

Adult Education Standardized Assessments: What, Why and How

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How does assessment make you feel?



Assessment Guidelines for WIOA Title II

- All students are required to be assessed with an ICCB approved assessment based on the student's enrollment type.
- Why conduct assessments?

Place students in
appropriate instructional
levels

Measure ongoing progress

Demonstrate student gains
(Measureable Skill Gains)

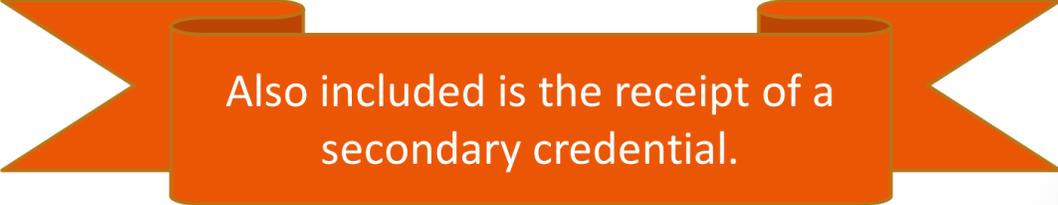
Determine program
effectiveness

Outcome Reporting for WIOA Title II

- **Measureable Skill Gain (MSG)**

- WIOA performance measure, which includes:

- educational functioning level (EFL) gain through pre- and post-testing
- program exit with entry into postsecondary education
- awarding of Carnegie Units



Also included is the receipt of a
secondary credential.

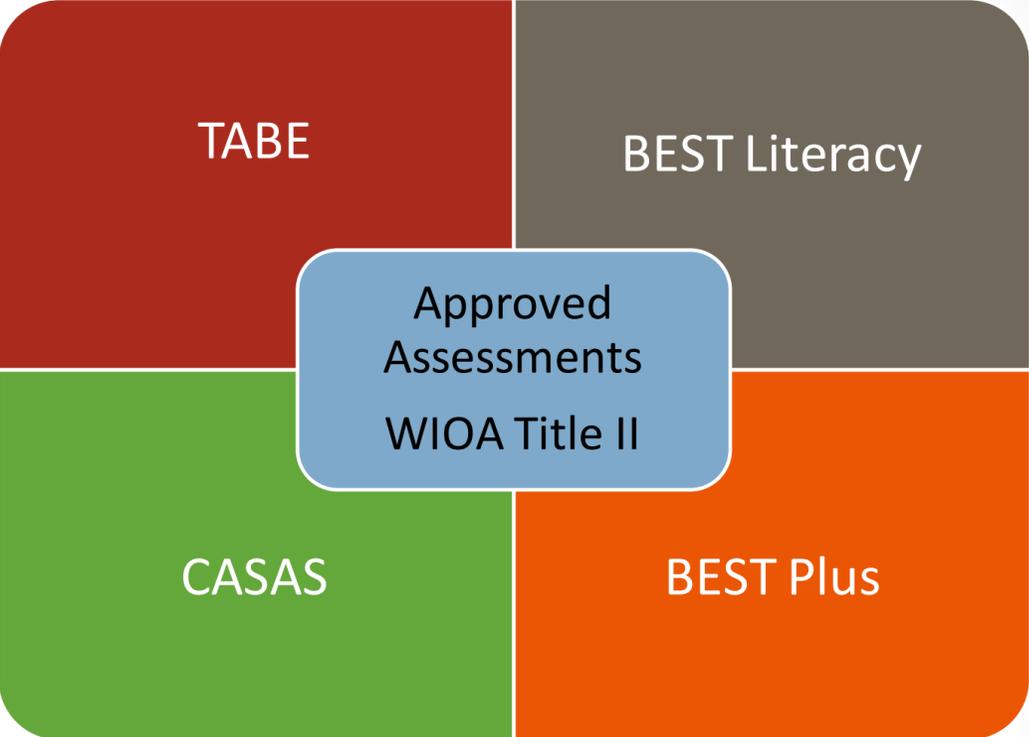
MSG Reporting & Targets for WIOA Title II

- States can count only one type of gain under the MSG measure for a participant for each period of participation (POP) for reporting purposes.
- The U.S. Department of Education Office of Career, Technical, and Adult Education (OCTAE) sets a single performance target based on the percentage of participants who achieve MSG.

Demonstrating MSG under WIOA

Two methods to demonstrate MSG:

1. Gaining an educational functioning level (EFL) in one of the following ways:
 - **Comparing the client's pretest with the client's post-test, using an NRS approved test**
 - Awarding of Carnegie Units or credits in an adult high school program
 - Enrollment in postsecondary education and training after exit. *Developmental Education enrollments WILL count towards MSG measure*
2. Obtaining a secondary credential or its recognized equivalent



TABE 9 & 10

Test of Adult Basic Education



The Process

- TABE Locator
- Administration of Appropriate Level of TABE (pre-test)
- Administration of Alternating Post-Test
- Re-administration of Post-Test as indicated

TABE Locator

- Assessment given prior to administering the actual TABE test to determine appropriate level of TABE to give (5 levels)
- Required to administer the Reading portion
- Most programs also administer the 2 Math sections as well
- Some programs administer the Language portion in addition to the Reading and Math
- If doing the Math portion, must also give the TABE Math Locator

Locator Timing Guidelines

- Reading: 12 questions/12 minutes
- Math Computation: 8 questions/5 minutes
- Applied Math: 8 questions/8 minutes
- Language: 12 questions/12 minutes

Note:

- If you do the math, you must do BOTH math portions for a total of 13 minutes.
- Allowing additional time is neither in the student's nor the program's best interest.

TABE Locator Scores

<u>Reading</u> <u>TABE Level Indicated</u>	<u>Math GLE</u>	<u>Language GLE</u>
6 and Below E (Easy)	4-6	6 and Below
7-8 M (Medium)	7-8	7-8
9-10 D (Difficult)	9-11	9-10
11-12 A (Advanced)	12-16	11-12

Interpreting the Locator

- Locator scores are not absolutes
- Should be viewed as a rough estimate of client's functional level
- Should include other relevant information about the client
- Avoid administering a TABE level that is too difficult for the client, administer a lower level if the client scores at the lower bounds of the cut scores

Appropriate Assessment Level

- If you administer the Locator for both Reading and Math, you must follow the guideline for administering the appropriate TABE test for Reading and Math
- Clients often “locate” at a higher level in Reading than in Math, or vice versa.
- This means you must administer the appropriate TABE level test for each component

What happens if you do not give the appropriate level of the TABE?

- Giving a test that is too easy may result in no learning gains because instruction is not directed to what is being tested in that level
- Giving a test that is too difficult can cause frustration, loss of confidence, can lead to guessing and does not provide any direction for instruction. Can also affect funding because not likely to show point or level gains
- Affects retention
- Affects scoring and accurate placement in classes

TABE Pre-Test

- Adult Education programs must pre-test all ABE/ASE (Adult Basic Education and Adult Secondary Education) clients with TABE.
- Exceptions: foreign language HSE (high school equivalency) clients, vocational-only clients, or citizenship-only clients
- Remember: You cannot possibly know the appropriate level of TABE to give as a pre-test unless you first administer the LOCATOR.

Pre-Testing

- Must occur by the third class period (managed entry classes)

OR

- By the student's third session of attendance (open entry classes)
- Only one time in a fiscal year

When Interpreting TABE Test Scores

- Be careful how you interpret a client's score when it appears to be a higher number than the level for which the test is written.
- Level L (Literacy) has a Grade Range of 0-1.9
- Level E (Easy) has a Grade Range of 2.0-3.9
- Level M (Medium) has a Grade Range of 4.0-5.9
- Level D (Difficult) has a Grade Range of 6.0-8.9
- Level A (Advanced) has a Grade Range of 9.0-12.9
- It is important to note that HSEs are written at approximately 11.0 grade reading level so Level A is the only indicator of ability to read at a content level closely simulated to HSEs.

TABE Test Forms 9 & 10

- Different versions of the same test
- Must alternate Forms for pre- and post-testing
- If client has enough hours to be post-tested again, you must FLIP to that post-test

Post-Testing

- Goal is to post-test as many clients as possible after they have attended the required number of instructional hours
- TABE publisher recommends after 60 hours of instruction, however ICCB allows after 40 hours of instruction
- Post-test after every 40 hours of instruction
- Typically you should post-test at the same level as the pre-test

Publisher's Timing Guidelines for TABE

Reading	Math Computation	Applied Math	Language
25 questions	25 questions	25 questions	25 questions
25 minutes	15 minutes	25 minutes	25 minutes

NOTE: These guidelines must be closely adhered to since the TABE is a standardized test and time constraints must therefore be the same for ALL test-takers.

Worth Noting

It is important to explain to clients before they take the locator, pre-test and post-test(s), that they need to:

- Read each question carefully before selecting the best answer
- Take the test seriously
- Do the best they can
- Understand that we can meet their needs much better if we know what their skill levels are

ESL Assessment Instruments

BEST Literacy

BEST Plus

CASAS Life and Work Series, Reading



BEST Literacy

Basic English Skills Test



BEST Literacy

- Tests reading and writing skills in authentic situations specifically geared for adult English language learners.
- Appropriate for lower levels of ESL
- 1 hour, can administer to a group

BEST Literacy Reading Content

Reading tasks include:

- Reading dates on a calendar
- Abbreviations on a schedule
- Labels on food and clothing
- Bulletin announcements
- Classified advertisements
- Finding phone numbers on a list

BEST Literacy Writing Content

Writing tasks include:

- Addressing an envelope
- Writing a check
- Filling out a personal background form
- Composing short written communications



BEST Literacy Post-Testing

- Post-test after at least 60 hours of instruction
- 80-100 hours is recommended
- Use a different form (Form B, C, or D)

BEST Plus

Basic English Skills Test



BEST Plus

- Computer-adaptive test of functional oral language skills.
- It is administered as a face-to-face oral interview to individual ESL clients.
- Appropriate for all ESL levels and beyond adult education
- Testing staff are required to attend a full day of training given by a certified BEST Plus trainer.

BEST Plus Content

Topics covered in the *BEST Plus* include:

- Personal identification
- Health
- Family
- Housing
- Jobs
- Civics
- Weather/Seasons

...and more



BEST Plus Scoring

- Tester uses a rubric to score each response according to three language skills

Listening Comprehension

Language Complexity

Communication

BEST Plus Post-Testing

- 250+ questions in the item pool.
- Statistically unlikely clients will receive the same questions each time they take the test.
- Post-test after at least 60 hours of instruction.
- 80-100 hours is recommended.

CASAS

Comprehensive Adult Student Assessment
Systems



CASAS

- Comprehensive Adult Student Assessment Systems
- Multiple choice life skills reading test
- Appropriate for all ESL levels
- 1 hour, can be administered to a group
- One key program staff person is required to attend in-person training by a certified trainer, then may train others in the program
- Paper-based and computer-based versions

CASAS Content

Answer multiple choice questions about:

- Short paragraph
- Workplace instructions
- Information presented as a chart
- Advertisement
- ... and more

CASAS Post-Testing

- Post-test after at least 40 hours of instruction
- 70 hours recommended
- Use a different form

TABE

ABE/ASE
Reading and/or Math
Multiple Choice
Group

BEST Literacy

ESL (Lower Levels)
Reading and Writing
Varied Types of Items
Group

**Title II
Assessment**

CASAS

ESL
Reading
Multiple Choice
Group

BEST Plus

ESL
Listening and Speaking
Oral "Conversation"
Individual

