LITERACY does not use a locator.	Limited to Levels 1-5

Name of Test	Programs and EFLs	Publisher's Pre and Post-Test Guidelines	Notes
BEST Plus	ESOL ELCATE	• Pre-test within first 12 contact hours of instructional activity. • Post-test after 80-100 hours of instruction; minimum of 60 hours of instruction. • Less than 80 hours of instruction must be approved by site administrator or designee. • Computer-adaptive system creates a unique pretest and post-test for each student. • Post-test must be in the same content area as the pretest. • Post-test may be used as the new pretest for the next phase of instruction. If there is a significant gap in attendance (e.g., for longer than one month) due to student absence, or a break in the instructional program, the student should be retested. • BEST Plus does not use a locator.	
Comprehensive Adult Student Assessment System (CASAS)	ABE (Reading and Math Only) GED (Math Only) ESOL ELCATE	• Pre-test within first 12 contact hours of instructional activity. • Students in Adult ESOL and ELCATE must be pre-tested and post-tested in reading and listening. • Initial EFL is based on the lowest skill area. • Pre-test and post-test must be in the same skill area (reading to reading and listening to listening). • Do not average reading and listening scores. • Must not administer same form for both pre-test and post-test. Use alternate forms for pre-test and post-test (27R/28R or 981L/982L). • Post-test after 70-100 hours of instruction; exceptions to testing at less than 70 hours of instruction must be approved by the local program director. • Post-test may be used as the new pre-test for the next phase of instruction. Programs may wish to retest if student has been away from the program for more than four months. • Compare the pre-test score to the post-test score to determine learning gains for NRS reporting purposes. • Follow state and publisher's guidelines when using a student's post-test score for re-enrollment.	

Name of Test	Programs and EFLs	Publisher's Pre and Post-Test Guidelines	Notes
Tests of Adult Basic Education (TABE)	ABE GED AAAE	• Pre-test within the first twelve (12) contact hours. • TABE 9&10 recommends using locator to determine which pre-test to administer. • TABE 11&12 Locator required for initial testing • Existing students must post test on TABE 9&10 for reporting LCPS, then be retested on TABE 11&12 for new EFL. • Post-testing ABE: 50 to 60 hours of instruction is recommended when testing with an alternate (different) form (i.e., 9M to 10M) for students that test into NRS Levels 1-4 (ABE). • If using the same level, same form (i.e., 9D to 9D), • 60-80 hours of instruction before post-testing is permissible for post-testing by the publisher. • Permission and written documentation from local program director is required if post-testing less than recommended hours of instruction. • Post-test must be in the same skill area as the pre-test. • Post-test may be used as the new pre-test for the next phase of instruction. A best practice is to retest the student for re-enrollment, transfer, or instructional placement if the student has have been out of school for more than one year. • Follow state and publisher's guidelines to establish local policy when using a student's post-test score for re-enrollment. • GED® Preparation- TABE post-testing is not required above GE 9.0 or ABE Levels 5-6.	TABE 9&10 will expire for use in Florida 12/31/18
Tests of Adult Basic Education Complete Language Assessment System – English (TABE CLAS-E)	ESOL ELCATE	• Pre-test within the first twelve (12) contact hours of instructional activity of instructional activity. • 50-60 hours of instruction is recommended when testing with an alternate form (i.e., A1 to B1); with minimum of 40 hours of instruction. • 60-80 hours of instruction is recommended when testing with the same form (i.e., A3 to A3). • Post-testing at less than 50 hours of instruction must be approved by local program director. • Post-test must be in the same skill area as the pre-test.	

Name of Test	Programs and EFLs	Publisher's Pre and Post-Test Guidelines	Notes
		• Post-test may be used as the new pre-test for the next phase of instruction. • Compare the pre-test score to the post-test score to determine learning gains for NRS reporting purposes. • Follow state and publisher's guidelines to establish local policy when using a student's post-test score for re-enrollment.	

Exceptions to Test Publisher Recommended Post-test Guidelines

Exceptions to the post-test guidelines recommended by test publishers should be limited and rare. Only under special circumstances may students be post-tested at less than the time recommended by the test publisher.

Factors to consider are those that impact learning gains, such as intensity and duration of instruction, student motivation, quality of instruction, the link between student goals and instruction, and whether a student must leave the course of instruction for reasons beyond his or her control. If a student indicates he or she is leaving the program before the scheduled post-test time, the teacher, counselor, or test administrator should consult with the student to determine if it would be appropriate to post-test the student before he or she exits the program. However, this in itself is not enough reason to post-test prior to publisher recommendations.

Programs must have documentation such as a portfolio of work or formative assessments (see page 11) that indicate the student has made academic progress before the program makes the decision to administer a post-test at less instructional hours than recommended by the test publisher.

Each exception to administering a post-test to a student before the publishers' recommended hours of instruction must be approved by the local program director, and must be noted in the program's data reporting system. The approval must be retained in the student's record and be made available for review upon request for FDOE monitoring purposes.

Communicating Post-test Results

Communicating with students on their test results requires sensitivity and honesty. Programs should establish a written policy that states who will be responsible and when the post-testing counseling event with the student occurs. The counseling session is a valuable practice to establish communication regarding the student's educational goals, strengths, areas for improvement, and establish a timeframe for student's progression to the next learning gain. The student should understand his or her assessment results using scaled scores. Giving the student future goals and a timeframe may encourage attendance and retention. This conversation is an opportunity to discuss career planning and formative assessments used in the classroom.

<u>TABE Scores and Grade Equivalency</u>

For ABE students tested on TABE 09&10, grade equivalent (GE) is intended to indicate achievement levels in the educational structure of elementary and secondary schools. GE is a score developed to indicate the school grade (usually measured in months) that corresponds to an average chronological age, mental age, test score, or other characteristic of an elementary or secondary student. A GE of 6.4 represents a score that is average for a student in the fourth

month of grade six. GE does not compose a scale of equal intervals that can be added, subtracted, or averaged across test levels the way scale scores can. GEs do not have comparable meaning in programs that focus on the education and training of adults. TABE 11&12 does not have GEs.

TABE Scale Scores

The scale score (SS) is the most informative score and should be recorded for every test taker because programs report using scale scores. Regarding assessment, the purpose of the SS is to provide an equal-interval interpretation of a score that can be comparable across all levels and tests within a skill area. For example, a student's reading scale score on TABE Form 11 could be used to predict performance on the reading SS using the TABE Form 12 test.

The scale score measures educational gain over a phase of instruction. This benefits the student in two ways: grade equivalent scores can be discouraging and scale scores measure smaller increments of academic progress during an instructional phase.

Out-of-Range Scores

The publishers for TABE, BEST, CASAS and TABE CLAS-E provide guidance regarding out-of-range scores. This section will provide an overview of the publisher's information.

TABE and TABE CLAS-E Initial Assessment

Data Recognition Corporation, the publisher of TABE 9&10, 11&12, and TABE CLAS-E, recommends using the locator to determine which pre-test to administer to reduce the number of out-of-range scores. The TABE 9&10 has a standard deviation of plus or minus two years when using grade-level equivalents. If a student scores greater than two grade levels above or below the content range of the test administered, the score is considered to be an out-of-range score. Programs should follow the recommendations of Data Recognition Corporation for TABE and TABE CLAS-E regarding the timing of the second administration of the test following an initial or post-test out-of-range situation.

The purpose of the TABE and TABE CLAS-E locator test is to provide test administrators a recommended testing level to administer to the student. If a student scores greater than two grade levels above or below the content range of the TABE 9&10 test administered, programs must re-test the student using a different level and form. The retest should occur immediately or as soon as possible because the primary purpose of assessment is to place the student according to their academic needs and strengths.

If the student tests out-of-range with a different level of the test, the student should not be tested more than two times. For initial placement, the lower of the two scores should be used for reporting. The teacher should closely monitor the student using the instructional formative assessments listed on page 11 to determine if the appropriate post-test to administer is the same or one level higher or lower.

BEST and CASAS Initial Assessment

Scores below the accurate range are not usable for placement and reporting. Programs should administer a test at the next less difficult level to determine a more accurate scale score estimate. Scores above the accurate range are also not usable for placement and reporting. Programs should administer a test at the next more difficult level to determine a more accurate scale score estimate.

TABE, TABE CLAS-E, BEST and CASAS Continuous Post-testing Assessment

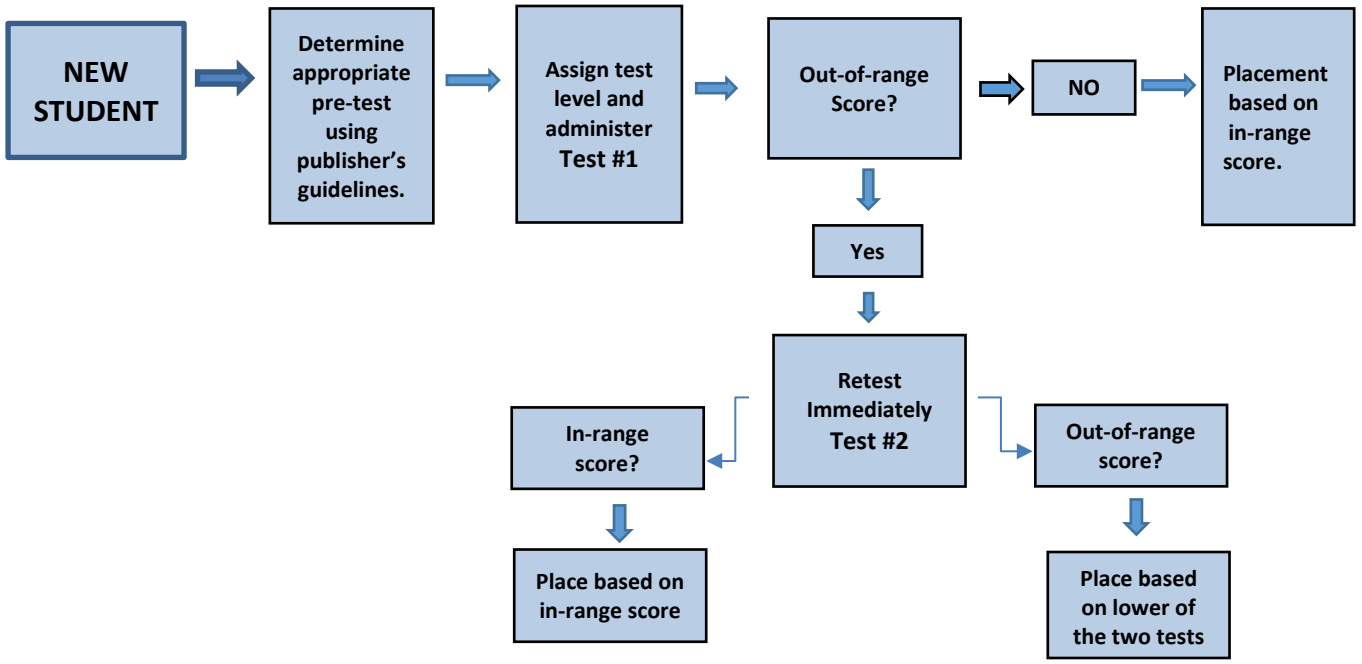
FDOE policy is that continuous students that receive an out-of-range score may be retested one more time on a lower-level test. They may also continue to receive instruction until they complete the number of publisher-recommended hours between pre-test and post-test. Teachers should use formative assessments and observations to determine whether the appropriate post-testing level is the same or one level higher.

TABLE 4: TABE 9&10 GE AND CONTENT RANGES

This table assists in making decisions as to whether the student was tested on an inappropriate level of the TABE, or if the content range of instructional material is appropriate for the student. The table shows the relationship between the TABE levels, the Grade Equivalent, and content ranges. If a student scores plus or minus two (2) grade levels outside the content range, the student should be retested on another level of the TABE.

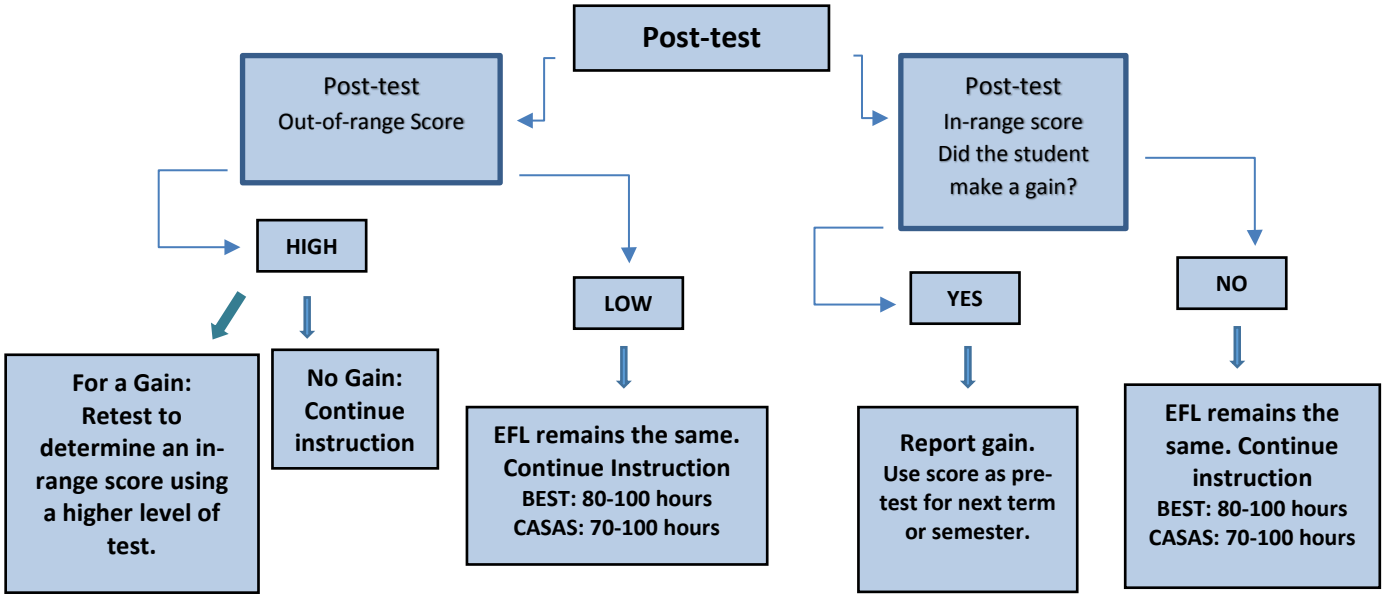
TABE 9&10 Levels	Two GEs Below the content range	Content Range	Two GEs Above the content range
Level L	n/a	0.0 - 1.9	3.9
Level E	0.0	2.0 - 3.9	5.9
Level M	2.0	4.0 - 5.9	7.9
Level D	4.0	6.0 - 8.9	10.9
Level A	7.0	9.0 - 12.9	n/a

Table 5a: Testing Procedures for New Students Using the CASAS. BEST, and TABE CLAS-E



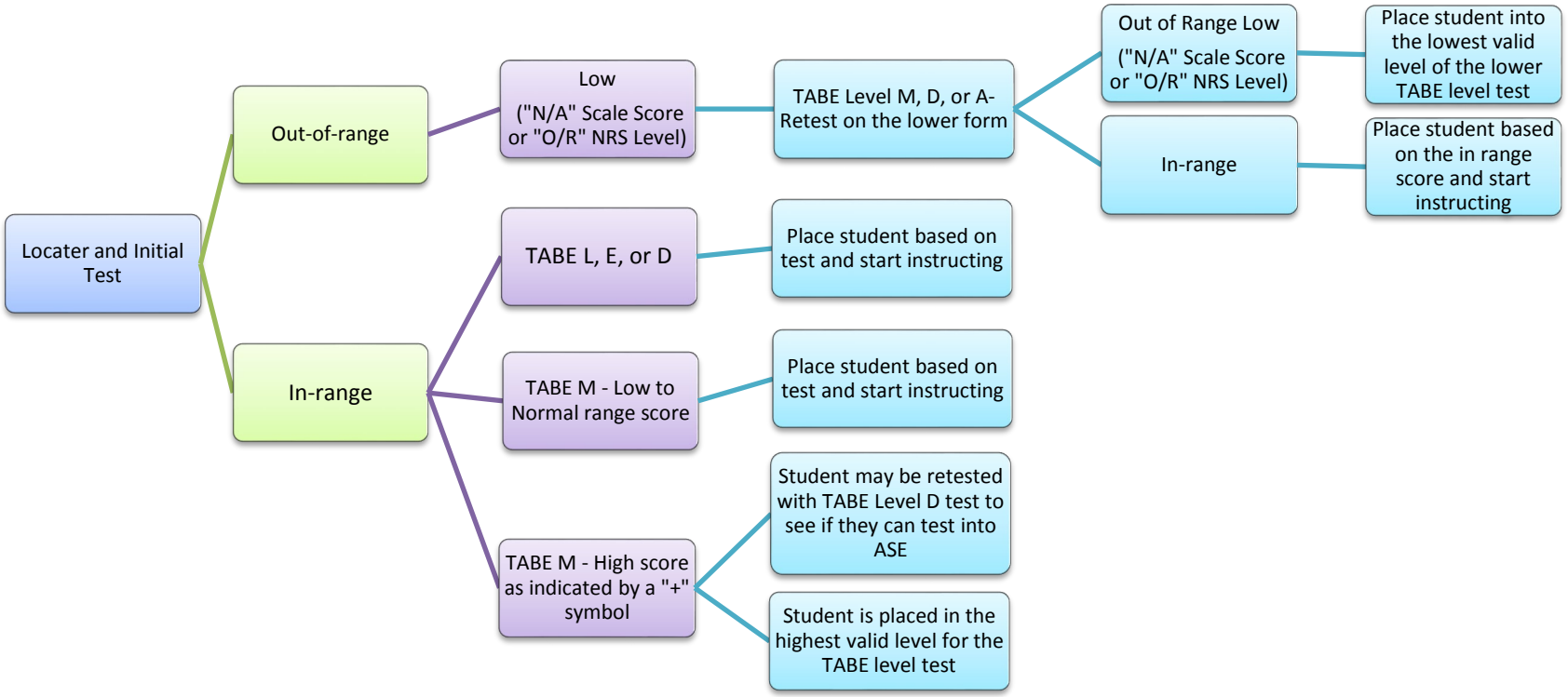
Report all test administrations and proceed with publisher-recommended hours of instruction, formative assessments, and teacher observation for appropriate level of post-testing.

Table 5b: Testing Procedures for Continuous Students Using the CASAS. BEST, and TABE CLAS-E



Report all test administrations and proceed with publisher-recommended hours of instruction, formative assessments, and teacher observation for appropriate level of post-testing.

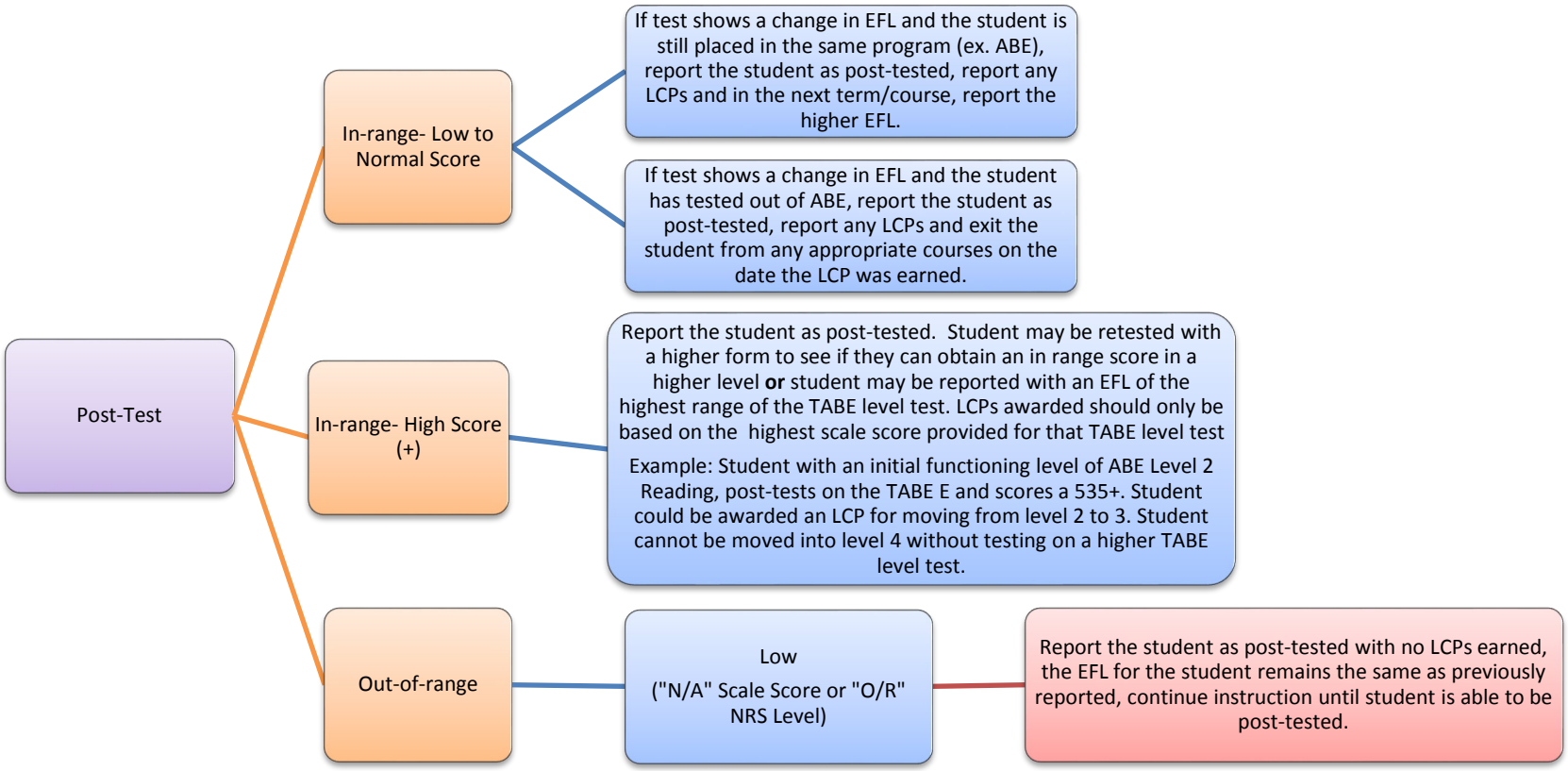
Table 6a: Testing Procedures for New Students Using the TABE 11&12



Report all test administrations and proceed with publisher-recommended hours of instruction, formative assessments, and teacher observation for appropriate level of post-testing.

Table 6b: Testing Procedures for Continuous Students Using the TABE

Report all test administrations and proceed with publisher-recommended hours of instruction, formative assessments, and teacher observation for appropriate level of post-testing.



SECTION III: ACCOUNTABILITY AND DATA REPORTING

All adult general education programs are required to report intake demographic data at a student's time of enrollment in accordance with section 1004.02(25), F.S. and Rule 6A-10.0381, F.A.C. Additional information that is reported includes: pre-test scores, post-test scores, instructional hours, and program completions. A sample intake student form is found at http://fldoe.org/core/fileparse.php/7515/urlt/sdsf.pdf.

The state collects and analyzes data reported by adult general education programs. Data collected during the survey reporting periods allows FDOE and local programs to view annual performance and trends. Information is located at: http://fldoe.org/academics/career-adult-edu/research-evaluation/data-reports-adult-edu.stml. Data that is reported to FDOE from an eligible program is used to generate an annual federal report to USDOE for the National Reporting System, while program data is used to provide a quantitative picture to other stakeholders.

SECTION IV: NRS TEST BENCHMARKS FOR ADULT EDUCATIONAL FUNCTIONING LEVELS

Reporting academic achievement is a requirement under WIOA, Rule 6A-10.0381(16), F.A.C., and NRS guidelines. There are multiple reasons why scale scores are used when reporting adult education student's academic information. Most data reporting systems used by school districts use scale scores when communicating and reporting results of assessments. Additionally, according to the state's Workforce Development information System (WDIS) handbook, scale scores must be reported to the state's reporting system. The WDIS handbook is found at http://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/1718-WDIS/.

Scale scores linked to basic skill competencies provide more meaningful information than grade equivalents, which can carry a negative connotation for the adult education participants. Scale scores may aid interpretation by indicating how a given score compares to those of other test takers, by enhancing the comparability of scores obtained using different forms of a test or in other ways.

Scale scores also enhance comparability across different test forms of the same test. Scaling may be used to place scores from different levels of an achievement test on a continuous scale and thereby facilitate inferences about growth or development (*Standards for Educational and Psychological Testing*, American Educational Research Association (AERA), American Psychological Association, (APA) and National Council on Measurement in Education (NCME), 2014).

Table 7: NRS Test Benchmarks for ABE and ESOL Educational Functioning Levels

The following table shows the test benchmarks in scale scores for each of the twelve NRS levels for students in ABE and ESL Programs. Level completion and LCP is determined when the scale score exceeds the highest end of an EFL range.

Table 7a: ABE Educational Functioning Levels

Subject	EFL Levels	FDOE LCP	TABE 9&10	TABE 11&12	CASAS
Math	ABE Level 1 (GE 0-1.9)	A	≤313	300-448	<201
	ABE Level 2 (GE 2.0-3.9)	B	314-441	449-495	201-210
	ABE Level 3 (GE 4.0-5.9)	C	442-505	496-536	211-220
	ABE Level 4 (GE 6.0-8.9)	D	506-565	537-595	221-235
Reading	ABE Level 1 (GE 0-1.9)	E	≤367	300-441	<201
	ABE Level 2 (GE 2.0-3.9)	F	368-460	442-500	201-210
	ABE Level 3 (GE 4.0-5.9)	G	461-517	501-535	211-220
	ABE Level 4 (GE 6.0-8.9)	H	518-566	536-575	221-235
Language Arts	ABE Level 1 (GE 0-1.9)	J	≤389	300-457	N/A

	ABE Level 2 (GE 2.0-3.9)	K	390-490	458-510	N/A
	ABE Level 3 (GE 4.0-5.9)	M	491-523	511-546	N/A
	ABE Level 4 (GE 6.0-8.9)	N	524-559	547-583	N/A

Table 7b: GED Educational Functioning Levels

Subject	EFL Levels	TABE 9&10	TABE 11&12	CASAS
Math	ABE Level 5 (GE 9.0-10.9)	566-594	596-656	236-245
	ABE Level 6 (GE 11.0-12.9)	≥ 595	657-800	≥ 246
Reading	ABE Level 5 (GE 9.0-10.9)	567-595	576-616	236-245
	ABE Level 6 (GE 11.0-12.9)	≥ 596	657-800	≥ 246
Language Arts	ABE Level 5 (GE 9.0-10.9)	560-585	584-630	N/A
	ABE Level 6 (GE 11.0-12.9)	≥ 586	631-800	N/A

Table 7c: ESOL Educational Functioning Levels

		BEST		CASAS Life and Work Series			TABE CLAS-E	
EFL Levels	FDOE LCP	BEST Plus 2.0	BEST Literacy	Reading 27R/28R	Reading 80R	Listening 890L	Reading A & B	Listening A & B
ESL Level 1	A	≤ 400	≤ 20	153-180	≤ 180	≤ 180	250-392	230-389
ESL Level 2	B	401-417	21-52	N/A	181-190	181-189	393-436	390-437
ESL Level 3	C	418-438	53-63	N/A	191-200	190-199	437-476	438-468
ESL Level 4	D	439-472	64-67	N/A	201-210	200-209	477-508	469-514
ESL Level 5	E	473-506	68-75	N/A	211-220	210-218	509-557	515-549
ESL Level 6	F	507-540	76-78	N/A	221-235	219-227	558-588	550-607

Table 7d: ELCATE Educational Functioning Levels

		BEST		CASAS Life and Work Series		TABE CLAS-E	
EFL Levels	FDOE LCP	BEST Plus 2.0	BEST Literacy	Reading 80R	Listening 890L	Reading A & B	Listening A & B
ESL Level 5	B	473-506	68-75	211-220	210-218	509-557	515-549
ESL Level 6	C	507-540	76-78	221-235	219-227	558-588	550-607

Publisher Guidelines on Use of Test Scores from Previous Instructional Periods

Post-test scores may be used for re-enrollment purposes. The FDOE recommends that programs follow publisher guidelines for length of time a post-test score is valid for re-enrollment or placement. Gaps in program attendance are likely to affect the student's EFL.

TABE 9&10 scores may not be used for re-enrollment after December 31, 2018. The student will need to retest on TABE 11&12.

Center for Applied Linguistics, BEST Plus and BEST Literacy

Post-test scores are valid for a limited time within the program year. If there is a significant gap in attendance (e.g., for longer than one month) due to student absence, or a break in the instructional program, the student should be retested. However, the Center for Applied Linguistics acknowledges that it is not feasible to test students every time they are absent from the program for a period of time.

CASAS

Post-test scores may serve as a pre-test for the next semester or reporting period, provided the date of the last test taken by the student does not exceed four months.

According to CASAS policy, http://www.casas.org, post-test scores of continuing students obtained at the end of a reporting year may serve as a pre-test for the next reporting year. Programs may wish to retest these students if the time between the end of the previous reporting year to the time they enroll in the next reporting year if the interim is more than four months and there is reason to believe that during the student's absence a significant learning intervention occurred that may invalidate the student's previous assessment results. Similarly, programs may wish to retest stop-out students who have been away from the program for more than four months and there is reason to believe that during the student's absence a significant learning intervention occurred that may invalidate the student's previous assessment results.

Data Recognition Corporation, TABE and TABE CLAS-E

Data Recognition Corporation (DRC) does not publish an expiration or valid date for scores. Therefore, local programs are encouraged to have a written policy regarding the length of time a student's score will be accepted from re-enrollment or school-to-school transfers for enrollment. A best practice is retesting after approximately one year because of the ongoing and continuous nature of instructional activities in an adult education program. For more information visit the DRC's website at http://www.datarecognitioncorp.com.

SECTION V: REPORTING ASSESSMENT SCORES FOR STATE AND FEDERAL REPORTING

Programs report demographic and assessment data to FDOE for a variety of reasons at the local, state and federal levels. The state's data collection is designed so that programs have the ease of one system and knowledge that what is being reported can also being compiled for the NRS report.

Several recorded training modules have been created for access. Programs and new staff members are encouraged to view these modules for an understanding of state and federal reporting. These training modules are located at:
http://www.fldoe.org/academics/career-adult-edu/professional-dev.stml

Recording Test Data

Testing data should be entered into the local program's management information system upon student completion of the test. It is strongly recommended that the data be entered no later than when the student completes the initial 12 contact hours of instructional activity. Likewise, learning gains resulting from post-testing should be entered into the program database upon student completion of the post-test.

Data Checks and Quality Control Procedures

Frequent checks of a program's data submissions for quality will save administrators valuable time in the long run. It is easier to control the quality and catch the data problem early than to correct months of incorrect data submissions.

FDOE recommends local programs put in place data quality control procedures to address the following:

- Student scores are entered immediately after testing
- Data integrity checks
- System logic to prevent inappropriate assessments being entered
- Incorrect score gains
- Data verification procedures
- Records of trained test administrators (required)
- Orientation to tests for students

SECTION VI: FDOE REQUIREMENTS TO MAINTAIN ASSESSMENT INTEGRITY

Training Program Staff Involved in NRS Reporting Activities

FDOE provides face-to-face and webinar trainings for teachers and other program staff involved in gathering, analyzing, compiling, and reporting data for NRS purposes annually. The training schedule will be listed at http://www.floridaipdae.org. These trainings may include the following topics:

- Using Data Reports for Program Improvement
- Validating Adult Education Data Submissions
- NRS policy, accountability policies, and data collection process

Maintenance of Test Security

Rule 6A-10.042, F.A.C., includes Florida's requirements for maintenance of test security. For more information refer to Appendix E. Additionally, all test administrators must follow the security protocol that is outlined by test publishers.

Section 1008.24, F.S., states that violations of test security guidelines are a first-degree misdemeanor punishable by a fine of up to $1,000, up to a year in jail, and may result in the loss of teaching certificate. Any suspected violations of test security must be reported to the local assessment director's office and the FDOE, Adult Education Office. The FDOE will advise the test publisher of the incident.

All test security compromise incidents should be documented by the program and include a summary of the events associated with the incident, along with any appropriate statements from the parties involved. Programs may also be required to stipulate what actions, if any, will be implemented to prevent a similar occurrence in the future.

Use of Test Administration Manuals

The publishers of TABE, BEST, CASAS and TABE CLAS-E require local programs to follow the test administration guidelines in each Test Administration Manual (TAM) to ensure a fair and consistent testing environment. Section 1008.249(1), F.S., also stresses the importance of following the publisher's TAM for each test administration, a test administration and security protocol, and the consequences if not followed. All local programs should maintain copies of TAMs on site for all assessments used with the program. TAMs provide quality control guidelines to ensure proper test use, administration, scoring, and interpretation of results.

Local Program Assessment Procedures Manual

All programs are recommended to establish an assessment procedures manual(s) for TABE, BEST, CASAS and TABE CLAS-E to ensure that all program staff are aware of FDOE policies and

adhere to the program's assessment procedures. Any procedures developed by the local program must be in alignment with FDOE assessment policies.

The assessment procedures should include at a minimum:

- A statement that all students enrolled, except adult high school students and co-enrolled students, must be pre-tested with a state-approved assessment within the first 12 contact hours of instructional activity.
- A statement about length of time post-test scores are used for re-enrollment.
- A procedure that will ensure that only those individuals who have successfully completed a test administrator training will administer tests to students.
- A statement on how pre-test scores will be used to establish the student's initial functioning level.
- A statement on how post-test scores will be used to measure the student's progress from one level to another and to report learning gains.
- A copy of the EFL table from the NRS with the scale scores of each test for reference when placing students and reporting any gains.
- A statement on the number of hours of instruction that students must participate in between pre-test and post-test.
- A statement that persons who administer state-approved assessments must adhere to the test publisher's guidelines.
- A procedure for recording testing data in a timely manner.
- Process and procedures to verify that correct procedures have been followed (see previous section, page 34, on areas to be addressed).
- A procedure on the steps the local adult education program director will take to review and verify the accuracy of data reports generated by the program prior to being submitted to the state.
- A procedure for documenting and reporting of test security compromise incidents and loss of testing materials to FDOE.
- A procedure for destroying damaged or obsolete test materials.
- A statement on retest policy for out-of-range scores.

SECTION VII: ACCOMODATIONS FOR ADULT EDUCATION STUDENTS WITH DISABILITIES AND OTHER SPECIAL NEEDS

Accommodations refer to adjustments made in either instruction or assessment that enable adults with disabilities to participate fully in an academic setting. Accommodations are made to allow the student with a disability to demonstrate his or her skills and abilities more accurately than if no accommodations were made. Accommodations must meet the needs of the examinee without changing what the test is intended to measure.

Procedures to Identify Adult Education Students with Disabilities

Adult education students with disabilities are responsible for self-identifying and requesting any accommodation they may need. Adult education students are also responsible for submitting documentation of their disability.

Adult education programs should provide ongoing counseling to all adult general education students with disabilities, as part of a system that promotes open communication of available services, including providing contacts to service agencies. It is also important to encourage students who may require accommodations to obtain the type of assistance that will aid in academic success.

Once students self-identify their disability, documentation of the disability is essential to obtain in order for the staff to provide optimal advising. Documentation may include a variety of records, including a diagnostic assessment by a licensed medical professional (e.g., psychologist, psychiatrist, and neurologist), other relevant records that confirm the diagnosis (e.g., an Adult Education Plan [AEP]), a diagnostic evaluation by the Division of Vocational Rehabilitation, or records from the Division of Blind Services. It is recommended that staff work closely with students with disabilities to develop current education plans (e.g., career plan or 504 Plan), and monitor their progress, interests and abilities, see the Rehabilitation Act of 1973, Section 504 and 34 C.F.R. Part 104.

Approved Assessments for Adult Education Students with Disabilities

The following state-approved tests may be used in accordance with, Section 1004.93(2), F.S., and Rule 6A-6.014(b), F.A.C., General Requirements for Adult Education Program:

1. Tests of Adult Basic Education, Complete Battery or Survey Form
2. Comprehensive Adult Education Student System
3. Tests for Adult Basic Education, Complete Language Assessment System – English

Alternative Assessments for Students with Disabilities

Rule 6A-6.014, F.A.C., states that if an adult student has a documented disability and the assessments identified in rule 6A-6.014, F.A.C., with accommodations are not an accurate measure of the student's ability, one of the following tests may be used for diagnostic purposes

but is not approved as a pre-test or post-test in an adult general education program: (not for NRS reporting):

1. Brigance Employability Skills
2. Brigance Life Skills
3. Comprehensive Test of Adaptive Behaviors (CTAB)
4. Comprehensive Adult Student Assessment System (CASAS)
5. Kaufman Functional Adult Student Assessment System Test (K-FAST)

If an adult student has a documented disability and the instruments listed in this guidance are not an accurate measure of the student's ability, documentation must be kept showing an attempt was made to assess the student, and the results of this attempt should be kept in the student's record for audit purposes. The results to be kept for audit purposes are not intended to be used for NRS reporting purposes.

Procedures to Administer Assessments to Students with Disabilities

Accommodations during the assessment process must provide a framework that allows the student with a disability to demonstrate the skills and knowledge that the test is designed to measure. Upon receiving a request for specific types of accommodations from a student with a documented disability, the program should give due consideration to the accommodations requested by the student. Many test accommodations are based on those used by the student during instruction. All accommodations should be documented in the student's career plan, 504 Plan, or other educational plan.

The following testing accommodations are examples of accommodations that are requested and will require documentation and record retention. Accommodations may include, but are not limited to, the following:

- Flexible schedule - Several brief testing sessions during a day, frequent rest breaks, testing at a different time of day, or additional time
- Flexible seating - Individually or in small groups with proctor, study carrel or separate room, special lighting, equipment, acoustics
- Flexible response - Oral response, signed response, response on word processor, or Braille response
- Flexible presentation - Mechanical aids, revised formats such as Braille, large print, signed or oral presentations for directions, and items other than reading items
- Assistive device - Assistive devices typically used in classroom instruction such as visual magnification or auditory amplification devices, calculators (if authorized in test administration manual)
- Flexible Timing - Extended timing for a timed test based on documentation described below. Extended time does not mean "unlimited" time and typically refers to "time and a half," or "double time."

Records Retention on Adult Education Students with Disabilities

Appropriate types of documentation should be kept by local adult educational programs for students with disabilities who require accommodations. Documentation for specific testing accommodations must be maintained in the student's confidential records and be discussed only to individuals with authorization (Family Educational Rights and Privacy Act).

Accommodations Allowed During Assessments for Students with Disabilities

In addition to the state policies previously described, the following is a brief description of Florida's approved assessments and general information on the publisher's permissible accommodations for BEST, CASAS, TABE CLAS-E and TABE for students with disabilities.

BEST Literacy

The Center for Applied Linguistics (CAL) provides a range of research-based information, tools, and resources related to language and culture. Assessments available through CAL include BEST Literacy and BEST Plus 2.0.

BEST Literacy assesses reading and writing skills. It is administered individually or to groups. The test is timed for one hour. Examinees write directly on the test booklets, and a test administrator scores the responses on the answer sheet. The BEST Literacy Test Manual is needed to administer and score the test. The raw scores received on all three forms are scaled using the tables provided in the Test Manual.

BEST Literacy Accommodations for Students with Disabilities

Users of BEST Literacy are responsible for providing accessible services and for ensuring that requests for accommodations are considered and handled in a manner consistent with applicable laws and regulations. Program and test administrators may provide and allow accommodations in test administration procedures or in the testing environment for individuals with disabilities, provided the accommodation does not compromise the purpose or results of the test. The test is not designed to assess the functional literacy skills of visually impaired students, unless reasonable accommodations can be made that will not interfere with the measurement of functional literacy skills and therefore invalidate the test results. For example, the test administrator cannot read the question to the examinee as BEST Literacy is a test of reading and writing, not listening. Permissible accommodations related to test administration procedures include the use of eyeglasses or magnifying glasses, earplugs, color overlays, or rulers. Testing environment accommodations might include frequent breaks or individual administration.

BEST Plus 2.0

BEST Plus 2.0 assesses the oral English proficiency of adult ESOL students. Oral proficiency is understood as the underlying competency that enables the performance of communicative

language functions that integrate both listening and speaking skills. BEST Plus 2.0 assesses the ability to understand and use unrehearsed, conversational, everyday language within topic areas generally covered in adult ESOL courses.

BEST Plus 2.0 is designed to assess the English language proficiency of adult (16 years of age or older) nonnative English Language Learners who may or may not have received an education in their native language or in English, but who need to use English to function in day-to-day life in the United States. It is designed for the population of adult ESOL students typically found in adult educational programs.

BEST Plus 2.0 Accommodations for Students with Disabilities

Users of BEST Plus 2.0 are responsible for providing accessible services and for ensuring that requests for accommodations are considered and handled in a manner consistent with applicable laws and regulations. Program and test administrators may provide and allow accommodations in test administration procedures or in the testing environment for individuals with disabilities, provided the accommodation does not compromise the purpose or results of the test. For example, the test administrator cannot explain the content of the picture cue prompts to a person with a visual impairment because BEST Plus 2.0 is not designed to assess the communicative language skills of students with hearing or speech disabilities. A permissible accommodation for BEST Plus 2.0 would be the use of hearing aids.

BEST Plus 2.0 can be used with students who can see the photographic stimulus (picture cue prompts) with appropriate accommodations (e.g., the use of a magnifying glass to enlarge the image). BEST Plus 2.0 is not appropriate for use with individuals whose visual impairment prevents them from seeing the picture cue prompts even when enlarged or otherwise enhanced.

Comprehensive Adult Student Assessment System (CASAS)

The CASAS assessment system has tests that measure basic reading, mathematics, listening, speaking, and writing skills in functional contexts. The system provides for tests that measure levels from beginning literacy and numeracy to GED® preparation.

CASAS Accommodations for Students with Disabilities

The CASAS Assessment Policy Guidelines state, “Accommodations in testing alter the conditions for administering a test or change the nature of an assessment instrument, allowing test takers with disabilities to demonstrate their skills and abilities more accurately. Proper accommodations meet the needs of examinees without changing what a test is intended to measure.”

Accommodations for CASAS procedures are applicable to all CASAS tests and include:

- Accommodations in test time

- Giving supervised breaks
- Providing a sign language interpreter for test administration directions only
- Testing in an alternate room
- Using a colored overlay
- Large-print test booklets and answer sheets.
- Allowing extended time

Additionally, CASAS test forms that may be appropriate for students with a disability include CASAS eTests®, computer-adapted and computer-based tests, and large-print tests. CASAS large-print tests are available upon request. Large-print answer sheets are also available. A Life and Work test form in Braille format measures basic literacy skills for students who are blind or have a visual impairment.

It is not an appropriate accommodation in test administration procedures to read a CASAS Reading test to a student with low literacy skills or blindness. The paper Guidelines for Providing Accommodations Using CASAS Assessment for Students with Disabilities provides more detailed information on providing accommodations. This document is available at www.casas.org.

Tests of Adult Basic Education

TABE 9&10 and 11&12 focus on assessing the basic literacy and numeracy skills that will help a person function well in society. These tests provide information about the relative ranking of examinees against a norms group, as well as specific information about the instructional needs of examinees. In addition, results provide prescriptive information about individual students that allows instructors to easily identify and implement meaningful remediation strategies.

TABE 9&10 and 11&12 tests enable teachers and administrators to evaluate and successfully place examinees in ABE programs. Other uses of TABE 9&10 and 11&12 scores include pre-testing and post-testing to measure educational growth, determine correct placement of new examinees in instructional programs, and the evaluation of adult educational programs.

TABE Accommodations for Students with Disabilities

TABE offers a variety of accommodations to students with disabilities including formats. TABE 9&10 and TABE 11&12 are available in large print, Braille, and audio. TABE 11&12 also offers Text-to-Speech functionality on-line. TABE outlines a framework with assessment accommodations in three categories:

Category 1 accommodations are not expected to influence examinee performance in a way that alters the interpretation of either criterion or norm-referenced test scores. Scores from examinees in this category should be interpreted and reported in the same way as scores of examinees who take the test under standard conditions. No notation is necessary.

Category 2 accommodations may have an effect on examinee performance that should be considered when interpreting and reporting scores.

Category 3 accommodations may also have an effect on examinee performance that should be considered when interpreting and reporting scores. For additional information on these categories, refer to the Data Recognition Corporation/CTB document, TABE 9&10 and 11&12 Survey Test Directions, booklet or http://www.ctb.com.

Examples of the types of accommodations in each category include:
Category 1: Take the test alone or in a study carrel.
Category 2: Use extra testing time for a timed test.
Category 3: Use a calculator for a mathematical computation test.

Tests for Adult Basic Education, Complete Language Assessment System – English

TABE CLAS-E assesses English proficiency levels to measure accurately students' reading, listening, writing, and speaking skills. TABE CLAS-E may be administered to students enrolled in the Adult ESOL Program #9900040 and the English Literacy for Career and Technical Education Course 9900050, which are reported to the NRS. It is also approved for use in the following courses funded with State Workforce Education funds: College and Career Readiness for Adult ESOL.

TABE CLAS-E Accommodations for Students with Disabilities

TABE CLAS-E provides large-print editions to accommodate examinees with special needs:
Large-Print Edition Locator Test
Large-Print Edition Language Proficiency Tests, Forms A and B
Expository Writing Folios are incorporated in Large-Print Edition Test Books.

For further information on FDOE policies and procedures regarding accommodations for adult students with disabilities or other special needs, programs may contact the adult education office.

SECTION VIII: TRAINING REQUIREMENTS FOR ADMININISTERING ASSESSMENTS

In addition to the data quality training discussed in Section V and Section VI, FDOE ensures all BEST, CASAS, TABE CLAS-E and TABE test administrators receive training. Providing training to adult education test administrators, instructors, program directors, and other staff members ensures test security, reliability, and validity. Academic counseling and interpreting test results to students respectfully and meaningfully will boost their confidence, focus, and retention. Publishers and FDOE provide professional development activities related to assessment throughout the program year.

Timelines and Procedures for Training of Local Program Test Administration Staff

All persons who administer state-approved assessments must **first** receive training on how to administer them. It is the responsibility of the local program to ensure all test administrators are trained prior to administering any state-approved assessment. The test publishers are responsible for the content and the training materials. However, in some cases as noted below, the FDOE will provide either local training or virtual training options.

The FDOE requires that programs follow test publishers' guidelines regarding the initial training, as well as the length of time before test administrators or staff should take refresher trainings. Table 8 describes the recommendations of each test publisher for each state-approved assessment. In addition to the information in Table 8, the FDOE recommends that test administrators and persons who report NRS data receive supplemental training, as appropriate, when new instruments or forms are added to the acceptable assessments list. Local programs may include staff members that interpret test scores for students and staff members that analyze, compile, and report data be trained on assessment.

Number of Local Staff Trained as Testers

The FDOE recommends that districts, colleges, and community based organizations (CBOs) plan appropriately to ensure that an adequate number of test administrators are available to administer pre-tests and post-tests to the students who need them. Certain times of the program year may require that more students be pre-tested or post-tested than at other times. Local program administrators should contact the adult education office to plan for training opportunities for local test administrators and staff. Check the training opportunities on the training calendar at http://www.floridaipdae.org on a regular basis.

Training Topics

The FDOE, in partnership with the assessment publishers, conducts trainings upon request. Through a train-the-trainer process, some local programs have a trainer on staff. FDOE's primary goal is to ensure consistent information is presented at every training event. To that end, all BEST, CASAS, TABE CLAS-E and TABE assessment trainings must follow a publisher

approved and scripted PowerPoint, include approved handouts, and address state and federal policies. Below are a few of the training topics:

- Appropriate uses of assessment
- Conducting assessments under valid and reliable conditions
- Test security and maintaining integrity of the implementation process
- Accommodations for students with disabilities
- Definition of Educational Functioning Levels
- Assessment measures of student gains
- NRS policy, accountability policies and data collection process

Requirements of Trained Test Administrators

The FDOE follows the test publishers' training requirements, unless otherwise noted in Table 8. The FDOE may impose stricter training requirements as noted with the TABE, please note in Table 8 if the publisher certifies the trainer for all required trainings. You may refer to publisher's websites for more information about training requirements. Publishers maintain certification records of all persons trained. FDOE maintains records of persons trained by certified state TABE trainers. Districts are required to maintain a copy of the certification of all testing personnel who administer, score, and interpret test results.

TABLE 8: Training Requirements for Administering Each Assessment

Assessment	Trainees	Initial Training	Refresher Training	Contact for more information or purchasing
BEST LITERACY	All testing personnel who administer, score, and/or interpret the test.	Requires trainees to study the BEST Literacy test administration manual and complete 3-4 practice administrations before administering tests to students. CAL certifies trainer.	Trained persons review BEST Literacy test administration manual as needed.	202-362-0700 www.cal.org
BEST PLUS 2.0	All testing personnel who administer, score, and/or interpret the test.	Requires in-person training and 20 practice administrations before administering tests to students. At least one certified test administrator before the program can purchase test materials. CAL certifies trainer.	Trained persons take refresher every year. CAL certifies trainer.	202-362-0700 www.cal.org

Assessment	Trainees	Initial Training	Refresher Training	Contact for more information or purchasing
CASAS	All testing personnel who administer, score, and interpret the test. See CASAS website for details on Online Implementation Agreement for Program Directors and certification of eTests® Coordinators and Proctors.	Requires trainees to complete online or in-person training before administering tests to students. In person: Provided by a CASAS certified trainer. Online: Two parts: 1) "Implementation Training" at http://www.casas.org. 2) "FDOE Policies for CASAS Users" at www.floridaipdae.org. CASAS requires programs to have at least one certified test administrator in order to purchase test materials to the program. CASAS certifies trainer.	Certified testing personnel must complete online or in-person training every two years. In person: Provided by a CASAS certified trainer. Online: Two parts: 1) "Beyond Implementation Training" at http://www.casas.org. 2) "FDOE Policies for CASAS Users" at www.floridaipdae.org. CASAS certifies trainer.	Linda Taylor, Director of Assessment Development 800-255-1036, ext. 186 ltaylor@casas.org; www.casas.org
TABE 9&10 **TABE 11&12**	All testing personnel who administer, score, and interpret the test.	DRC does not require, but does recommend that test administrators be trained before purchasing materials or administering the test. The FDOE requires all test administrators to be trained in TABE. DRC certifies test administrators that complete TABE state training course. FDOE and DRC maintains records of those certified. DRC certifies trainer.	DRC and FDOE recommend trained persons take refresher training every two years. DRC certifies trainer. On-Line update available on the Institute for the Professional Development of Adult Educators (IPDAE) at: www.floridaipdae.org	Data Recognition Corporation-CTB Christine Kirk 904-864-0688 ckirk@datarecognitioncorp.com Mike Johnson, National Adult Education Director 630-995-6712 mjohnson@datarecognitioncorp.com http://tabetest.com

Assessment	Trainees	Initial Training	Refresher Training	Contact for more information or purchasing
TABE CLAS-E	All testing personnel who administer, score, and interpret the test.	DRC does not require, but recommends that test administrators receive training before purchasing materials or administering the test. The FDOE requires all test administrators to take TABE CLAS-E training before administering the test. DRC certifies test administrators that complete TABE CLAS-E training. DRC certifies trainer.	DRC and FDOE recommend trained persons take refresher training every two years. DRC certifies trainer.	Data Recognition Corporation-CTB Christine Kirk 904-864-0688 ckirk@datarecognitioncorp.com Mike Johnson, National Adult Education Director 630-995-6712 mjohnson@datarecognitioncorp.com http://tabetest.com

SECTION IX: DISTANCE EDUCATION

Requirements for Distance Education

Distance Education is a formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs, and other online technology. Teachers support distance students through communications via mail, telephone, email, or online technologies and software. Students are considered enrolled as receiving instruction either in the classroom or by distance education. Per Rule 6A-10.0381, F.A.C., asynchronous online course activity must be reported separately from classroom and laboratory courses.

NRS Implementation Guidelines for Assessment of Distance Education Students

Programs must apply the same enrollment, reporting, policies, and guidelines detailed in this technical assistance paper in accordance with WIOA and Rule 6A-10.0381, F.A.C. To enroll a student for instruction and measure the educational gain of distance education students for NRS reporting, programs must administer all pre-tests and post-tests in person, at a proctored program site, in accordance with the FDOE policies outlined in this technical assistance paper. Assessments not conducted through face-to-face interaction with a trained test administrator in a secure setting are not allowed for NRS reporting. Students in distance education should be pre-tested within the first 12 contact hours and post-tested after the same number of hours of instructional time recommended by publishers, the same as other students. See Appendix C for more information on instructional resources.

NRS Reporting Procedures for Distance Education

Measurable learning gains and other required indicators are the same as for students attending onsite instruction. The difference between distance education students and onsite students is the instructional delivery. All intake, assessment, and reporting requirements are required of all adult education students regardless on the instructional delivery mode. The procedures for instructional hour reporting is found in Rule 6A-10.0381, F.A.C., and a technical assistance paper is available at http://www.fldoe.org/core/fileparse.php/5398/urlt/TAP-AGE-InstHrsRptg.pdf.

APPENDIX A

References

Code of Federal Regulations (Adult Education 34 CFR part 462), www.ecfr.gov

Center for Applied Linguistics – CAL
http://www.cal.org

- BEST Literacy Test Manual; 1984
- BEST Plus 2.0 Technical Report; 2015

Comprehensive Student Assessment System (CASAS), http://www.casas.org

- Assessment Policy Guidelines; 2005
- Technical Manual; 3rd Edition; 2004
- Test Administration Manual – Life and Work Listening; 2009
- Test Administration Manual – Life and Work Reading; 2005

FDOE Adult Education Memorandum, March 30, 2016, 2016-2017 Assessment Policies, http://fldoe.org/core/fileparse.php/7671/urlt/1617AssessmentPolicyMemo.pdf

FDOE Adult Education Memorandum, August 4, 2017, Instructional Hours Reporting Procedures for Adult General Education Programs;
http://fldoe.org/core/fileparse.php/7671/urlt/InstrHoursReprtgMemo.pdf

Florida Administrative Code (F.A.C.), www.flrules.org

Florida Adult and Technical Distance Education Consortium (FATDEC), http://www.fatdec.com

Florida Education and Training Placement Information Program (FETPIP), Workforce Education Reports for Colleges,
http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/workforce-edu-reports.stml

Florida Statutes (F.S.), www.leg.state.fl.us/statutes

GED®, https://www.gedtestingservice.com/educators/home

GED Ready®, https://www.gedtestingservice.com/educators/gedready

National Reporting System (NRS) for Adult Education Implementation Guidelines; U.S. Department of Education, February, 2016,
https://www.nrsweb.org/training-ta/ta-tools/assessment#Guides

Standards for Educational and Psychological Testing; American Education Research Association, American Psychological Association and National Council on Measurement in Education; 2014, http://www.apa.org/science/programs/testing/standards.aspx

Tests of Adult Basic Education (TABE 9&10), Technical Report; Data Recognition Corporation/CTB, www.ctb.com

Tests of Adult Basic Education (TABE 11&12), Data Recognition Corporation/CTB. http://tabetest.com/students-2/tabe-1112/ www.ctb.com

Technical Assistance Paper: Adult Education Instructional Hours Reporting Procedures, http://www.fldoe.org/core/fileparse.php/5398/urlt/TAP-AGE-InstHrsRptg.pdf

Workforce Innovation and Opportunity Act, Public Law 113 – 128, Title II, Adult Education and Literacy, https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf

Workforce Development Information System (WDIS) Data Handbook, http://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/1718-WDIS/

APPENDIX B

Acronyms and Definitions

ACRONYMS and DEFINITIONS	
AAAE	Applied Academics for Adult Education is a program that provides basic skills remediation and the integration of academic skills in career and technical instruction. It is competency based and encompasses a combination of reading, language, mathematics, basic computer literacy, and employability skills necessary to assist students to meet the CTE programs basic skills exit requirements.
ABE	Adult Basic Education is a program designed for individuals that that are 16 years of age or older that are functioning below an eighth grade level or its equivalent, are not currently enrolled in a secondary school and do not possess a high school diploma or its equivalent. Adult Basic Education is also used by USDOE as an umbrella term to describe the adult education student GE 0.0 – 12.9 receiving instructional services.
AGE	Adult General Education is an umbrella term used to describe adult education programs. Adult Basic Education and Adult General Education are used interchangeably.
AHS	Adult High School is a program designed for adults who have not completed high school. It is intended for students over the age of 16 who wish to further their education. Graduation requirement for adults shall be the same as those for secondary students.
ASE	Adult Secondary Education is a program that provides instruction at GE 9.0 and above through which a student either prepares to take the GED or receives high school credits that will lead to a high school diploma being awarded.
BEST	Basic English Skills Test is published by the Center for Applied Linguistics. BEST Literacy and BEST Plus 2.0 provide assessment options that reliably demonstrate student progress. BEST Plus 2.0 measures speaking and listening skills and BEST Literacy measures reading and writing skills. Both assessments are aligned to the National Reporting System and the Student Performance Level ESL descriptors.
CASAS	The Comprehensive Adult Student Assessment System is a program used to assess the relevant real-world basic skills for youth as well as adults. It measures basic skills and the English language and literacy skills need to function effectively at work and in life.
CBO	A Community Based Organization is a public or private nonprofit organization that provides educational or related services to individuals in a community.
CFR	The Code of Federal Regulations is the codification of the general and permanent rules and regulations published in the Federal Register by the executive departments and agencies of the federal government of the United States.
CTE	Career and Technical Education are certificate programs at a technical institution or college that prepare for such career occupations and degrees.
EFL	Educational Functioning Levels are used to determine the academic progress of adult education students. There are 12 levels, each describing the academic skills that an adult student should be able to perform; 6 levels for ABE and 6 levels for ESOL.
ELCATE	ELCATE is the course for students enrolled in Florida's Integrated Education and Training (IET). Students are concurrently enrolled in ELCATE and a career and technical education (CTE) eligible program. It is not permitted to enroll students in both Adult ESOL and ELCATE at the same time.
ESOL/ESL/ELA	English for Speakers of Other Languages, sometimes referred to as English as a Second Language, teaches basic academic and conversation skills such as, reading, writing,

ACRONYMS and DEFINITIONS	
	speaking, listening, and comprehension skills to English Language Learners. Grant activities may include understanding the American system of government and responsibilities of citizenship.
F.A.C.	The Florida Administrative Code is the official collection of the rules and regulations of Florida regulatory agencies.
FDOE	The Florida Department of Education is the state education agency that oversees public education and governs funding and testing for local education agencies.
FTE	Full Time Equivalency is a unit of measurement that indicates the workload of a student in a way that makes it comparable across various context.
GED®	The GED® is an equivalency test that requires a student to pass four subject tests areas: Reasoning through Language Arts, Social Studies, Science, and Mathematics. Once all four subject test areas are successfully passed, the student will be award a high school diploma.
GED®i	GED®i is a course for adult GED® students that are enrolled simultaneously in a CTE clock hour course that are offered in Career and Technical Education (CTE).
IELCE EL/Civics	Integrated English Literacy Civics Education formerly known as English Literacy and Civics Education is an educational program that provides instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government. This program will help adult students to attain the skills and knowledge to become informed parents, workers, and active members of a community.
LCP	Literacy Completion Point is required by the state of Florida to measure, describe, and report the student's academic or skill progress following post-testing. Also see MSG.
LEA	Local Education Agency are Florida's school districts, colleges, and technical colleges that have the fiscal and programmatic responsibilities and oversight of the local adult education programs.
MSG	Measurable Skill Gain is a term used by USDOE to measure and describe the student's academic or skill progress following post-testing.
NRS	The National Reporting System is an outcome-based data reporting system for the State-administered, federally funded adult education program. This system helps demonstrate program effectiveness to improve student outcomes.
OCTAE	The Office of Career, Technical and Adult Education operates under the U.S. Department of Education. OCTAE is responsible for administering and coordinating programs that are related to adult education literacy, career and technical education, and community colleges.
TABE	The TABE, Tests of Adult Basic Education, is used to assess both knowledge and skills of the adult learner. The test is multiple choice, pinpoints strengths as well as weaknesses, and covers expected knowledge a student would have learned similar to those in grades ranging from 1 – 12.
TABE CLAS-E	The Tests of Adult Basic Education, Complete Language Assessment System – English is an integrated system of assessments, instructional guidance, and staff development materials designed to measure adult learners' English language proficiency and aid in transitioning learners into mainstream education programs and career paths.
USDOE	The United States Department of Education is the agency of the federal government that establishes policies relating to federal financial aid for education, collects data and oversees research on America's schools, identifies the major issues and problems in

ACRONYMS and DEFINITIONS	
	education, and enforces statutes prohibiting discrimination in programs and activities receiving federal funds to ensure equal access to education for every individual.

APPENDIX C

Instructional Resources for Distance Education

Online Curricula for Distance Learning

FDOE provides the curriculum frameworks for all adult education programs on the state's adult education web page. In accordance with WIOA and Rule 6A-10.0381, F.A.C., all programs that provide adult educational services with state funding are required to use the state curriculum standards for instruction. A consortium of thirty- five member institutions (school districts and colleges), the Florida Adult and Technical Distance Education Consortium (FATDEC), delivers curricula in a web-based environment for adult education and career and technical programs in Florida.

All courses are 100% web-based, hosted securely, and provide both students and instructors with technical support. Each school or district remains autonomous in its admissions and registration process. Appointed administrators or instructors in each school or district enroll students in the online courses and establish login credentials with unique user names and passwords. Each learning management system has the ability to track student time in a course as well as other completed tasks like assessment submitted and lessons viewed.

TABLE 9: FATDEC Instructional Programs Available to Consortium Members

FATDEC INSTRUCTIONAL PROGRAMS		
Program	**Course**	**Model**
Adult ESOL	English Discoveries Online	Actual time on task
ABE	Instruction Targeted for TABE Success (ITTS)	Actual time on task
GED® Preparatory	Aztec GED®: The Key to Success Educator	Actual time on task
Adult High School	Twenty-six (26) courses, including business technology, health, English, mathematics, science, social studies and foreign language that are based on frameworks and standards approved by the FDOE	Actual time on task

APPENDIX D

Rule 6A-6.014, F.A.C., General Requirements for Adult General Education Program

6A-6.014 General Requirements for Adult General Education Program.

In the operation of adult general education programs, the following general requirements shall apply:

(1) Facilities. Instructional facilities should be consistent with the number and nature of adults served, as well as instructional methods and objectives.

(2) Enrollment. Enrollment shall be limited to individuals who have legally left the elementary or the secondary school as specified in Section 1003.21(1)(c), F.S.; provided, however, that the high school may enroll individual students of compulsory school age who are at risk of not graduating with their 9th grade cohort to one (1) or more courses that are required for high school graduation and are offered in the established adult high school co-enrollment program as specified in Section 1011.80(10), F.S., where such students can more effectively be served by the adult high school program.

(3) Teacher qualifications. Each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education programs per Section 1012.39, F.S.

(4) Academic skills tests for adults.

(a) Requirements for pre- and post-tests for adult general education students are as follows:

1. All newly enrolled students must be pre-tested to determine educational functioning within the first twelve (12) hours of instruction.

2. Programs must comply with test publishers' recommended timeframes for post-testing.

3. In certain limited cases, instructors and test administrators, based on their professional judgment, may request an exception to the test publishers' recommended timeframes for post-testing an adult learner, but the administrator or designee must approve and record the deviation and reasons therefore.

4. Students completing the required course work to earn the adult high school diploma or earning the State of Florida High School Equivalency Diploma in accordance with Rule 6A-6.0201, F.A.C., are not required to post-test upon earning this credential.

(b) The following tests, English language versions only, are approved to pre-test students to determine educational functioning level and post-test for documentation of learning gains of a student enrolled in the adult general education program. The tests shall be used with appropriate accommodations for students with disabilities as specified in Section 1004.02(6), F.S., and with necessary accommodations for English Language Learners.

1. Tests of Adult Basic Education (TABE), Complete Battery or Survey Form, Forms 9 & 10 (expires December 31, 2018);

2. Tests of Adult Basic Education (TABE) Forms 11 & 12;

3. Comprehensive Adult Student Assessment System (CASAS);

(c) The following tests, English language versions only, are approved to pre-test students to determine educational functioning level and post-test for documentation of learning gains of a student enrolled in the adult English for Speakers of Other Languages program and shall be used with appropriate accommodations for students with disabilities, as specified in Section

1004.02(6), F.S., and with the necessary accommodations for English Language Learners.

1. Comprehensive Adult Student Assessment System (CASAS);

2. Basic English Skills Test (BEST) Plus;

3. Basic English Skills Test (BEST) Literacy;

4. Tests for Adult Basic Education Complete Language Assessment System – English (TABE CLAS-E).

(d) If an adult student has a documented disability and the instruments in paragraphs (4)(b) and (c), of this rule, with accommodations are not an accurate measure of the student's ability, one of the following tests may be used for diagnostic purposes but is not approved as a pre-test or post-test in an adult general education program:

1. Brigance Employability Skills;

2. Brigance Life Skills;

3. Comprehensive Test of Adaptive Behaviors (CTAB);

4. Comprehensive Adult Student Assessment (CASAS), or

5. Kaufman Functional Adult Student Assessment System (K-FAST).

(e) If an adult student has a documented disability and the instruments listed in this rule are not an accurate measure of the student's ability, documentation must be kept showing an attempt was made to assess the student, and the results of this attempt should be kept in the student's record for audit purposes.

(5) Student progress will be measured by progression through Literacy Completion Points (LCPs) using one or more of the following:

(a) Grade level and scale score improvements measured by an approved test.

(b) Attainment of State of Florida High School Equivalency Diploma or Adult Standard High School Diploma.

Rulemaking Authority 1001.02(1), 1004.93(9), 1011.80(11) FS. Law Implemented 1004.93, 1011.80 FS. History–New 2-20-64, Amended 4-11-70, 11-17-73, 2-18-74, 6-17-74, Repromulgated 12-5-74, Amended 12-6-84, Formerly 6A-6.14, Amended 12-28-86, 10-17-89, 12-29-98, 4-26-06, 9-19-07, 8-18-09, 2-1-11, 4-1-15, 2-20-18.

APPENDIX E

Rule 6A-10.042, F.A.C., Maintenance of Test Security

6A-10.042 Test Administration and Security.

(1) Tests implemented in accordance with the requirements of Sections 1004.93, 1008.22, 1008.30, 1012.55 and 1012.56, F.S., shall be maintained and administered in a secure manner such that the integrity of the tests shall be preserved.

(a) Test questions shall be preserved in a secure manner by individuals who are developing and validating the tests. Such individuals shall not reveal in any manner, verbally or in writing, the test questions under development.

(b) Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test.

(c) Examinees shall not be assisted in answering test questions by any means by persons administering or proctoring the administration of any test.

(d) Examinees' answers to questions shall not be interfered with in any way by persons administering, proctoring, or scoring the examinations.

(e) Examinees shall not be given answer keys by any person.

(f) Persons who are involved in administering or proctoring the tests or persons who teach or otherwise prepare examinees for the tests shall not participate in, direct, aid, counsel, assist in, or encourage any activity which could result in the inaccurate measurement or reporting of the examinees' achievement.

(g) Each person who has access to tests or test questions during the development, printing, administration, or scoring of the tests shall be informed of specifications for maintaining test security, the provisions in statute and rule governing test security, and a description of the penalties for breaches of test security.

(h) During each test administration, school district and institutional test administration coordinators and contractors employing test administrators and proctors shall ensure that required testing procedures are being followed at all test administration sites. Officials from the Department are authorized to conduct unannounced observations of test administration procedures at any test administration site to ensure that testing procedures are being correctly followed.

(i) In accordance with Section 1008.24, F.S., a school district may use district employees, such as education paraprofessionals as described in Section 1012.37, F.S., to administer and proctor statewide, standardized assessments required under Section 1008.22, F.S. All test administrators and proctors for the statewide assessments administered pursuant to Rule 6A-1.09422, F.A.C., must complete training requirements outlined in *Training Requirements for Administering and Proctoring the Statewide Assessments*, 2015, incorporated herein by reference. A copy may be obtained by contacting the Division of Accountability, Research and Measurement, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400. (http://www.flrules.org/Gateway/reference.asp?No=Ref-06180)

(2) Test materials, including all test booklets and other materials containing secure test questions, answer keys, and student responses, shall be kept secure and precisely accounted for in accordance with the procedures specified in the examination program administration manuals

and other communications provided by the Department. Such procedures shall include but are not limited to the following:

(a) All test materials shall be kept in secure, locked storage prior to and after administration of any test.

(b) All test materials shall be precisely accounted for and written documentation kept by test administrators and proctors for each point at which test materials are distributed and returned.

(c) Any discrepancies noted in the number or serial numbers of testing materials received from contractors shall be reported to the Department by designated institutional or school district personnel prior to the administration of the test.

(d) In the event that test materials are determined to be missing while in the possession of an institution or school district, designated institutional or school district personnel shall investigate the cause of the discrepancy and provide the Department with a report of the investigation within thirty (30) calendar days of the initiation of the investigation. At a minimum, the report shall include the nature of the situation, the time and place of occurrence, and the names of the persons involved in or witness to the occurrence. Officials from the Department are authorized to conduct additional investigations.

(e) In those cases where the responsibility for secure destruction of certain test materials is assigned by the Department to designated institutional or school district personnel, the responsible institutional or school district representative shall certify in writing that such destruction was accomplished in a secure manner.

(f) In those cases where test materials are permitted by the Department to be maintained in an institution or school district, the test materials shall be maintained in a secure manner as specified in the instructions provided by the Department. Access to the materials shall be limited to the individuals and purposes specified by the Department.

(3) In those situations where an employee of the educational institution, school district, or contractor, or an employee of the Department suspects a student of cheating on a test or suspects other violations of the provisions of this rule, a report shall be made to the department or test support contractor, as specified in the test administration procedures, within ten (10) calendar days. The report shall include a description of the incident, the names of the persons involved in or witness to the incident, and other information as appropriate. Officials from the Department are authorized to conduct additional investigations.

(4) Violations of test security provisions shall be subject to penalties provided in statute and State Board Rules.

(5) School districts and public educational institutions under Section 1003.49, F.S., may contract with third-party contractors to administer and proctor statewide standardized assessments required under Section 1008.22, F.S., or assessments associated with Florida approved courses under Section 1003.499, F.S.

(a) School districts and educational institutions must require the contractor to provide a safe and comfortable facility that does not interfere with a student’s ability to demonstrate mastery on the tests.

(b) School district or educational institution use of third-party contractors (including contracted affiliates, such as franchises) shall not relieve the district or institution of its obligation to provide access to statewide testing for Florida Virtual School or virtual charter school students

pursuant to Sections 1002.33(20), 1002.37 and 1002.45(6)(b), F.S.

(c) The contractor must adhere to all test administration and security protocols as prescribed by the Department pursuant to Section 120.81(1)(c), F.S., and shall be subject to all provisions of this rule.

(d) The contractor must not collect nor maintain any student's personally-identifiable information beyond that required for test administration.

(e) All technology used to administer computer-based tests must meet assessment technology guidelines and online test security requirements as prescribed by the Department pursuant to Section 120.81(1)(c), F.S.

Rulemaking Authority 1001.02, 1003.49, 1008.23, 1008.24 FS. Law Implemented 1003.49, 1008.23, 1008.24 FS. History–New 7-5-87, Amended 10-26-94, 11-3-13, 1-7-16.