Wyoming Adult Education Assessment Policy

For Program Year 2020-2021
Revised to Include Virtual Testing/Classrooms

Wyoming Community College Commission

WCCC Contact Information:
Email: diane.mcqueen@wyo.gov
Website: https://communitycolleges.wy.edu
Phone: 307-777-7885

National Reporting System (NRS)
Website: http://nrsweb.org
Their website contains resources for better understanding the accountability system of the federally administered adult

Contents

Wyoming Adult Education Assessment Policy

for Program Year 2020-21
Revised to Include Virtual Testing

Section 10 – WY ABE Policy Manual
Policy Number: 05042020
Date Submitted for Approval: 11/06/2019/Revision May 4, 2020

Part I. Introduction and State Context

Need for Assessment

The Workforce Innovation and Opportunity Act (WIOA – Title II) and the National Reporting System (NRS) require standardized assessment. *34 CFR 462 Subpart D* outlines the requirements that must be included to guide local providers in measuring educational gain and reporting data in the NRS. "To ensure comparability of the meaning of the educational functioning levels across all programs in the State, all programs must use *standardized assessment procedures* that conform to the State's assessment policy when determining students' educational functioning levels. The assessment procedure must include a standardized test or a standardized performance-based assessment with a standardized scoring rubric that has been approved by the Office of Career, Technical, and Adult Education (OCTAE) within the US Department of Education (DOE) for measuring educational gain within the NRS framework." Adult learner educational gains are namely, gains in the development of basic English literacy, language skills, and/or numeracy skills. The NRS specifically requires that adult education (AE) programs assess and place each student of Adult Basic Education (ABE), English as a Second Language (ESL), and Adult Secondary Education (ASE) into NRS educational functioning levels at intake and at least one other time during the year to determine and document the academic progress of each student.

The Act establishes primary indicators of performance for WIOA Core programs that will be used to assess state performance (WIOA Sec 116). Part(IV) and (V) pertain to academic gain:

(IV) the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program;
(V) the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment.

Adult Education will continue to track basic academic skill gains in English language arts, English literacy, speaking and listening, and numeracy. Descriptors for the NRS educational functioning levels can be found in Exhibit B-1 and B-2.

The US DOE has promulgated rules that require the State to have a written assessment policy that its local eligible providers must follow in measuring educational gain and reporting data in the NRS. The state must submit its assessment policy to the Secretary of Education for review and approval each year.

The State uses measurable skill gain, determined in part by assessments, to set performance standards. It is very important that assessments are uniformly implemented and data be comparable across Wyoming Adult Education programs and within each program outreach site in order to document achievement. With the implementation of the Wyoming AE funding formula that ties increased measurable skill gains to local program funding, it is vital that comparability of testing be uniform across the state.

Every Adult Education grant recipient is responsible for following the Assessment Policy and is held accountable for both the security and integrity of the data entered into the state's management information system – LACES. It is critical for programs to administer assessments in a standardized and consistent way to help preserve data *validity* and *reliability*. *Validity* is how well an instrument measures what it is intended to measure. This relates to the NRS educational functioning levels for ASE, ABE and ESL. *Reliability* is how well an instrument performs with similar use.

Purpose and Use of Standardized Assessments

Assessment is much broader than test administration for instructional purposes. A full assessment profile includes consideration of work, educational experiences, career ambition and educational goals. Assessment should take participant goals, strengths, interests, motivation and outside support needs into account in addition to academic development needs.

Accurate assessment using standardized assessments of student educational gain is critical for reporting to NRS. Simply reaching a minimum number of hours of attendance should not be the significant factor to determine the time to post-test.

Assessment is important because it helps:

Assessment Use by Program & State	Assessment Use by Student
Establish state appropriate performance standards for program accountability	Inform students about their basic skills abilities and areas to focus on for learning
Ensure the collection and reporting of quality data	Assists students to determine short and long-term goals
Sustain continued funding for local programs using the performance outcomes in the funding formula	Guide and motivate students to be actively involved in their learning
Accurately inform programs about the students' basic skill levels and accuracy in placement of adult learners	Offer students the most appropriate instructional programs
Monitor program and student progress and certify learner mastery	Monitor progress toward goals and readiness to take the high school equivalency test battery
Determine the extent to which instructors are meeting student needs	
Provide programs and instructors with information to improve instruction.	
Plan and develop professional development activities	

Use of Informal Assessments

Local AE providers are encouraged to use a variety of informal assessments to monitor learning and inform instruction on a regular basis. These informal assessments may include but are not limited to teacher-made tests, unit tests, portfolios, rubrics for learner observations and applied performance.

Policy Overview and Summary

This policy is intended to help ensure accuracy and consistency across programs in assessment administration, data collection, and reporting. Additionally, the policy will identify and explain such important issues as:

- Approved assessments to measure student educational gain;
- Appropriate administration of pre- and post-tests;
- Appropriate reporting of student advancement.

For additional clarification and technical assistance, contact the State Adult Education Director at the Wyoming Community College Commission at (307) 777-7885.

Part II. General Assessment Requirements

Wyoming Approved Assessments

The assessments approved for Wyoming AE programs to use as standardized assessment instruments (were identified in the Federal Register /Vol. 83, No. 184 Friday, September 21, 2018) allowable for NRS reporting are as follows:

ABE/ASE tests

- TABE® 11& 12 (Reading, Language, and Math)

ESL tests are approved through 2/2/2021

- BEST Plus 2.0® - (Speaking and Listening Skills) Forms D, E, and F are approved for use on paper and through the computer-adaptive delivery format
- BEST Literacy® - (Reading and Writing Skills) Forms B, C, and D are approved for paper
- TABE CLAS-E® (Listening, Speaking, Reading, and Writing)

All eligible students being served with AE funding are required to be pretested during the initial introduction to the program, using only state approved instruments with standardized scale scores. The skill areas to be assessed are literacy, numeracy, and language skills. ESL students are to be given a complete battery of assessments testing, reading, writing, listening, and speaking using either BEST PLUS 2.0 and BEST Literacy or TABE CLAS-E. Demographic and skill level data should be collected during the initial introduction and entered into LACES. At the latest a student should be pretested before 12 hours of direct instruction *[34 CRF 462.40 (c)(1)]* especially in the case of English language learner (ELL) student with limited English proficiency.

Please refer to the table in *Exhibit A* for pertinent information on these tests (i.e., publisher contacts, approved forms and tests for the NRS levels, and publisher recommended post-test timing). Please refer to the tables in *Exhibit B* for standardized scoring requirements. The tables specify the score ranges tied to educational functioning levels for placement and for reporting educational gains.

Programs may *not* use other performance-based or homegrown assessments for reporting to the State for NRS purposes. However, programs are encouraged to use their own placement tests, diagnostic assessments in reading, and other informal assessments that provide additional, useful instructional information to teachers and students.

Programs may use the results of post-tests for measurable skill gain reporting and advancing students across educational functioning levels for the NRS. Test results may only be entered into LACES if the test was administered in a manner that is consistent with the State's assessment policy and the test publisher's guidelines. The testing must be administered with a trained teacher or proctor present under standardized testing conditions. All staff administering the test must be certified by TABE or BEST Plus.

Minimum Instruction for Inclusion in NRS

The use of standardized assessments is essential to ensure that all adult students are placed at the appropriate level of instruction. Local AE providers must measure the educational gain of all students receiving 12 or more hours of instruction with an NRS-approved assessment. The post-test is used to measure educational gain and advance students across educational functioning levels. *[34 CRF 462.40 (c)(11)]*

Assessment systems may include appraisal, pre-assessment tools, or locator tests which supply basic skill level information for the individual. Test results guide placement into an appropriate instructional program and identify the appropriate pretest level. These pre-assessment tests are not used to measure learner progress or educational functioning level.

Programs must follow these important guidelines when assessing students:

- Each test publisher describes the use of a locator or pre-assessment tool if it is required for determining initial level to begin testing.
- Use the test scores and educational level descriptors found in *Exhibits A and B* as criteria for placing students at the appropriate NRS educational functioning levels.
- Determine measurable skill gain by comparing the initial (pre-test) educational functioning level to the level attained on the post-test. If a student is not post-tested, then no advancement can be determined.
- Testing for NRS reporting must be conducted face-to-face in a secure, proctored setting with a trained test administrator.
- Assessments should be given under good logistical conditions (i.e., well-lit, quiet space, adherence to time limits).
- Instructors and advisors must have access to assessment results and counsel with students on academic progress.
- If a student has a high school diploma or high school equivalency certificate (HSEC) and is seeking AE services, they must provide a legitimate reason for these services. Lack of sufficient mastery of basic educational skills to enable the individual to function effectively in society or on the job is considered a legitimate reason to seek AE services.

Special populations may require exceptions or accommodations (e.g. learners with disabilities, language barriers, and limited literacy skills). *[34 CRF 462.40 (c)(6)]* See additional instructions under "Student Accommodations."

Test Administration Requirements

All grant recipients receiving AEFLA and state funding must report all participants who receive an NRS approved pre-test. All programs must ensure the following procedures are in place and implemented. The allowed assessments for NRS reporting are described below. *[34 CRF 462.40 (c)(1)and (2)]*

Pretesting Guidelines

- Pre-testing must occur at student orientation, during a career services course or prior to the completion of 12 hours of participation in an AE or ESL program, ideally, at intake or soon thereafter, and utilized when setting goals. *[34 CRF 462.40 (c)(9)]*
    - The initial 12 contact hours can be accrued through face-to-face interaction, virtual classrooms, telephone, video, teleconference, or online communication where participant and program staff can interact and through which participant identity is verifiable.
- All TABE students are to be administered the locator to identify the level for initial pre-testing. *[34 CRF 462.40 (c)(1)]*
- All students enrolled in an ABE or ASE level program must be assessed using **TABE 11 & 12** (levels L, E, M, D or A), and ELA students must be assessed using the approved assessments including **BEST Plus 2.0 and BEST Literacy, or TABE CLAS-E**. These are the only assessments that may be used for student placement and to document the Educational Functioning Level (EFL) based on scores according to the publisher's guidelines.
- Programs will follow publisher guidelines for test administration.
- Programs will ensure that the time for administering the post test is long enough after the pretest to allow the test to measure educational gains according to the test publisher's guidelines.
- All students must be officially enrolled in LACES upon completion of the registration/intake form, introduction to the program.
- The hours spent in the career services course, career pathways course, intake, assessment, career explorations, working in the classroom, in a virtual environment, working with the instructor or in online approved distance or learning curriculum shall count toward the student's total attendance hours.
- Allowable attendance includes time a student is working in the AE center lab or class, in an approved online distance learning program, in virtual classrooms settings, or spending time with an instructor in advisory activities. High School Equivalency (HSE) testing time is not included in instructional hours.

- Within a program year, if a student "**stops-out"** of class and then returns after an absence of less than 90 days (three months), a new pretest does not have to be given. If the student is absent between 90-179 days and the test on record is less than one year old, a new test does not have to be given. Students with a lapse of 180 days or more must be retested. *TABE tests will be good for one year from the test date for all continuing students.*
- Pre- and post-testing should use different test forms of an approved assessment (for example, TABE® Form 11, Level D for pre-test and TABE® Form 12, Level D for post-test) for the minimum hours of instruction to be utilized.
- When using the minimum number of instructional hours, the majority of the instructional hours should be in the subject being tested.
- Areas to be measured are reading, math, and language skills. The assessment(s) should be in areas in which instruction will be focused to facilitate student educational gain. *[34 CRF 462.40 (c)(2)and(5)].*
    - Exceptions:
        - If a student is a referral from a college and needs remediation in only one subject and is not enrolled in college in the same subject.
        - If a student is a referral from a business and needs remediation in only one subject.
- Pre- and post-testing should use different test forms of an approved assessment for ESL.
    - If a program uses the TABE CLAS-E® for their ESL testing, all areas must be administered at pre-testing (reading, writing, speaking and listening).
    - If a program uses the BEST Plus® and Best Literacy®, both tests should be administered to obtain a baseline for placement.

Virtual Testing

- Virtual testing must follow test manufacturer guidelines and must use only approved NRS and Wyoming approved assessments for adult education. Test manufacturer guidelines must;
    - Specify how participants will be identified
    - Detail maintenance of test security issues
    - Describe how proctoring will be completed
    - Establish technology requirements
    - Provide procedures on protocols to be implemented in the event of technology issues which occur during the proctoring of an assessment.
- Virtual testing, using only NRS approved and Wyoming approved assessments for Adult Education may also include assessments given within a virtual classroom environment where the instructor/proctor controls the release of each test page virtually and where the testing environment ensures that:
    - Test manufacturer guidelines for virtual testing can be implemented
    - The instructor is able to verify the students identity
    - The instructor/proctor controls the release of each test page by screen sharing.
    - Student responses to each test item are recorded by the instructor/proctor in either virtual form for the online TABE or on paper based answer forms.
- Virtual testing may only be conducted with one student at a time. Virtual testing of more than one student at a time is not permissible despite manufacturer suggestions that up to five students at a time can be tested virtually.

Publisher's Recommended Pre/Post Testing Intervals

Providers must utilize alternate and equivalent test forms for pre and post-testing. (see Exhibit A)

Quick Reference to Post-testing

DRC and BEST - Pre and Post Testing Requirements for NRS Reporting

TABE 11 and 12	Test manufacturer guidelines: 50-60 hours is recommended for post-testing with an alternate form for participants that test into NRS Levels 1-4. **Minimum of 40 hours.** 30-59 hours of instruction is recommended for post-testing with an alternative form for participants that test into NRS levels 5-6. Minimum of **30 hours**. If the same form of the *TABE* is used, then 60-80 hours of instruction is required.

BEST Plus 2.0	80-100 hours is recommended **Minimum 60 hours**
BEST Literacy	80-100 hours is recommended **Minimum is 60 hours**
TABE CLAS-E	60-95 hours is recommended when post-testing with an alternate form. **Minimum of 40 hours.** If the same form is used, then 100-140 hours of instruction is recommended. **Minimum of 50 hours.**

Post-testing Guidelines

- The length of time between the pre- and post-tests must be long enough to allow the test to measure educational gains according to the test publisher's guidelines. *[34 CRF 462.40 (c)(3)(iii)]*
- Programs should consider the factors that will influence learning proficiency gains when determining timing for post-testing; intensity of instruction, duration of classes, class size, teacher training and experience, and use of and completion of appropriate curricula and materials. Hybrid distance learning may offer additional opportunity for gains by extending the hours of instruction outside of class
- The State requires that instructors use professional judgment and students complete an appropriate curriculum based on their academic assessments and diagnostics to determine if the student is ready for post-testing
- A list of participants who may be eligible for post-testing, based on their instructional hours, is available on the LACES Dashboard – Student Alerts – Eligible for Post-Testing. This is checked monthly by local staff.
- Post-testing at the minimum hours of instructions, **as defined by the publisher**, must be completed on alternate forms of the TABE**.** If the same assessment form is used, the hour requirement is increased in accordance to the test manufacturer guidelines for each type of test.
- Hours calculated for post testing purposes may include contact hours and proxy hours.
    - ***Contact Hours:*** Synchronous time spent instructing the learner. Contact hours include two-way interaction between instructor and learner by face-to-face interaction, telephone, video, teleconference, virtual classrooms, or other online communication where learner and program staff are able to interact and through which learner identity is verifiable.
    - ***Proxy Hours***: Asynchronous time a learner spends independently engaged with distance learning activities, such as using an approved distance learning platform or approved instructional tool. Proxy hours can include approved independent instructional activities in a computer lab, activities assigned out of class, or supplemental activities.
- Testing before the time designated by the publisher should not occur without a Post-testing Exception Form. Corrective action and retraining will occur should this happen. Only 3% of all fundable students at NRS Level 3 can be post-tested using a Post-Testing Exception Form as long as they have completed 30 hours of instruction and the student has demonstrated through informal testing protocols an ability to show measurable skill gain.
    - Waivers are to be approved by the local program director who are required to maintain a log of waivers detailing the following information:
        - Name of student
        - Name of local provider: Location
        - Reason for waiver
        - Date of approval

    - **Recommendation for Low ASE and High ASE (NRS Level 5 & 6) students:**
        - Only **ASE** students, placed into NRS Level 5 (tested with TABE) may be post-tested after a minimum of 30 hours of instruction when using alternate forms of the test. For the same form, 60-80 hours of instruction are required.
        - Testing before the minimum time designated by the publisher should not occur.
        - The following must be in place when sending **ASE students** (NRS levels 5 & 6) for HSE testing:
            - Staff confirms the student post-tested into an ASE level before taking the Official Practice Tests (OPT). This supports the maximum outcomes for performance.
            - The student **must have a minimum of 30 hours of instruction;** and

- For students using a High School Equivalency (HSE) test as their post-test for completion (NRS level 6 only), proof of readiness to test on a HSE test should be evidenced by:
  - ✓ A minimum score of 8 on the HiSET or a 150 on the GED 2014 Official Practice Tests,
  - ✓ Results placed in the student file, and
  - ✓ Results documented in LACES

- **High School Equivalency (HSE) test passing rates differ** with each test:
  - HiSET
    - ✓ "Prepared" on a subtest with a total of 45 on four subtests.
    - ✓ College and Career Ready is 15 out of 20 on a subtest.
  - GED 2014
    - ✓ Passing score is 150 on each of the five subtests.
    - ✓ GED Honors is 170 on a subtest.

- **Recommendation for High Intermediate ABE (NRS Level 4) students:**
  - Only ABE High Intermediate level (tested with TABE) may be assessed after 40 hours of instruction when using alternate forms of the test. No exceptions to test may be requested.
  - 60-80 hours of instruction are required if the same level and form of the assessment is used.
  - Testing before the time designated by the publisher should not occur.
  - The following must be in place when sending High Intermediate (NRS level 4) students to test:
    - ✓ Staff confirms the student has a minimum of 40 hours of instruction between pre and post-testing sessions

- **Recommendation for Low & High Beginning ABE and Low Intermediate ABE (NRS levels 1-3) students:**
  - Only ABE students placed in Low & High Beginning and Low Intermediate levels (tested with TABE) may be assessed after 50 hours of instruction when using alternate forms of the test. Instructors may request an exception for a student with a minimum of 40 hours of instruction only if the student is at NRS level 3, has demonstrated, through informal testing protocols an ability to show measurable skill gain, and will be exiting the program before the 50-60 hour period. The State allows no more than 3% of NRS level 3 students to be post tested before 50-60 hours of instruction. Local directors are required to maintain a log of testing exceptions and must complete the *Exception to Test* form, found on page 44. This will be monitored by the State.
  - 60-80 hours of instruction are required if the same level and form of the assessment is used.
  - Testing before the time designated by the publisher should not occur. Corrective action and training of staff will occur should this happen.
  - The following must occur when sending Low & High Beginning and Low Intermediate level students for post testing:
    - Staff confirms the student has a minimum of 50 hours of instruction between pre testing and post-testing sessions, or
    - Staff has documented through informal assessment the student's readiness to test, if the student is at the Low Intermediate level (NRS 3) AND has received documented permission from the local director for the *Exception to Post-test.*

- **Recommendation for all ESL NRS Levels using TABE CLAS-E:**
  - For alternate form testing, DRC recommends 50-60 hours of instruction (i.e., A2 to B2) with a minimum of 40 hours.
  - For same form testing DRC recommends– 60-80 hours of instruction (i.e. A2 to A2)

- **Recommendation for all ESL NRS Levels using BEST Plus 2.0 and BEST Literacy:**
  - 80-100 hours of instruction recommended with a minimum of 60, or at end of instructional session that exceeds the 60 hours (i.e. 60 hours within 6 weeks, during a quarter or semester class).

- All programs are required to achieve or exceed the State's post-test standard. For program year 2020-2021, the **post-test standard is 60%**. To achieve this goal, programs must adhere to post-testing recommendations and retain their students for a sufficient length of time to qualify for post-testing.
- Affected students may be post-tested and/or re-assessed at:
    - the end of the instructional session, i.e. end of 30-60 hours and/or managed enrollment class period of the same length, or
    - a student must be re-assessed after he/she has had an instructional lapse in services for more than 180 consecutive days.
- Only one measurable skill gain will be counted per period of participation (PoP). For new PoPs the student may use the same subject area or change the subject area being tracked.

Retesting Continuing Students

If a student is attending class at the end of the program year and continues into the next program year, that student's contact hours from the previous year carries over and counts toward the post-testing hour requirement in the new program year. For example, a student enrolls in an adult education class in March and accumulates 27 hours of instruction by June 30. She/he continues with the class when it resumes in July. The student only has to make up the difference in required instruction hours for their level to be eligible to post-test. This requires that the student be rolled forward in LACES from the immediate past year. The student must not be separated from the AE program in the prior year (absent from class for 90 days, federal law requires that the student be dropped/separated from the class with no exceptions.) The student must also have had a pretest or post-test between January 1 and June 30 of the prior program year.

Late re-entry or "stop-out"

Late re-entry or 'stop-out' students are those students who were in attendance during the last quarter of the previous year (April –June), left the program for a period of time and re-entered during the current year. You may roll scores over the program years for "stop-out" or continuing students on assessments not older than 180 days and consider instructional hours obtained between January and June when calculating time for post-testing.

Official High School Equivalency (OPT) Test Scores

Any student with partial test scores in June must have 12 hours of instruction in the new grant PoP for the completion of the certificate to count as a measurable skill gain in the next grant year unless guidance from OCTAE allows for the completion to occur prior to the 12 hours.

- OPT exams may not be given to students unless they have tested at NRS level 5 or 6 in the subject area being assessed unless approved by the local director.

Exception to Post-Testing Policy for TABE

There are circumstances when it is permissible to posttest a student before the recommended hours of instruction. The length of time between the pre-and post-tests has been established by test publishers in order to allow the test to validly and reliably measure educational gains. When these procedures are not followed correctly or consistently, the determination of educational functioning level is invalid and not comparable across programs or possibly even within programs, making the data validity questionable.

Exceptions to the required minimum number of post-testing hours for TABE are permitted, as long as they <u>are limited, rare, and documented</u>.

- The participant is permanently moving out of the area.
- The participant is permanently leaving the program AND the instructor has determined that the participant has made sufficient progress to warrant post-testing.
- An approved Post-testing Exception for Post-testing is uploaded into LACES

A posttest can be administered to any NRS level 3 student leaving a program, as long as the student has at least the 30 hours of direct instruction including orientation and intake. The student must have documentation of the conditions for exception including demonstration of readiness to posttest. The Posttest Exception Form is attached as Exhibit E.

General Data Entry

- Students' scaled scores must be entered in the LACES database and the appropriate grade level.
- All interim and post-test results must be entered into LACES by the 10th of each month. If more than one assessment is given in the same subject area, the latest assessment determines measurable skill gain completion or advancement. Programs may determine the subject area test score used to determine a student's progress.
  - Regardless of the subject area chosen, the student must be tracked and assessed within the same subject area during the PoP.
  - The state will check data entry quarterly and verify data entry during monitoring visits.
- A PoP is determined when a student exits the program and there is a 90 day period with no services scheduled. The exit date cannot be determined until at least 90 days have elapsed since the participant received services. Participants with more than one program entry will have multiple PoPs in a program year. Scheduled future services must be documented in LACES.
- Assessments are good for twelve months from the date administered for all continuing students when used for eligibility for entrance into the program or re-entry after an absence or separation from class of less than 90 days. Programs may choose to reassess to establish a new baseline.
- Participants with extended absences of 90 days or more must be retested.
- Students may be co-enrolled in ESL and ABE or ASE program. If co-enrolled, the student should be enrolled in LACES in the program in which they can demonstrate progress (e.g., if a student tops out on the BEST assessment in the Advanced level , then a TABE should be administered to determine the level for the next PoP; the posttest, then, should also be given in TABE.
- The LACES database allows the most recent assessment (the one assessment a student is to be tracked in for the PoP) to be pushed forward when a returning student enrolls in the new program year or utilized for a new PoP.
  - OPTs should not be pushed forward in LACES, as this is not an approved NRS assessment. Problems will occur in LACES if attempting to push these forward.
  - OPTs can be tracked either in LACES Assessments or in the LACES Student General Comment section. Note the assessment date, subject area, form, and score in the General Comment section.
    - Please note if listing OPTs in the Student Comment section of LACES, this data cannot be exported later.
  - OPTs must be administered as you would any standardized test and not used as a diagnostic instrument. It is only to determine readiness for taking the HSE test.
  - If colleges refer students for low performance on a college entrance exam, that exam is not a recognized NRS approved test. Only TABE tests may be used for measurable skill gains. Example: student did not pass the ALEKS and is referred to Adult Education for remediation. Passing the retest for ALEX does not constitute an educational gain in the NRS. This student must post-test in TABE to obtain the gain.

Assessment Training

Pre-service and in-service training must be provided for all staff who conduct student intake; those who administer or score each of the tests used to measure skill gain; and all staff involved in gathering, analyzing, compiling, and reporting data for the NRS are to be certified by TABE or BEST Plus 2.0. This training is required to ensure accurate use of tests and appropriate interpretation of learner results. Training also maintains the integrity and quality of the assessment process. The training includes the following topics:

- NRS policy, accountability policies, and the data collection process
- Definitions of measures
- Standardized administration of assessments
- Interpreting assessment results

Local programs are responsible for utilizing online and lead instructor training to train new staff. Statewide training will be coordinated by the State AE office at state conferences or through publisher training materials. *[34 CRF 462.40 (c)(12) (I and II)*].

In general, programs and assigned staff must follow these training guidelines *[34 CRF 462.40 (c)(12) and (13)]* for administering all assessments:

- Read the publisher Guide to Administering the TABE, or BEST manual, study examples provided and work through any practice exercises.
- Become familiar with the assessment, its tests, procedures, instructions, timing, scoring rules and standard testing procedures.
- Practice giving the tests several times to colleagues or non-student volunteers before actual test administration.
- Test administrators and data entry personnel must be familiar with proper assessment guidelines, proper data entry protocol, and NRS guidelines (see www.nrsweb.org).
- Annual training must include:
    - NRS policy, accountability policies, and data quality and collection process
    - Definitions of measures
    - Conducting assessments
    - Importance of appropriate accommodations when needed and approved
- For each training, programs must keep a copy of the syllabus, including topics covered, along with a record of all trainers and trainees. There should be a minimum of two staff trained to administer assessments. The state office will monitor these training documents.

Pre- and in-service training, refresher information, and guidance are offered upon request of the AE State office and will generally be conducted in conjunction with other conferences and/or meetings around the state. When new instruments or forms are added to the assessment list, training is provided in their use. The State maintains copies of syllabi and records of all trainers and trainees for each of the trainings they provide. Local directors will establish a timeline to observe the process and procedure of administering assessments to verify that correct procedures have been followed.

Test Publisher Requirements for Training

BEST Literacy:

Formal training is not required for administration; however, the test publisher recommends a thorough review of the BEST Literacy Test Manual to become familiar with proper testing and scoring procedures

BEST Plus:

CAL requires one person at a program to complete training before the program can purchase materials. Trainee participates in a one-day training and completes 20 practice administrations. CAL certifies trainer. All persons who administer, score, and/or interpret the test must be trained.

TABE 11/12 & TABE CLAS-E:

DRC/CTB recommends that test administrators be trained before purchasing materials or administering the test. The State requires all test administrators to be certified in TABE test administration. DRC/CTB certifies test administrators that complete TABE training. Certificates must be kept locally. This will be monitored by the State. All persons who administer, score, and/or interpret the test must be trained. http://tabetest.com/students-2/tabe-professional-development/

Test manufacturer guidance on virtual testing can be found at: https://tabetest.com/

Accommodations for Students with Disabilities or Other Special Needs

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 the examinees without changing what the test measures. Programs must consider individual student needs when providing accommodations. Programs are responsible for providing accessible services and for ensuring that these services meet reasonable criteria. In addition, reasonable accommodations are to be provided at no cost to the student. Test publishers describe accommodations in their administration documents. Accommodated assessments shall be in compliance with test publisher guidelines. *[34 CRF 462.40 (c)(6)]*

Administrative Responsibilities for Accommodations

Local programs can best service students with disabilities by becoming aware, being informed, encouraging students to self-identify, keeping current student documentation on file, and helping protect student rights under the law.

Programs need to provide reasonable accommodations once a student ***discloses*** a disability and ***requests*** accommodations. The program will need current documentation, including an evaluation and official diagnosis by a qualified professional diagnostician. The documentation should describe the nature and extent of the disability and state specific recommendations for the accommodation(s) the student may need to participate effectively. Complete documentation will not only provide the basis for setting realistic expectations and student goals, but will also help facilitate the learning process, help students make appropriate requests for assistance, and increase the likelihood of success.

The U.S. Department of Health & Human Services (HHS), Office for Civil Rights (OCR), places *no* obligation on an institution to determine appropriate accommodations. Further, it is up to the student to advise the institution if accommodations are *not* effective.

To comply with **Section 504 and ADA** administrative requirements, programs should arrange to:

- Have access to a designated Section 504/ADA coordinator.
- Provide public and internal notice that the institution/organization does not discriminate based on disability.
- Have access to an established grievance policy/procedure. If the program is part of a larger institution/organization, staff members should become familiar with the grievance policy in place. In addition, enrolled students should receive information describing the grievance process.
- Provide reasonable access and accommodations for qualified students.

Identifying Students in Need of Accommodations:

All students are informed during orientation/intake of their right to request accommodations. Adult students with disabilities are responsible for providing information on and documentation of their disability. Documentation may include such items as a physician's report, a diagnostic assessment from a qualified professional diagnostician, Individual Education Plan (IEP) records, a vocational rehabilitation report, and/or report from other appropriate agencies.

Testing Students in Need of Accommodations:

For testing and placing special populations and students with self-disclosed disabilities, programs must:

- Comply within the guidance set by ADAAA - Americans with Disabilities Act Amendments Act of 2008
- All documented disabilities will be accommodated in a testing situation following each publisher's recommended guidelines. The following test manuals should be consulted. See *Exhibit A* for publisher contacts.
    - TABE – Test of Adult Basic Education, DRC|CTB
    - TABE CLAS-E - Test of Adult Basic Education - Complete Language Assessment System, DRC|CTB
    - Best Plus – Basic English Skills Test, Center for Applied Linguistics
    - Best Literacy - Basic English Skills Test, Center for Applied Linguistics

- If a student will be requesting any of the accommodations available for GED® testing or HiSET® testing, the same accommodations should be available during classroom study and for administration of the TABE®, or BEST® assessments and the OPT. See Appendices for a list of "Accommodations Available." Contact your local Chief Examiner for information regarding required accommodations documentation and approval.

Quality Control

All instructors are required to complete a student weekly attendance form for each class taught. This attendance form (paper or computerized), and any student data, including pre and post-test scores, are to be submitted to the local program director at the end of each week in which classes are held. Data is to be entered by the 10th of each month..

To help ensure the quality of assessment data, all programs must follow these operating procedures:

- Every local program provider must have a minimum of two staff trained to administer the AE and/or ESL assessments.
- Testing data must be entered into the program database within two (2) weeks of completion.
- Staff with assigned responsibility for assessment must be adequately trained and have a clear understanding of the instrument's administration (i.e., timing, scoring, determining appropriate NRS levels, etc.).
- If different staff members are assigned to assessment and data entry of results, the roles, responsibilities, tasks, interfaces with other agencies or programs, and verification and site review of records must be clearly communicated in writing. Assessment results must be kept in student files (electronic and/or paper) 3 years after the end of the grant cycle, to ensure a full audit trail, if necessary.
    - Records may be archived off site in a secure location, provided the local program provides the State its program's security, record retrieval, record retention, and record destruction policy and procedure.
- The assessment results in permanent student files must match those in the program database.
- Each program is responsible to periodically assess personnel to assure consistency within the program and conformance with the assessment policy.
- Assessment policies and procedures will be verified during program monitoring.

Improper use of Assessments

- Teaching to the actual test item.
- Copying and distributing a test item or test booklet as a study guide to unauthorized personnel or learners prior to or after test administration.
- Administering a lower-level test to artificially increase the learning gain between pre and post-tests.
- Reducing the amount of time given on a pretest while increasing the amount of time on a post-test.
- Not timing a test to see how much a student knows and recording this test as a standardized test.
- Deleting test answers on a pretest to lower the test score.
- Deleting accurate tests to manipulate the learning gains.
- Duplicating or copying the test of one learner and replacing the name of another student.
- Altering test items or test score information.
- Reporting out of range test scores to artificially inflate learning gains.
- Providing answers to test questions.
- Translating test items and answers into another language.
- Administering tests in quick succession without sufficient time for instructional intervention to maximize gains.

Part III. Requirements for Administering Each Assessment

Assessment Guidelines and Accommodations Available

This section discusses fundamental procedures for administering and reporting results on Wyoming AE approved assessments. The guidelines may differ depending upon the selected instrument, as shown in the following table. Please refer to *Exhibits A* and *B* for further, detailed guidelines. **[34 CRF 462.40 (c)(6)]**

Instrument	Guidelines
TABE	▪ Locator is required. ▪ Tests Reading, Math and Language ▪ Pre- and post-testing should use different test forms of an approved assessment (for example, TABE Form 11, Level D for pre-test and TABE Form 12, Level D for post-test). ▪ Use an alternate form and/or level if the student pre-tested at a level where they topped that level of the test. Consult publishers' guidelines for students pre-testing at a level where they topped that level of the test *(http://www.DRC|CTB.com/)*. ▪ Scores at entry and at the end are compared to measure student skill attainment. ▪ The publisher discourages random and/or frequent testing. ▪ Large print, Braille, and audio cassette versions of the assessment are available through the publisher.
TABE CLAS-E	▪ Locator is required. ▪ Pre- and post-testing should use different test forms of an approved assessment (for example, TABE CLAS-E Form A for pre-test and TABE CLAS-E Form B for post-test). ▪ Scores at entry and at the end are compared to measure student skill attainment. ▪ The publisher discourages random and/or frequent testing. ▪ Large print and audio cassette versions of the assessment are available through the publisher.
BEST Plus	▪ BEST Plus tests oral proficiency only. ▪ The computer-adaptive version can be given for pre- and post-testing. ▪ With the semi-adaptive print version, use one form for pre-testing and a different form for post-testing. ▪ Training to administer and score is required; contact Billie Rae Charles (NWCCD) or Mollie Hand (UW) for training opportunities (see *Exhibit A*). ▪ At this time no standard instrument is available to assess for learning disabilities in the ESL population, best practices in teaching is the best alternative.
BEST Literacy	▪ BEST Literacy tests reading and writing proficiency only. ▪ Use one form for pre-testing and a different form for post-testing. ▪ Formal training is not required for administration; however, the test publisher recommends a thorough review of the BEST Literacy Test Manual to become familiar with proper testing and scoring procedures. ▪ Reasonable accommodations may be made provided that they do not compromise the purpose of the test as a measure of reading and writing in English. CAL lists as permissible accommodations: the use of eyeglasses or magnifying glasses, earplugs, color overlays or unmarked straight edge rulers.

Exhibit A - Wyoming Approved Assessment Instruments

Subject/skill area(s) each test assesses 34CFR 462.40(c)(5)

Instrument/ Publisher Contact	Approved Forms	Approved Tests	Appropriate NRS Levels	Pre- and Post-Testing Intervals (Publisher Recommended)
TABE (Test of Adult Basic Education) Data Recognition Corp.-|CTB Customer Service Department 13490 Bass Lake Road Maple Grove , MN 55311 Phone orders: 800.538.9547 Fax orders: 800.282.0266 www.tabetest.com Michael Johnson National Adult Education Director mjohnson@datarecognitioncorp.com 630-995-6712	Forms 11-12 *Locator is required* Levels L E M D A	▪ Reading ▪ Language ▪ Math	▪ All ABE/ASE NRS Levels ▪ TABE may be used when testing out of Advanced ESL with BEST and if the program does not use TABE CLAS-E.	DRC|CTB recommends 50-60 hours of instruction when testing with an alternate form (i.e. 11M to 12M) for students that test into NRS Levels 1-4 (ABE) with a minimum of 40 hours. For students testing into NRS Levels 5 and 6 (ASE Low and High) 50-60 hours of instruction is recommended with a minimum of 30 hours. If the pre- and posttest are the same level and same form: 60-80 hours. DRC|CTB suggests the pre- and post-test guidelines as best practice recommendations based upon practitioner feedback. DRC|CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended.
TABE CLAS-E (Test of Adult Basic Education – Complete Language Assessment System – English) DRC|CTB Customer Service Department 13490 Bass Lake Road Maple Grove , MN 55311 Phone orders: 800.538.9547 Fax orders: 800.282.0266 www.datarecognitioncorp.com (tabetest.com is coming soon) Michael Johnson National Adult Education Director mjohnson@datarecognitioncorp.com 630-995-6712	Forms A and B *Locator is required*	▪ Reading ▪ Writing ▪ ESL Listening ▪ ESL Speaking	▪ All ESL NRS Levels	For alternate form testing, DRC|CTB recommends 60 hours of instruction. DRC|CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended.
BEST Plus (Basic English Skills Test Plus 2.0) *Tests oral proficiency* Frank Finamore frank@cal.org *BEST Plus Project Manager* Center for Applied Linguistics 202.362.0700 BEST Plus User Support http://www.cal.org best-plus@cal.org 866.845.2378 Certified WY Trainers contact: Billie Rae Charles 307. 674. 6446 x 2700 bcharles@sheridan.edu Mollie Hand 307. 399. 9715 mhand4@uwyo.edu	Computer-adaptive or Print-Based (Forms D, E, and F)	▪ Computer (CD) and print-based versions test oral proficiency only ▪ Speaking and Listening skills	▪ All ESL NRS Levels	**60 hours minimum**, 80-100 hours recommended or at end of a course of instruction. If the hours for a course of instruction exceeds the recommended number of hours, post-testing may appropriately take place at the end of the instructional course or session. Because program-related factors such as intensity of instruction, class size, teacher training and experience, and use of appropriate curricula and materials will affect language learning proficiency gains, programs should consider these factors when determining timing for pre- and post-testing.

BEST Literacy (Basic English Skills Test Literacy) *Tests reading and writing proficiency* BEST Literacy User Support http://www.cal.org best-plus@cal.org 866.845.2378	Forms B, C, and D	▪ Reading and Writing only	▪ All ESL NRS Levels	**60 hours minimum**; 80-100 hours recommended; or at end of instructional session that exceeds 60 hours

http://nrsweb.org/foundations/related_documents.aspx

Exhibit B - Approved Assessment Systems

The following tables provide a brief summary of the approved assessment systems in Wyoming for ABE, ASE and ELA instructional programs. See score ranges tied to educational functional levels for reporting educational gain *[34 CRF 462.40 (c)(4] and [34 CRF 462.44*] along with linkage to NRS levels and types of students for which the test is appropriate. *[34 CRF 462.40 (c)(1) and (2)]*

TABE CLAS-E Series by DRC|CTB Approved for Use by WIOA Title II Funded Providers

TABE CLAS-E Reading and Writing Assessments				
Subjects	Reading			
Type of Learner	ESL			
EFL Alignment and NRS Scale Scores	**EFL Level**	**Reading**	**Writing**	**Total Reading and Writing**
	ESL Beginning Literacy	250-392	200-396	225-394
	ESL Low Beginning	393-436	397-445	395-441
	ESL High Beginning	437-476	446-488	442-482
	ESL Low Intermediate	477-508	489-520	483-514
	ESL High Intermediate	509-557	521-555	515-556
	ESL Advanced	558-588	556-612	557-600

TABE CLAS-E Listening and Speaking Assessments				
Subjects	Listening, Speaking			
Type of Learner	ESL			
EFL Alignment and NRS Scale Scores	**EFL Level**	**Listening**	**Speaking**	**Total Listening and Speaking**
	ESL Beginning Literacy	230-389	231-425	230-407
	ESL Low Beginning	390-437	426-460	408-449
	ESL High Beginning	438-468	461-501	450-485
	ESL Low Intermediate	469-514	502-536	486-525
	ESL High Intermediate	515-549	537-567	526-558
	ESL Advanced	550-607	568-594	559-600

TABE CLAS-E Information on Subtests

	TABE CLAS-E Reading Test
Item Type/Content	Language proficiency of adult English language learners in the area of reading
Applicable Program(s)	ESL
Subject or Modality	Reading
Version Availability	Print
Administration Time	25 minutes
Locator/Appraisal	TABE CLAS-E Locator
Forms Available	A1, A2, A3, A4, B1, B2, B3, B4
Length before Post-test	60 hours, with a minimum of 50 hours
Training Requirements	Basic

	TABE CLAS-E Writing Test
Item Type/Content	Language proficiency of adult English language learners in the area of writing
Applicable Program(s)	ESL
Subject or Modality	Writing
Version Availability	Print
Administration Time	47 minutes (Writing Mechanics: 20 minutes; Expository Writing Folio: 27 minutes)
Locator/Appraisal	TABE CLAS-E Locator
Forms Available	A1, A2, A3, A4, B1, B2, B3, B4
Length before Post-test	60 hours, with a minimum of 50 hours
Training Requirements	Basic

	TABE CLAS-E Listening Test
Item Type/Content	Language proficiency of adult English language learners in the area of listening
Applicable Program(s)	ESL
Subject or Modality	Listening
Version Availability	Print with audio media
Administration Time	20 minutes
Locator/Appraisal	TABE CLAS-E Locator with audio media
Forms Available	A1, A2, A3, A4, B1, B2, B3, B4
Length before Post-test	60 hours, with a minimum of 50 hours
Training Requirements	Basic

	TABE CLAS-E Speaking Test
Item Type/Content	Language proficiency of adult English language learners in the area of speaking
Applicable Program(s)	ESL
Subject or Modality	Speaking
Version Availability	Print
Administration Time	15 minutes
Locator/Appraisal	TABE CLAS-E Locator
Forms Available	A1, A2, A3, A4, B1, B2, B3, B4
Length before Post-test	60 hours, with a minimum of 50 hours
Training Requirements	Basic

TABE 11 & 12 Series by DRC|CTB- Approved for Use by WIOA Title II Funded Providers

TABE – Forms 11 and 12				
Subjects	Reading; Applied Math; Language (e.g. Writing)			
Type of Learner	ABE, ASE			
EFL Alignment and NRS Scale Scores	**EFL Level**	**Reading**	Applied Math	**Language**
	ABE Beginning Literacy L-1	300-441	300-448	300-457
	ABE Beginning Basic Ed. L-2	442-500	449-495	458-510
	ABE Low Intermediate Ed. L-3	501-535	496-536	511-546
	ABE High Intermediate Ed. L-4	536-575	537-595	547-583
	ASE Low Education L-5	576-616	596-656	584-630
	ASE High Education L-6	617-800	657-800	631-800

TABE Information on Subtests

	TABE Language Test
Item Type/Content	The goal of adult language instruction is to build communication skills necessary for functioning effectively on the job and in daily life
Applicable Program(s)	ABE, ASE
Subject or Modality	Language
Version Availability	Print and Computer-based (TABE PC and TABE Online)
Administration Time	Complete Battery All levels: 85 minutes
Locator/Appraisal	TABE Locator (30 minutes)
Forms Available	11, 12 (Levels L, E, M, D, A)
Length before Post-test	40 - 60 hours for learners pre-testing in NRS levels 1-4 30 - 60 hours for learners pre-testing in NRS 5-6
Training Requirements	Local TABE training

	TABE Reading Test
Item Type/Content	Reading content reflects mature, life and work-related situations and highlights overlapping objectives, from word-meaning skills to critical-thinking skills
Applicable Program(s)	ABE, ASE
Subject or Modality	Reading
Version Availability	Print and Computer-based (TABE PC and TABE Online)
Administration Time	Complete Battery: Level A: Part 1 70 minutes Part 2 70 minutes Level D: Part 1 80 minutes Part 2 60 minutes Level M: Part 1 50 minutes Part 2 80 minutes Level E: Part 1 55 minutes Part 2 75 minutes Level L: Part 1 35 minutes Part 2 75 minute
Locator/Appraisal	TABE Locator (45 minutes)
Forms Available	11, 12 (Levels L, E, M, D, A)
Length before Post-test	40 - 60 hours for learners pre-testing in NRS levels 1-4 30 - 60 hours for learners pre-testing in NRS 5-6

Training Requirements	Local TABE training

	TABE Mathematics Test
Item Type/Content	Mathematics reflects math application, particularly routine tasks such as estimating quantities and making computations involving time, distance, weight, statistics, and equations
Applicable Program(s)	ABE, ASE
Subject or Modality	Math
Version Availability	Print and Computer-based (local computer and online)
Administration Time	Complete Battery: 50 minutes ; Levels A & D: Part 1 40 minutes Part 2 45 minutes Level M: Part 1 60 minutes Part 2 15 minutes Levels E & L: 75 minutes
Locator/Appraisal	TABE Locator (30 minutes in 2 parts)
Forms Available	11, 12 (Levels L, E, M, D, A)
Length before Post-test	40 - 60 hours for learners pre-testing in NRS levels 1-4 30 - 60 hours for learners pre-testing in NRS 5-6
Training Requirements	TABE training certificate

TABE Timing Criteria for Paper/Pencil Word list

Timing chart for initial and low literacy

	Administration Time
Item Type/Content	
Word list	15 minutes

BEST Plus 2.0 and BEST Literacy - Approved by WIOA Title II Funded Providers

Educational Functioning Level	BEST Plus (Oral) 2015 Version 2.0 Scores	BEST Literacy
Beginning ESL Literacy	BEST Plus: 88-361 SPL 0-1	Literacy BEST: 0-20 SPL 0-2
Low Beginning ESL	BEST Plus: 362-427 SPL 2-3	Literacy BEST: 21-52 SPL 2-3
High Beginning ESL	BEST Plus: 428-452 SPL 3	Literacy BEST: 53-63 SPL 4
Low Intermediate ESL	BEST Plus: 453-484 SPL 4	Literacy BEST: 64-67 SPL 4
High Intermediate ESL	BEST Plus: 485-524 SPL 5	Literacy BEST: 68-75 SPL 5-6
Advanced ESL	BEST Plus: 525-564 SPL 6 **Exit Criteria:** BEST Plus: 565 and higher SPL 7 or above	Literacy BEST: 76-78 SPL 7-8

Exhibit B-1 Functioning Level Table ABE

Beginning Literacy (ABE) **Level 1** TABE **(11–12)** scale scores (grade level 0-1.9): Reading: 367 and below Mathematics: 313 and below Language: 389 and below • **LITERACY / ENGLISH LANGUAGE ARTS**	**Reading:** Individuals ready to exit the Beginning Literacy Level comprehend how print corresponds to spoken language and are able to demonstrate understanding of spoken words, syllables, and sound-letter relationships (phonetic patterns), including consonant digraphs and blends. In particular, students at this level are able to recognize and produce rhyming words, blend and segment onsets and rhymes, isolate and pronounce initial, medial, and final sounds, add or substitute individual sounds, and blend and segment single syllable words. They are able to decode two syllable words following basic patterns as well as recognize common high frequency words by sight. Individuals are able to read simple decodable texts with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in texts with clear and explicit context. Individuals ready to exit this level are able to determine main ideas, retell key details, and ask and answer questions about key details in simple texts. Individuals are also able to use the illustrations in the text(s), whether print or digital, to describe its key ideas (e.g., maps, charts, photographs, cartoons). They also are able to use text features, both print and digital, to locate key facts or information. When listening to text above their current independent reading level, they are able to identify the reasons an author gives to support points in a text, describe the connections between ideas within a text, and examine the basic similarities in and differences between two texts on the same topic. **Writing :** Individuals ready to exit the Beginning Literacy Level are able to write basic sight words and familiar words and phrases as they compose simple sentences or phrases. This includes writing simple informative texts in which they supply some facts about a topic and narratives that include some details regarding what happened. They use simple transition and temporal words to signal event order (e.g., so, and, because, when, next, finally). With support, they are able to gather and use information from provided sources, both print and digital, to answer a simple research question. **Speaking & Listening :** Individuals ready to exit the Beginning Literacy Level are able to write basic sight words and familiar words and phrases as they compose simple sentences or phrases. This includes writing simple informative texts in which they supply some facts about a topic and narratives that include some details regarding what happened. They use simple transition and temporal words to signal event order (e.g., so, and, because, when, next, finally). With support, they are able to gather and use information from provided sources, both print and digital, to answer a simple research question. **Language:** When writing and speaking, individuals ready to exit this level are able to correctly use frequently occurring nouns, verbs (past, present, and future), adjectives, pronouns, prepositions and conjunctions. When writing sentences individuals correctly use capitalization, ending punctuation, and commas in dates and to separate single words in a series. They are able to spell words with common patterns and frequently occurring irregular words. Other words they spell phonetically. In response to prompts, they are able to produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences orally. Individuals are able to determine the meaning of unknown and multiple-meaning words, by applying their knowledge of frequently occurring roots and affixes, as well as sentence-level context. They are able to distinguish shades of meaning among verbs (e.g., look, glance, stare, glare) and adjectives differing in intensity (e.g., large, gigantic) by choosing them or acting out their meanings.

• **MATHEMATICS** • **Level 1**	**The Mathematical Practices**: Students prepared to exit this level are able to decipher a simple problem presented in a context and reason about and apply correct units to the results. They can visualize a situation using manipulatives or drawings and explain their processes and results using mathematical terms and symbols appropriate for the level. They recognize errors in the work and reasoning of others. They are able to strategically select and use appropriate tools to aid in their work, such as pencil/paper, measuring devices, and/or manipulatives. They can see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently. **Number Sense and Operations**: Students prepared to exit this level have an understanding of whole number place value for tens and ones and are able to use their understanding of place value to compare two-digit numbers. They are able to add whole numbers within 100 and explain their reasoning, e.g., using concrete models or drawings and strategies based on place value and/or properties of operations. They are able to apply their knowledge of whole number addition and subtraction to represent and solve word problems that call for addition of three whole numbers whose sum is less than 20 by using such problem-solving tools as objects, drawings, and/or simple equations. **Algebraic Thinking**: Students prepared to exit this level understand and apply the properties of operations to addition and subtraction problems. They understand the relationship between the two operations and can determine the unknown number in addition or subtraction equations. **Geometry and Measurement**: Students prepared to exit this level can analyze and compare 2-dimensional and 3-dimensional shapes based on their attributes, such as their shape, size, orientation, the number of sides and/or vertices (angles), or the lengths of their sides. They can reason with two dimensional shapes (e.g., quadrilaterals and half- and quarter-circles) and with three-dimensional shapes (e.g., right prisms, cones, and cylinders) to create composite shapes. They are able to measure the length of an object as a whole number of units, which are not necessarily standard units, for example measuring the length of a pencil using a paper clip as the length unit. **Data Analysis**: Students prepared to exit this level are able to organize, represent, and interpret simple data sets (e.g., lists of numbers, shapes, or items) using up to three categories. They can answer basic questions related to the total number of data points in a set and the number of data points in each category, and can compare the number of data points in the different categories.
<u>Beginning Basic (ABE)</u> **Level 2** TABE **(11–12)** scale scores (grade level 2-3.9): Reading: 368-460 Mathematics: 314-441 Language: 390-490 • **LITERACY / ENGLISH LANGUAGE ARTS**	**Reading:** Individuals ready to exit the Beginning Basic Level are able to decode multi-syllable words, distinguish long and short vowels when reading regularly spelled one-syllable words, and recognize the spelling-sound correspondences for common vowel teams. They also are able to identify and understand the meaning of the most common prefixes and suffixes. They can read common irregular sight words. Individuals are able to read level appropriate texts (e.g., texts with a Lexile Measure of between 420 and 820) with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in level-appropriate complex texts. Individuals ready to exit this level are able to determine main ideas, ask and answer questions about key details in texts and show how those details support the main idea. Individuals also are able to explain how specific aspects of both digital and print illustrations contribute to what is conveyed by the words of a text. They are able to compare and contrast the most important points and key details of two texts on the same topic. When listening to text above their current independent reading level, they are able to describe the relationship between ideas in a text in terms of time, sequence, and cause/effect, as well as use

	text features and search tools, both print and digital, to locate information relevant to a given topic efficiently. They also are able to describe how reasons support specific points an author makes in a text and identify the author's main purpose or what the author wants to answer, explain or describe, as well as distinguish their own point of view from that of the author's. **Writing:** Individuals ready to exit the Beginning Basic Level are able to write opinion pieces on topics or texts, supporting a point of view with reasons. They are able to write simple informative texts in which they examine a topic and convey information clearly. They also are able to write narratives with details that describe actions, thoughts, and feelings. They use transition and temporal words (e.g., also, another, more, but) to link ideas and signal event order. Individuals ready to exit this level are able to use technology to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects and summarize their learning in print. This includes taking brief notes from both print and digital sources, and sorting evidence into provided categories. **Speaking & Listening:** Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes gaining the floor in respectful way, linking their comments to the remarks of others, and expressing their own ideas, clearly in light of the discussions. Individuals are able to report on a topic or text or recount an experience, with appropriate facts, and relevant, descriptive details. They are able to speak in complete sentences appropriate to task and situation in order to provide requested detail or clarification. They can discuss what they have heard read aloud and provide the main ideas and appropriate elaboration and detail about the information presented. **Language:** When writing and speaking, individuals ready to exit this level are able to correctly use regular and irregular nouns and verbs, comparative and superlative adjectives and adverbs, and coordinating and subordinating conjunctions. When writing simple, compound and complex sentences, individuals use correct subject-verb and pronoun-antecedent agreement. They also use correct capitalization, ending punctuation, commas, and apostrophes to form contractions and possessives. They also are able to spell words with conventional patterns and suffixes. They are able to use spelling patterns and generalizations (e.g., word patterns, ending rules) in writing words. In response to prompts, they are able to produce, expand, and rearrange simple and compound sentences. Individuals are able to determine the meaning of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. They are able to distinguish literal from non-literal meaning of words, and shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, wondered, suspected). They are able to demonstrate understanding of and use general academic words that signal spatial and temporal relationships.
• **MATHEMATICS** • **Level 2** • **Beginning Basic**	**The Mathematical Practices:** Students prepared to exit this level are able to decipher two-step problems presented in a context, visualizing a situation using diagrams or sketches, and reasoning about and applying the correct units and the proper degree of precision to the results. They can explain their processes and results using mathematical terms and symbols appropriate for the level and recognize errors in the reasoning of others. They strategically select and use the appropriate tools to aid in their work, such as pencil/paper, measuring devices, manipulatives, and/or calculators. They are able to see patterns and structure in sets of numbers, including in multiplication or addition tables, and use those insights to work more efficiently. **Number Sense and Operations:** Students prepared to exit this level understand place value for whole numbers to 1000 and can use that understanding to read, write, count, compare, and round three-digit whole numbers to the nearest 10 or 100. They are able to compute fluently with all four operations with whole numbers within 100. They use place value and properties of operations

	to explain why addition and subtraction strategies work, and can demonstrate an understanding of the inverse relationship between multiplication and division. They can solve one- and two-step word problems involving all four operations within 100 and identify and explain arithmetic patterns. They have an understanding of fractions, especially unit fractions, and can represent simple fractions on a number line. They understand and can explain equivalence of fractions, can recognize and generate simple equivalent fractions, and can compare two fractions with the same numerator or denominator by reasoning about their size. **Algebraic Thinking**: Students prepared to exit this level apply the properties of operations to multiplication and division of whole numbers. They understand the relationship between multiplication and division and can determine the unknown number in multiplication or division equations. **Geometry and Measurement:** Students prepared to exit this level are able to reason about geometric shapes and their attributes. They can demonstrate an understanding that different shapes might share common attributes (e.g., four sides) and can compare and classify two-dimensional shapes, particularly quadrilaterals. They are able to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. They can use common U.S. Customary and metric units for linear measurements (e.g., inches, feet, centimeters, and meters) and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. They understand the concept of area and can relate it to addition and multiplication to solve real-world problems. They also understand, and can solve, real-world and mathematical problems involving perimeter of polygons. **Data Analysis:** Students prepared to exit this level are able to draw and interpret simple graphs (e.g., bar graphs, picture graphs, and number line diagrams) including scaled bar and picture graphs. They can solve one- and two-step problems using scaled bar graphs. They can generate measurement data by measuring lengths to the nearest half- and quarter-inch and display that data by making a line plot marked off in appropriate units.
<u>Low Intermediate Basic Education (ABE)</u> **Level 3** TABE **(11–12)** scale scores (grade level 4-5.9): Reading: 461-517 Mathematics: 442-505 Language: 491-523 • **LITERACY / ENGLISH LANGUAGE ARTS**	**Reading:** Individuals ready to exit the Low Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 740 and 1010).12 They are able to use knowledge of letter-sound correspondences, syllabication patterns, and roots and affixes to accurately decode unfamiliar words. They are able to determine the meaning of words and phrases (e.g., metaphors and similes) in level-appropriate complex texts. Individuals ready to exit this level are able to make logical inferences, summarize central ideas or themes, and explain how they are supported by key details. They are able to explain events, procedures, or ideas in historical, scientific, or technical texts, including what happened and why. They are able to describe the overall structure of a text and compare and contrast the structures of two texts. Individuals ready to exit this level are also able to interpret information presented visually, orally or quantitatively to find an answer to a question or solve a problem. They display this facility with both print and digital media. Individuals are able to explain how authors use reasons and evidence to support particular points in a text and can integrate information from several texts, whether print, media, or a mix, on the same topic. They are able to describe how point of view influences how events are described. They are able to analyze multiple accounts of the same event or topic, noting similarities and differences. They are able to produce valid evidence for their findings and assertions. **Writing:** Individuals ready to exit the Low Intermediate Level are able to write opinion pieces on topics or texts, supporting a point of view with facts and logically ordered reasons. They are able to produce informative texts in which they develop a topic with concrete facts and details. They convey information clearly with precise language and well-organized paragraphs. They link ideas,

	opinions and reasons with words, phrases, and clauses (e.g., another, specifically, consequently, because). They are also able to use technology (including the Internet) to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects, making frequent use of on-line as well as print sources. This includes the ability to draw evidence from several texts to support an analysis. They are able to summarize or paraphrase information from and provide a list of those sources. **Speaking & Listening:** Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes demonstrating an understanding of teamwork and working well with others by carrying out their assigned roles, and posing and responding to specific questions, and making comments that contribute to and elaborate on the remarks of others. Individuals are able to report on a topic or text or present an opinion, sequencing ideas logically and providing appropriate facts, and relevant, descriptive details that support the main ideas or themes. They are able to differentiate between contexts that call for formal English and situations where informal discourse is appropriate. They also are able to paraphrase and summarize what they have heard aloud and explain how each claim is supported by reasons and evidence. **Language:** When writing and speaking, individuals ready to exit this level are able to use verb tenses to convey various times, sequences, states, and conditions correctly and recognize inappropriate shifts in verb tense. They use prepositions, conjunctions, and interjections properly. Individuals write simple, compound and complex sentences and use correct subject-verb and pronoun-antecedent agreement throughout a piece of writing. They also use correct capitalization, commas, and underlining, quotation marks, and italics to indicate titles of works. They are able to correctly use frequently confused words (e.g., to, too, two; there, their) and spell correctly, consulting references as needed. They are able to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons as well as expand, combine and reduce sentences for meaning, reader interest and style. Individuals are able to determine the meaning of unknown and multiple meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. Individuals are able to interpret figurative language, including similes and metaphors. They also are able to recognize and explain the meaning of common idioms, adages, and proverbs. They are able to demonstrate understanding of and use general academic words that signal precise actions or emotions (e.g., whined, stammered), signal contrast (e.g., however, nevertheless), or other logical relationships (e.g., however, similarly), and are basic to a particular topic (e.g. endangered when discussing animal preservation).
• **MATHEMATICS** • **Level 3** • **Low Intermediate**	**The Mathematical Practices:** Students prepared to exit this level are able to decipher multistep problems presented in a context and reason about and apply the correct units and the proper degree of precision to the results. They can visualize a situation using diagrams or sketches, see multiple strategies for solving a problem, explain their processes and results, and recognize errors in the work and reasoning of others. They can express themselves using mathematical terms and notation appropriate for the level and can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, and/or technology. They are able to see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently. **Number Sense and Operations:** Students prepared to exit this level understand place value for both multi-digit whole numbers and decimals to thousandths, and use their understanding to read, write, compare, and round decimals. They are able to use their place value understanding and properties of operations to fluently perform operations with multi-digit whole numbers and decimals. They can find common factors, common multiples, and understand fraction concepts, including fraction equivalence and comparison. They can add, subtract, multiply and divide with fractions and mixed numbers. They are able to solve multi-step word

	problems posed with whole numbers and fractions, using the four operations. They also have an understanding of ratio concepts and can use ratio language to describe a relationship between two quantities, including the concept of a unit rate associated with a ratio. **Algebraic Thinking:** Students prepared to exit this level are able to apply and extend their understanding of arithmetic to algebraic expressions, using a symbol to represent an unknown value. They can write, evaluate, and interpret expressions and equations, including expressions that arise from formulas used in real-world problems. They can solve real-world and mathematical problems by writing and solving simple one-variable equations and write a simple inequality that represents a constraint or condition in a real-world or mathematical problem. They can represent and analyze quantitative relationships between dependent and independent variables. **Geometry and Measurement:** Students prepared to exit this level have a basic understanding of the coordinate plane and can plot points (i.e., ordered pairs) and place polygons in the coordinate plane to solve real-world and mathematical problems. They can classify two-dimensional shapes and use formulas to determine the area of two-dimensional shapes such as triangles and quadrilaterals. They can determine the surface area of three-dimensional shapes composed of rectangles and triangles, and find the volume of right rectangular prisms. They are able to convert like measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions to solve multi-step, real-world problems. They are also able to solve measurement word problems (such as those that involve area, perimeter, distance, time intervals, liquid volumes, mass, and money) that involve simple fractions or decimals. **Data Analysis and Statistics:** Students prepared to exit this level have a basic conceptual understanding of statistical variability, including such concepts as center, spread, and the overall shape of a distribution of data. They can present data using displays such as dot plots, histograms, and box plots.

<u>High Intermediate Basic Education (ABE)</u> **Level 4** TABE **(11–12)** scale scores (grade level 6-8.9): Reading: 518-566 Mathematics: 506-565 Language: 524-559 • **LITERACY / ENGLISH LANGUAGE ARTS**	**Reading**: Individuals who are ready to exit the High Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 925 and 1185). They display increasing facility with academic vocabulary and are able to analyze the impact of a specific word choice on meaning and tone in level-appropriate complex texts. Individuals are able to make logical inferences by offering several pieces of textual evidence. This includes citing evidence to support the analysis of primary and secondary sources in history, as well as analysis of science and technical texts. They are able to summarize and analyze central ideas, including how they are conveyed through particular details in the text. They also are able to analyze how a text makes connections among and distinctions between ideas or events and how major sections of a text contribute to the development of the ideas. They also are able to follow multistep procedures. Individuals are able to identify aspects of a text that reveal point of view and assess how point of view shapes style and content in texts. In addition, they are able to evaluate the validity of specific claims an author makes through the sufficiency of the reasoning and evidence supplied in the text. This includes analyzing how an author responds to conflicting evidence or viewpoints. They are able to analyze how multiple texts address similar themes, including how authors acknowledge and respond to conflicting evidence or viewpoints and include or avoid particular facts. Individuals are also able to analyze the purpose of information presented in diverse media as well as integrate and evaluate content from those sources, including quantitative or technical information presented visually and in words. They are able to produce valid evidence for their findings and assertions, make sound decisions, and solve problems.

	Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to introduce claims, acknowledge alternate or opposing claims, support claims with clear reasons and relevant evidence, and organize them logically in a manner that demonstrates an understanding of the topic. When writing informative texts, individuals are able to examine a topic through the selection, organization, and analysis of relevant facts, concrete details, quotations and other information to aid comprehension. Individuals create cohesion in their writing by clarifying the relationships among ideas, reasons, and evidence; using appropriate transitions; and including a logical progression of ideas, and maintaining consistency in style and tone. Individuals are able to use specific word choices appropriate for the topic, purpose, and audience. They also are able to use technology to produce and publish writing and link to and cite sources. They conduct short research projects, drawing on several sources. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to locate and organize information, assess the credibility and accuracy of each source, and communicate the data and conclusions of others while avoiding plagiarism. **Speaking and Listening:** Individuals ready to exit the High Intermediate level collaborate well as a member of team by building on others' ideas, expressing their own clearly and maintaining a positive attitude. This includes following the rules for collegial discussions and decision-making and tracking progress toward specific goals and deadlines. It also includes the ability to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence and ideas. During these discussions, individuals are able to qualify, alter, or justify their own views in light of the evidence presented by others. Just as in writing, I individuals are able to delineate a speaker's argument, evaluating the soundness of the reasoning and relevance of the evidence. They are able to identify when irrelevant evidence is introduced. They also are able to present their own claims and findings that emphasize salient points in a focused and coherent manner, with relevant evidence, valid reasoning, and well-chosen details. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. **Language:** When writing and speaking, individuals ready to exit the High Intermediate level are able to ensure pronouns are in the proper case, recognize and correct inappropriate shifts in pronoun number and person, and correct vague or unclear pronouns. They know how to form all verb tenses, and recognize and correct inappropriate shifts in verb voice and mood. They know how to recognize and correct misplaced and dangling modifiers. They are able to adapt their speech to a variety of contexts and tasks when indicated. They are able to choose language that expresses ideas precisely and concisely, recognizing and eliminating redundancy and wordiness as well as maintaining consistency in style and tone. Though errors may be present, the meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level–appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

• **MATHEMATICS** • **Level 4** • **Middle Intermediate**	**The Mathematical Practices:** Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can express themselves using the mathematical terms and notation appropriate to the level. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, calculators, and/or spreadsheets. They are able to see patterns and structure in number sets, data, expressions and equations, and geometric figures. **Number Sense and Operations:** Students prepared to exit this level have an understanding of the rational number system, including how rational numbers can be represented on a number line and pairs of rational numbers can be represented on a coordinate plane. They can apply the concept of absolute value to find horizontal and vertical distances. They are able to apply the properties of integer exponents and evaluate, estimate, and compare simple square roots and cube roots. Individuals at this level also understand ratio, rate, and percent concepts, as well as proportional relationships. **Algebraic Thinking:** Students prepared to exit this level understand the connections between proportional relationships, lines, and linear equations. They understand numerical and algebraic expressions, and equations and are able to use them to solve real-world and mathematical problems. They are able to analyze and solve linear equations and pairs of simultaneous linear equations. Individuals at this level are able to define, interpret, and compare linear functions. **Geometry:** Students prepared to exit this level can solve real-world and mathematical problems that involve angle measure, circumference, and area of 2-dimensional figures. They are able to solve problems involving scale drawings of 2-dimensional geometric figures. They understand the concepts of congruence and similarity with respect to 2-dimensional figures. They understand the Pythagorean theorem and can apply it to determine missing lengths in right triangles. **Statistics and Probability:** Students prepared to exit this level can summarize and describe numerical data sets in relation to their context, including determining measures of center and variability and describing patterns and/or striking deviations from patterns. They understand and can apply the concept of chance, or probability. They are able to use scatter plots for bivariate measurement data to describe patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association).

Low Adult Secondary Education (ASE) **Level 5** TABE **(11–12)** scale scores (grade level 9-10.9): Reading: 567-596 Mathematics: 566-594 Language: 560-585	**Reading:** Individuals who are ready to exit Low Adult Secondary Level are able to read fluently texts that measure at the secondary level of complexity (e.g., a Lexile Measure of between 1050 and 1335).14 This includes increasing facility with academic vocabulary and figurative language in level-appropriate complex texts. This includes determining the meaning of symbols and key terms used in a specific scientific or technical context. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well supported inferences about those complex texts. They are able to analyze the development of central ideas over the course of a text and explain how they are refined by particular sentences, paragraphs, or portions of text. They are able to provide an objective summary of a text. They are able to analyze in detail a series of events described in text and determine whether earlier events caused later ones or simply preceded them. They also are able to follow complex multistep directions or procedures. Individuals are able to compare the point of view of two or more authors writing about the same or similar topics. They are able to evaluate the validity of specific claims an author makes through the sufficiency and relevance of the reasoning and evidence supplied. They also are able to identify false statements and

• **LITERACY / ENGLISH LANGUAGE ARTS**	fallacious reasoning. They are able to analyze how multiple texts address related themes and concepts, including challenging texts, such as seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address). In addition, they are able to contrast the findings presented in a text, noting whether those findings support or contradict previous explanations or accounts. Individuals are also able to translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically into words. Through their reading and research, they are able to cite strong and thorough textual evidence for their findings and assertions to make informed decisions and solve problems. **Writing:** Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to introduce precise claims, distinguish the claims from alternate or opposing claims, and support claims with clear reasons and relevant and sufficient evidence. When writing informative texts, they are able to examine a topic through the effective selection, organization, and analysis of well chosen, relevant, and sufficient facts appropriate to the audience's knowledge of the topic. They use appropriate and varied transitions as well as consistency in style and tone to link major sections of the text, create cohesion, and establish clear relationships among claims, reasons, and evidence. Individuals use precise language and domain-specific vocabulary to manage the complexity of the topic. They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source, and communicate the data and conclusions of others while avoiding plagiarism. **Speaking and Listening***:* Individuals ready to exit the Low Adult Secondary level are able to participate in a thoughtful, respectful, and well-reasoned exchange of ideas as a member of a team. As they collaborate with peers, they are able to set rules for collegial discussions and decision making, clear goals and deadlines. They are able to propel these conversations forward by clarifying, verifying or challenging ideas that are presented, actively incorporating others into the discussion, responding thoughtfully to diverse perspectives, and summarizing points of agreement and disagreement. They also are able to qualify, alter, or justify their own views and understanding in light of the evidence and reasoning presented by others. Just as in writing, individuals are able to evaluate a speaker's point of view, and in particular, assess the links among ideas, word choice, and points of emphasis and tone used. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. **Language:** Individuals ready to exit the Low Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. Though some errors may be present, meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

• **MATHEMATICS – Level 5** • **High Intermediate**	**The Mathematical Practices:** Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can reason quantitatively, including using units as a way to solve problems. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as graphing calculators, spreadsheets, and/or computer software. They are able to make generalizations based on patterns and structure they discover in number sets, data, expressions and equations, and geometric figures and use these insights to work more efficiently. **Number Sense and Operations:** Students prepared to exit this level can reason about and solve real-world and mathematical problems that involve the four operations with rational numbers. They can apply the concept of absolute value to demonstrate on a number line their understanding of addition and subtraction with negative and positive rational numbers. Individuals at this level can apply ratio and percent concepts, including using rates and proportional relationships to solve multistep real-world and mathematical problems. **Algebraic Thinking:** Students prepared to exit this level are able to use algebraic and graphical representations to solve real-world and mathematical problems, involving linear equations, inequalities, and pairs of simultaneous linear equations. Individuals at this level are able to use linear functions to describe, analyze, and model linear relationships between quantities. **Geometry:** Students prepared to exit this level can solve real-world and mathematical problems that involve volume and surface area of 3-dimensional geometric figures. They can use informal arguments to establish facts about various angle relationships such as the relationships between angles created when parallel lines are cut by a transversal. They apply the Pythagorean theorem to determine lengths in real-world contexts and distances in the coordinate plane. **Statistics and Probability:** Students prepared to exit this level can use random sampling to draw inferences about a population and are able to draw informal comparative inferences about two populations using measures of center and measures of variability for numerical data from random samples. They can develop, use, and evaluate probability models. They are able to use scatter plots for bivariate measurement data to interpret patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association) and a 2-way table to summarize and interpret bivariate categorical data.

Adult Secondary Education (ASE) **Level 6** TABE **(11–12)** scale scores (grade level 11-12.9): Reading: 596 and above Mathematics: 595 and above Language: 586 and above	**Reading:** Individuals who are ready to exit High Adult Secondary Level are able to read fluently at the college and career readiness level of text complexity (e.g., a Lexile Measure between 1185 and 1385).15 This includes increasing facility with academic vocabulary and figurative language sufficient for reading, writing, speaking, and listening at the college and career readiness level. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences about those complex texts. They are able to summarize the challenging ideas, concepts or processes contained within them. They are able to paraphrase texts in simpler but still accurate terms. Whether they are conducting analyses of complex primary and secondary sources in history or in scientific and technical texts, they are able to analyze how the ideas and concepts within them develop and interact. Individuals are able to assess how points of view shape style and content in texts with particular attention to distinguishing what is directly stated in a text from what is really meant (e.g.,

• **LITERACY / ENGLISH LANGUAGE ARTS**	satire, sarcasm, irony, or understatement). Individuals are able to analyze how multiple texts address related themes and concepts, including challenging texts such as U.S. founding documents (Declaration of Independence, the Bill of Rights). In addition, they are able to compare and contrast treatments of the same topic in several primary and secondary sources. Individuals are also able to integrate and evaluate multiple sources of information presented in diverse media in order to address a question. Through their reading and research at complex levels, they are able to cite strong and thorough textual evidence for their findings and assertions to make sound decisions and solve problems. **Writing:** Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to create an organization that establishes clear relationships among the claim(s), counterclaim(s), reasons and evidence. They fully develop claims and counterclaims, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. When writing informative texts, they are able to organize complex ideas, concepts, and information to make important connections and distinctions through the effective selection and analysis of content. They use appropriate and varied transitions to clarify the relationships among complex ideas, create cohesion, and link major sections of the text. Individuals are able to maintain a formal style while they attend to the norms and conventions of the discipline in which they are writing. They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects that require the synthesis of multiple complex sources to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source in answering the research question, noting any discrepancies among the data collected. **Speaking and Listening:** Individuals ready to exit the High Adult Secondary level demonstrate flexibility, integrity, and initiative when collaborating as an effective member of a team. They are able to manage their time and other resources wisely in order to contribute to the team's overarching goal(s) and meet the agreed upon deadlines. This includes the ability to exercise leadership, resolve conflicts as they arise, and pose and respond to questions that relate the current discussion to broader themes or larger ideas. They are able to express alternative views clearly and persuasively, verify or challenge others' ideas and conclusions, and think creatively and critically in light of the evidence and reasoning presented. Just as in writing, individuals are able to evaluate a speaker's point of view, stance, premises, evidence, reasoning, rhetoric, and tone. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, making strategic use of digital media Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. **Language:** Individuals ready to exit the High Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. The meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

Exhibit B.1. Quantitative Analysis Chart for Determining Text Complexity[16]

CCR Levels of Learning	ATOS	Degrees of Reading Power	Flesch-Kincaid	The Lexile Framework	Reading Maturity
B (Level 2)	2.75–5.14	42–54	1.98–5.34	420–820	3.53–6.13
C (Level 3)	4.97–7.03	52– 60	4.51–7.73	740–1010	5.42–7.92
D (Level 4)	7.00–9.98	57–67	6.51–10.34	925–1185	7.04–9.57
E (Level 5)	9.67–12.01	62–72	8.32–12.12	1050–1335	8.41–10.81
E (Level 6)	11.20–4.10	67–74	10.34–14.2	1185–1385	9.57–12.00

- **MATHEMATICS**
- **Level 6**

The Mathematical Practices: Students prepared to exit this level are able to think critically, make assumptions based on a situation, select an efficient strategy from multiple possible problem solving strategies, plan a solution pathway, and make adjustments as needed when solving problems. They persevere in solving challenging problems, including considering analogous, simpler problems as a way to solving a more complex one. They can reason quantitatively, including through the use of units, and can express themselves using the precise definitions and mathematical terms and notation appropriate to the level. They are accurate in their calculations, use an appropriate level of precision in finding solutions and reporting results, and use estimation strategies to assess the reasonableness of their results. They are able to make conjectures, use logic to defend their conclusions, and can detect faulty thinking and errors caused by improper use of technology. They can create algebraic and geometric models and use them to answer questions, interpret data, make predictions, and solve problems. They can strategically select and use tools, such as measuring devices, calculators, spreadsheets, and/or computer software, to aid in their work. They are able to see patterns and structure in calculations, expressions, and equations and make connections to algebraic generalizations, which they use to work more efficiently.

Number Sense and Operations: Students prepared to exit this level have extended their number sense to include irrational numbers, radicals, and rational exponents and understand and use the set of real numbers. They are able to assess the reasonableness of calculation results based on the limitations of technology or given units and quantities and give results with the appropriate degree of precision.

Algebraic Thinking: Students prepared to exit this level understand the structure of expressions and can use that structure to rewrite linear, exponential, and quadratic expressions. They can add, subtract, and multiply polynomials that involve linear and/or quadratic expressions. They are also able to create linear equations and inequalities and quadratic and simple exponential equations to represent relationships between quantities and can represent constraints by linear equations or inequalities, or by systems of linear equations and/or inequalities. They can interpret the structure of polynomial and rational expressions and use that structure to identify ways to rewrite and operate accurately with them. They can add, subtract, and multiply polynomials that extend beyond quadratics. They are able to rearrange formulas to highlight a quantity of interest, for example rearranging Ohm's law, V = IR, to highlight resistance R. They are also able to create equations and inequalities representing relationships between quantities,

	including those that extend beyond equations or inequalities arising from linear, quadratic, and simple exponential functions to include those arising from simple rational functions. They are able to use these equations/inequalities to solve problems both algebraically and graphically. They can solve linear equations and inequalities; systems of linear equations; quadratic, simple rational, and radical equations in one variable; and recognize how and when extraneous solutions may arise. Students prepared to exit this level also have a basic understanding of functions, can use function notation properly, and use such notation to write a function describing a relationship between two quantities. They are able to evaluate functions for inputs in their domains and interpret linear, quadratic, and exponential functions that arise in applications in terms of the context. They are able to construct, graph, compare, and interpret functions (including, but not limited to, linear, quadratic, and exponential). They can sketch graphs given a verbal description of the relationship and identify and interpret key features of the graphs of functions that arise in applications in a context. They are able to select or define a function that appropriately models a relationship and to compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal description). **Geometry:** Students prepared to exit this level can solve problems involving similarity and congruence criteria for triangles and use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. They can apply the concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTU's per cubic foot). **Data Analysis and Statistics:** Students prepared to exit this level can summarize, represent, and interpret data based on two categorical and quantitative variables, including by using frequency tables. They can compare data sets by looking at commonalities and differences in shape, center, and spread. They can recognize possible associations and trends in data, in particular in linear models, and distinguish between correlation and causation. They interpret one- and two-variable data, including those with linear and non-linear relationships. They interpret the slope (rate of change) and intercept (constant term) for a line of best fit and in the context of the data. They understand and account for extreme points of data in their analysis and interpret relative frequencies (joint, marginal and conditional).

Exhibit B-2 Functioning Level Table ESL			
Beginning ESL Literacy TABE CLAS-E scale scores: (SPL 0-1) Reading: 250-392 Writing: 200-396 Total Reading/Writing: 225-394 Listening: 230-389 Speaking: 231-425 Total Listening/Speaking: 230-407 BEST Plus V 2: 88-361 (SPL 0–1) BEST Literacy: 0–20 (SPL 0–1)	Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.
Low Beginning ESL TABE CLAS-E scale scores: (SPL 2) Reading: 393-436 Writing: 397-445 Total Reading/Writing: 395-441 Listening: 390-437 Speaking: 426-460 Total Listening/Speaking: 408-449 BEST Plus V 2.0: 362-427 (SPL 2) BEST Literacy: 21-52 (SPL 2)	Individual can understand basic greetings, simple phrases, and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers, letters, and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry-level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.
High Beginning ESL TABE CLAS-E scale scores: (SPL 3) Reading: 437-476 Writing: 446-488 Total Reading/Writing: 442-482 Listening: 438-468 Speaking: 461-501 Total Listening/Speaking: 450-485 BEST Plus V 2.0: 428-452 (SPL 3) BEST Literacy: 53-63 (SPL 3)	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.	Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization, and punctuation and has many spelling errors.	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace, and community. Can handle routine entry-level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.
Low Intermediate ESL TABE CLAS-E scale scores: (SPL 4) Reading: 477-508 Writing: 489-520 Total Reading/Writing: 483-514 Listening: 469-514 Speaking: 502-536 Total Listening/Speaking: 486-525 BEST Plus V 2.0: 453-484 (SPL 4) BEST Literacy: 64–67 (SPL 4)	Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry-level jobs that involve some written or oral English communication, but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).

Exhibit B-2 Functioning Level Table ESL

High Intermediate ESL TABE CLAS-E scale scores: (SPL 5) Reading: 509-557 Writing: 521-555 Total Reading/Writing: 515-556 Listening: 515-549 Speaking: 537-567 Total Listening/Speaking: 526-558 BEST Plus V 2.0: 485-524 (SPL 5) BEST Literacy: 68–75 (SPL 6)	Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.
Advanced ESL TABE CLAS-E scale scores: (SPL 6) Reading: 558-588 Writing: 556-612 Total Reading/Writing: 557-600 Listening: 550-607 Speaking: 568-594 Total Listening/Speaking: 559-600 BEST Plus: 525 - 564 (SPL 6) BEST Literacy: 76-78 (SPL 6) Exit Criteria: *BEST Plus V 2.0: 565 and higher (SPL 7) BEST Literacy: 79 and above (SPL 7-8)	Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.	Individual can read moderately complex text related to life roles, descriptions, and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.	Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables, and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.

***BEST Plus 2.0 and BEST Literacy: If an examinee pre-tests into SPL 7 with a BEST Plus scale score of 565 or above or a BEST Literacy scale score of 76 in the NRS Advanced ESL level, use a different ESL assessment that measures higher reading and writing skills to more accurately measure an examinee's language ability. Any student that falls into this category should be re-tested with another assessment at the time of pre-testing in the new academic year.**

If a student comes into the program testing at 76 or higher (or continues into a new year) on BEST Literacy, a different assessment should be given, such as the TABE CLAS-E or reading and language tests, Level E. In addition the BEST Literacy assessment cannot be used to exit the ESL program.

Whenever possible, students who score 541 or higher on BEST Plus 2.0 should be ready for an ELS "bridge" class in order to bridge the gap between ESL and ABE. Low level ABE and high level ESL materials should be combined. This will allow these "bridge" students to improve their English skills while using AE materials to develop reading, writing, math, and vocabulary skills.

Exhibit C - Testing Accommodation Available Upon Request

NOTE: A HSEC candidate can request certain accommodations that do not require prior approval from a state's HSEC Administrator and/or HSEC Testing Services. Candidates should request any of these accommodations prior to arrival for testing. A diagnosed disability is not required to use these accommodations. The accommodations for NRS assessments will follow the HSEC testing guidelines and include the following items that do not require prior approval but do need to be requested in advance:

Colored transparent overlays: These devices, which resemble tinted overhead transparencies, are widely used by persons with visual impairments and those with learning disabilities who have difficulty decoding written words and symbols**.**

Clear transparent overlays and highlighter: The combination of clear (untainted) overlays and a highlighter can be used with the candidate who needs to use a highlighter while reading. The highlighting takes place on the clear overlay and protects the test booklet from becoming marked. All used overlays must be collected at the end of each testing session.

Temporary adhesive notes with spatial directions: Candidates can affix temporary "sticky" notes (e.g. Post-it Notes) on the answer sheet to accommodate a disability affecting spatial orientation. For example, the candidate might flag the sheet for top, bottom, right, and left. For security reasons, the HSEC Testing Center must supply these adhesive notes to the examinee.

Ear Plugs: The candidate may use earplugs as an aid in concentration.

Large Print form of the test: The candidate may use the large print edition (18 point font) of the tests under normal test time limits upon request to the Examiner.

Magnifying devices: The candidate may use his or her preferred type of magnifying device during test taking. Note: Measuring devices such as rulers and scales may not be used because they may serve as an unauthorized aid in certain portions of the tests.

Priority Seating: A candidate may request to be seated near the front of the room in order to better hear instructions, or in some other location (in the same room) to avoid distractions.

Straightedge: Candidates may use a plain, unmarked straightedge made from any safe materials as an aid in spatial orientation and reading. If the straightedge is an additional piece of scratch paper issued by the Examiner, it must be collected at the end of the testing session and destroyed with any other scratch paper.

Fluorescent Lighting: Candidates may request permission to 1) wear hats or caps to limit the effects of fluorescent lighting causing visual stress syndrome or 2) sit near a window or away from fluorescent lighting.

Other Adaptive Devices: Items such as pencil holders, writing braces, or graph paper may be used so long as it does not provide an unfair advantage to the test-taker. Assistive technology like the Kurzweil scan/reader, JAWS screen reading program for the Blind, ZoomTest Screen Magnification, Ergonomic Keyboards and track balls, NaturallySpeaking Voice Recognition software, Big Keys numeric pad and headsets to block noise may be available.

Note: It is the Chief Examiner's prerogative to examine any materials to ensure that they do not contain any unauthorized testing aids.

Providing Accommodations Using TABE Assessments:

DISABILITY	TEST ADMINISTRATION PROCEDURES	TABE TEST FORMS AVAILABLE
Specific learning disability such as dyslexia, dyscalculia, receptive aphasia, hyperactivity, written language disorder, attention deficit disorder or ADHD	Extended time or alternate schedule Frequent breaks Scribe/writer/alternate room Computer with spelling and grammar check disabled Simple calculator for Level A/B only	Large-print tests
Deaf or hearing impaired	Sign language interpreter for test directions only Head phones for those taking a listening test	Braille
Blind or visually impaired	Magnifier Extended time Alternate site/equipment	Large-print TABE tests
Mobility impairment	Scribe/writer/communication board	Computer-based TABE tests
Psychiatric disability such as schizophrenia, major depression	Extended time Supervised breaks	
Developmental disability such as autism, cerebral palsy, epilepsy, mental retardation	Recommendation from physician is suggested Private room	

Exhibit D - Definitions for Terms in This Policy:

Assessment for Accountability – To ensure comparability of the meaning of the educational functioning levels across all programs in the State, all programs must use standardized assessment procedures that conform to the State's assessment policy when determining students' educational functioning levels. The assessment procedure must include a standardized test or standardized performance-based assessment with a standardized scoring rubric that has been approved by the Office of Career and Technical Adult Education (OCTAE) within the US Department of Education for measuring educational gain within the NRS framework. OCTAE conducts the approval process annually using panels of independent experts in assessment, who evaluate assessments according to the process outlined in 34 CFR Part 462 (see Federal Register, Vol. 73, No. 9, January 14, 2008). Note: the assessment must provide a way to translate scores on the assessment to the NRS educational functioning levels and the method used to establish this translation. Students in distance education should be post-tested after the same amount of instructional time as other students, according to the state's approved NRS assessment policy.

Assessment for Instruction - Self-made or publisher made tests are an informal assessment used to guide instruction, assist in identifying gaps requiring further instruction, and to help in establishing individual learning plans. It is recommended that local programs encourage the use of informal assessment to inform overall performance in specific subject areas. Many computer-based curriculums have built –in assessments for placement which align with the NRS levels. These should be considered informal assessments and do not replace standardized testing for pre and post-testing.

Educational Gain – Educational gain measures the primary purpose of the adult education program: to improve the basic literacy skills of participants. This goal is the reason that all students are counted in the educational gain measure. The NRS approach to measuring educational gain is to define a set of educational functioning levels at which students are initially placed based on their abilities to perform literacy-related tasks in specific content areas. After a set time period or number of instructional hours set by the State, students are again assessed to determine their skill levels. If their skills have improved sufficiently to be placed one or more levels higher, an "advance" is recorded for that student.

Standardized Tests – a standardized test is uniformly developed, administered, and scored, must be both valid and reliable. These terms are defined by NRS as follows:
Content validity of an assessment is the extent to which the items/tasks of the instrument cover the domain of interest. For the NRS, the domain of interest is comprised of the skills used to describe the educational functioning levels for ABE and ESL.

Reliability refers to the degree of consistency in performance on an assessment; that is, the extent to which an examinee would be expected to perform similarly across multiple administrations of the instrument or under different conditions. An important condition that can differ across administrations of a particular instrument to be used for the NRS is the form of the instrument administered.

While standardized tests (TABE 9 & 10, GAIN and BEST Plus and or BEST Literacy), are required for all students entering AE classes and identifies the student's EFL placement and movement, it is recommended that local programs use additional informal tests (chapter tests, pre and posttests in instructional materials, self-made tests, instructional-based assessments, etc.) to further assist in identifying a student's strengths, areas requiring study and overall performance.

Assessment can be used in the following ways:

- Placement decisions – measure the extent of the student's academic skills upon entry into the AE program to ensure appropriate class placement.
- Instructional planning – to develop individual learning plans and/or course curriculum but is not used to frequently identify small gains – informal assessments are used for this.
- Assessment of student progress – by use of a post-test, determines the gain in academic skills of an individual.
- Program evaluation – to determine effectiveness of a course or program when both a pre and posttest is administered.
- Accountability for the NRS – to report student progress within an accountability system, such as the NRS, for AE.

Stopped-Out: When an enrolled student has not attended for 90 days or less and then returns to re-enter the program.

Wyoming Adult Education Post-Testing Exception Form

Exhibit E - Adult Education Post-Testing Exception Form

(A signed copy with the local director's signature must be kept in the student file for monitoring and/or auditing purposes. A copy must also be uploaded into LACES in the document section. Exceptions are to be rare and limited.)

Provider Information

Date:

Program Name:

Person Submitting:

Student Information

Student DOB:

Student Name:

Student's number of attendance hours:

PLEASE NOTE: YOU MUST PROVIDE BOTH A <u>REASON FOR THE REQUEST</u> AS WELL AS <u>EVIDENCE</u> OF POSSIBLE GAIN TO BE IN COMPLIANCE WITH THE ASSESSMENT POLICY.

Reason for Request <u>documented in student file</u> and attached to this form

☐ Student has received at least 30 hours of contact and instruction, is ready to take his/her last High School Equivalency test, and has stated that he/she will not return to class after completing the test

☐ Release from prison with a Planned Release Date before 45 hours of instruction will be acquired

☐ Student has accrued 30 or more hours between program years and since last test

☐ Other, please explain:

Evidence of possible gain that has been <u>placed in student file</u> and attached to this form

☐ A passing High School Equivalency Test score or a HiSET Official Practice Test with a result of "adequately prepared" or higher

☐ Classroom assessments that indicate a significant skill gain

☐ Student has accrued 30 or more hours and is moving out of the area. There is a possibility of gain.

☐ Other, please explain:

Director's signed approval has been <u>placed in student file</u>

☐ Director has approved this request

Local Director's Signature: _____ Date:_____

Part IV. Distance Learning Protocol and Guidance
Policy #01202020: Wyoming's Distance Learning Assessment Policy

Introduction
This policy is intended to define distance learning delivery for all Wyoming Adult Education (AE) programs that integrate distance learning into their regular AE learning activities. This document is based on the National Reporting System (NRS) distance learning guidelines and incorporates ideas and procedures developed by the Wyoming Community College Commission.

The Need for Distance Education
Wyoming has identified the need for distance learning as a means to improve the state's AE outcomes. The vast and remote regions of Wyoming have many small communities where it is economically unfeasible to use local teachers to serve those in need of literacy services. Wyoming has 23 counties, with an average of 6 people per square mile. Distance education provides a viable option for instruction and a way to recruit a larger population of students previously without access to AE services.

By implementing distance learning, AE programs will be able to reach the under-skilled adults who may be employed or unemployed by offering flexible hours and instruction through various types of media.

Students enrolled in distance education now have the same opportunity as traditional students to receive quality instruction from trained, knowledgeable instructors. The greatest attraction to distance learning is the ability of instructors to design delivery around student schedules and life circumstances, enhancing engagement and retention.

Under the Workforce Innovation and Opportunity Act (WIOA) the effective use of technology is highlighted within the thirteen considerations when selecting providers. It states, "effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services and systems lead to improved performance."

The definition from the NRS Guidelines was used:

> **Distance Education**—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 learners through communication via mail, telephone, e-mail or online technologies and software.

Note: *For participants who receive both distance education and traditional classroom instruction during a program year (such as through a blended distance-classroom approach or concurrent enrollment in both types of instruction) the State defines a student with 51% of their instructional time in distance learning to be a distance learner and thus reported on the NRS reports as such.*

It is common for adult learners to take traditional classroom-based, blended and or distance learning services during the same year. The majority of Wyoming distance learners preferred to receive both distance education and traditional classroom instruction during a program year.

General Distance Learning Requirements- Distance Education

The National Reporting System (NRS) definition is used by all Wyoming programs offering this service. Completion of instructional activities in a computer lab for traditional classes does not qualify as distance education. Distance learning materials are delivered through a variety of media including, but not limited to:

- Print
- Video
- Audio recordings
- Broadcasts
- Computer software
- Web-based programs
- Other online technology

Teachers support distance learners through communication via mail, telephone, e-mail, or online technologies and software.

Definition of Adult Education Learners

Traditional Learners: Students who receive the majority of their instruction through traditional face-to-face instruction.
Distance Learners: Students who receive a majority (51%) of their instruction through distance education services.
Blended Learners: Students who receive a majority of their instruction through traditional face-to-face instruction and also participate in distance education activities

Tracking of Hours for NRS

Instructors will keep track of student time in the Wyoming management information system LACES by LiteracyPro Systems. Attendance hours will be entered in LACES in distance learning classes and in the traditional classroom setting. Students are classified as distance learners if fifty-one percent of their hours are logged as distance education for NRS reporting. If they had forty-nine percent or less they are counted as traditional classroom learners. This designation is determined at the end of the fiscal year once all hours of instruction have been entered into LACES.

When using software products, the system must be able to track time spent on task or time spent before the student timed-out after a preset period of inactivity

Part II: Assessment, Contact Hours and Approved Curricula

Approved Distance Education Curricula

Wyoming recognizes the list in Exhibit F "Approved Curriculum for Distance Learning" for use by AE programs. As instructors become more experienced and skilled at delivering distance education, Wyoming will draw from multiple sources to best support instructors and the needs of their students. The state will approve additional curricula based on investigation and data analysis of products which meet the distance learning requirements.

Requirements for Measuring Contact Hours

Students in distance education must have at least 12 hours of direct face-to-face contact with an AE program before they can be counted as a distance learner for federal reporting purposes. Beyond the initial 12 hours, contact hours can be a combination of direct contact and distance activities. Direct contact hours must involve interaction between the learner and the staff in real time where the identity of the learner can be verified. Distance learning instruction may include a wider range of activities than those accepted for a traditional classroom, such as:

- Face-to-face contact: orientation to online software, intake, pre-testing, post-testing, goal setting, career counseling
- Live online discussions
- Telephone conversations
- Live video broadcast to remote location
- Virtual classroom environments

Proxy Contact Hours

Proxy contact hours are defined in one of the three ways listed below. Hours utilizing approved software must be associated with one of the approved distance learning models of instruction:

- Clock Time Model – Assigns contact hours based on time a learner is engaged in a software program that tracks time. A fifteen (15) minute idle time must be identified as an exit time from the system.
- Teacher Verification Model-Assigns a fixed number of hours of credit for each assignment based on the teacher's determination of the extent to which a learner engaged in, or completed, the assignment.
- Learner Mastery Model – Assigns a fixed number of hours based on the learner passing a test (70%) on the content of the lesson.

While using proxy hours, it is important to understand that the identity of the learner and the exact time spent on a learning activity cannot always be verified directly. Proxy hours are an approximation of what the "average" student needs to reach a mastery level.

Reporting Proxy Hours

Clock Time Model

- Wyoming AE has adopted software programs that identify active learning time. This incorporation has simplified reporting clock time proxy hours for Wyoming distance learning instructors. Proxy hours in the Clock Time Model are tracked electronically.
- Proxy hours calculated through the Clock Time Model must utilize curricula that electronically tracks time the student spends interacting with instructional material and disconnects after a preset period of inactivity. Publishers must assure that a maximum of 15 minutes of inactivity occurs before disconnection.

Teacher Verification Model

- Proxy hours in the Teacher Verification Model are awarded for various activities completed by the participant and verified by the instructor. These proxy hours are pre-determined for each activity.
- Reporting proxy hours for the Teacher Verification model in Wyoming, must be based upon the participants earned scores for the approved print based materials (See Exhibit F: Approved Curriculum for Distance Learning) as follows:

    - Completion at 75% or higher: up to 5 hours per unit
    - Completion at 60-74%: up to 4 hours per unit
    - Completion between 50-60%: up to 3 hours per unit
    - Completion at less than 50%: up to 2 hours per unit

Note: Participants who complete one of the post tests at the end of each unit and show mastery at 70% or higher can be awarded up to 1 additional proxy hour.

Hours may not be awarded until each unit is completed.

Learner Mastery Model

- Proxy hours in the Learner Mastery Model are awarded when the students pass a test demonstrated mastery of the course content. These proxy hours are predetermined as shown in Exhibit F "Approved Curriculum for Distance Learning"

Instructors enter approved attendance hours into LACES for managing and monitoring student distance learning. "Proxy" hours are also tracked in the student file.

Each local program offering distance learning must clearly identify distance learning hours in LACES and require instructors to enter the time tracked by the software for each unit the student completes. All distance learner data will be reported on the federal form NRS Table 4C.

Instructional Time

Instructors will count both direct contact hours and distance education proxy hours. Report these hours into LACES to calculate instructional time. Traditional class hours and proxy hours are recorded separately on a weekly basis. At the end of each program year, LACES will classify students either as distance learners or as traditional learners, depending on where the majority (51%) of their time has been spent.

Assessment of Students in Distance Education

Assessment administration for the TABE or either BEST assessments for pre-test and post-test is required at a proctored program site within the state. Distance Learning students are to be pre tested in the first 12 hours and post-tested after the same amount of instructional time as traditional classroom students. Student contact hours will be tracked in the LACES data system. Upon completion of 40-60 hours of instruction for all AE students at NRS levels 1-4 or 30 hours minimum for ASE students at NRS levels of 5 and 6, instructors will be advised that it is time to administer a post-test. Alternative forms of the test should be used. ESL students will be tested after 60 hours with TABE CLAS-E or BEST assessments.

- Intake, career service course, career pathways course, pre-testing and post-testing can be administered on-site and face-to-face at the Wyoming AE centers or by virtual means.
- The TABE or BEST assessment tool will be administered in person by a trained TABE/BEST examiner/instructor using standardized assessment procedures.
- All official practice tests will be administered in person by a local instructor using standardized assessment protocols or through approved virtual testing protocols as outlined in the State Assessment policy.
- Determining posttest time and procedures for testing for NRS reporting are the same as those used in the traditional classroom.
- Assessments not conducted through face-to-face interaction with a trained test administrator in a secure setting are not allowed for NRS reporting. This conforms to the validity and reliability necessary for reporting these scores.

Part III: Application and Approval Procedures to Operate a Distance Learning Program

Wyoming will allow AE programs the option of implementing a distance learning program at their centers in addition to maintaining the traditional classroom and/or virtual setting. Each AE program interested in offering a distance learning program will follow these procedures:

- Indicate in the grant application that distance education or a combination of distance learning and traditional classroom hours, or hybrid program of study, will be available.
- Select one individual to become the lead distance learning instructor for the center. This individual must be able to perform a variety of duties including assessment, data entry, counseling, and instruction.
- Complete training as a team (program director, lead instructor and other identified distance learning staff), in order to understand the process and policies of distance learning.
- Coordinate marketing efforts to recruit additional potential distance learning students.
- Maintain communication with state staff via e-mail or telephone if challenges arise with distance learning software.
- Develop a distance learning plan including:
    - Analysis of employer's needs
    - An assessment of students' successes
    - A goal to increase the number of distance learners served with an accompanying marketing plan

Note: The Wyoming distance learning project was based on bridging the gap between local employers, remote learner's needs, and Wyoming AE programs. Ideally, all programs will continue to use this format as a means of recruiting distance learning students.

Funding for Distance Learning
The Wyoming Community College Commission (WCCC) AE program allows local AE providers to include all expenditures for equipment, supplies, and staff time required for the implementation of a successful distance learning program in their local application budgets. No specialized distance education grants are offered for distance learning.

Local Program Contribution
Programs that implement distance learning must adhere to the Distance Learning Assessment Policy. Programs may need to fund additional time and resources for distance education. It is also imperative to budget for increased marketing costs during the first year of implementation.

Training Requirements
WCCC realizes that distance learning is different from classroom teaching and requires classroom instructors to develop new skills. The program director and staff will also be expected to participate in all state required trainings as additional online resources and curricula are added to the state's distance delivery system.

Final Report
Each program will write an annual report with specific data supporting the request to continue distance learning services. NRS Tables 4C will be run on the distance learners and compared to the traditional students. Continuous improvement goals must be established each year.

NRS Table 4C

Educational Gains and Attendance for Participants in Distance Education

Enter number of distance education participants for each category listed, calculate percentage of participants completing each level, and enter total proxy and direct attendance hours.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving MSG's (F)	Number Remaining in Program without MSG's (G)	Percentage Achiving MSG's (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation with MSG's (J)	Percentage of Periods of Particiation with MSG's (K)
ABE Beginning Literacy										
ABE Beginning Basic										
ABE Intermediate Low										
ABE Intermediate High										
ASE Low										
ASE High*										
ESL Beginning Literacy										
ESL Low Beginning										
ESL High Beginning										
ESL Intermediate Low										
ESL Intermediate High										
ESL Advanced										
Total										

Include in this table only participants who are counted as distance education participants . This table is a subset of the participants reported in Table 4.

- Use participant's pretest score for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns D through G.
- The number in column D is the number of participants who completed one or more Educational Functioning Level gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units: or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column E is the number of participants who attained a secondary school diploma or its equivalent.
- Enter only the most recent achievement, if attained, per participant in column D or column E.

- Column F is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column G is number of participants who remain enrolled and achieved no measurable skill gain.
- Column D + E + F + G should equal the total in column B.
- Column H is calculated using the following formula: (Column H) = (Column D + Column E) / (Column B)
- Column I is the total number of periods of participation for each participant. A participant may have more than one period of participation.
- Column J is the number of periods of participation in which a Measurable Skill Gain is achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Participants may achieve more than one gain per period of participation. However, a maximum of one gain per period of participation is reported in column J.
- Column K is calculated using the following formula: (Column K) = (Column J) / (Column I)Each row total in Column *H* is calculated using the following formula: $H = \frac{ColumnD}{ColumnB}$

Work-based project learners are not included in this table.
*Completion of ASE high level is attainment of a secondary credential or passing HSEC tests.

Exhibit F - Approved Curriculum for Distance Education

Title	Audience	Model	Criteria for Awarding Proxy Hours	Delivery Mode	Notes and Contact Information	Description
Aztec: -HiSet Prep -TASC Prep -Work Ready -Becoming a US Citizen -Learning Financial Literacy -Bridge Series -Foundation Series	ABE/ASE	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	Supplementary hard copy workbooks and/or other supplementary materials provided by Aztec and completed by students cannot be counted as proxy hours. Aztec Software 51 Commerce Street Springfield, NJ 07081 800-273-0033/913-258-0011 http://www.aztecsoftware.com/aztec/	Aztec assists adult learners with assessing and remediating their learning needs. Aztec's focus is to help identify a learner's deficiencies, remediate those deficiencies, and prepare the learner with the life skills essential for his/her post-secondary experience. Build a Solid Foundation is aligned with TABE levels E & M. Building a Bridge to a Brighter Future is aligned to TABE level D and Pre HSE.
Burlington English	ESL	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. After a preset period of inactivity, the system stops counting time on task.	online	Supplementary hard copy workbooks and/or other supplementary materials provided by Burlington English and completed by students cannot be counted as proxy hours. BURLINGTON ENGLISH INC. 4800 N. Federal Hwy, Suite E207 Boca Raton, FL 33431 https://www.burlingtonenglish.com/ Phone: (561) 672 7826 Fax: (561) 672 7827 Email: info@BurlingtonEnglish.us 1(855) USA-BURL / 1(855) 872-2875	Burlington English offers 50 English language courses plus online training.
Common Core Basics	ABE/HSE	Teacher Verification	Teacher determines the percentage of each lesson completed.	Print	McGraw Hill Education P.O. Box 182605 Columbus, OH 43218 800-338-3987	Common Core Basics helps students build the essential test readiness skills necessary to master the 2014 GED® and/or HiSET exam. The curriculum builds key skills, strategies, and content knowledge for high school equivalency exams in the areas of Reading, Writing, Math, Science, and Social Studies.

Crossroads Café	Beginning Low to Intermediate High ESL	Mastery	Students receive 10 proxy hours for each of the 26 units if they master each of the unit activities and tests with at least 70% proficiency.	online, video, print	Access to videos: https://www.ket.org/series/XRDC/ KET Adult Learning, 600 Cooper Drive Lexington, KY 40502-2200 800.354.9067, fax 859.258.7396.	Crossroads Café is a video and workbook series that includes 26 lessons focusing on English Language skills development for ESOL learners.
Edmentum - PLATO courseware	ABE/ASE	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	Supplementary hard copy workbooks and activities provided by Plato and completed by students cannot be counted as proxy hours. http://edmentum.com	Plato Courseware provides proven online curriculum, personalized instruction, and assessments to prepare your adult learners for college and career success. Our solutions enhance the learning process with the quality, flexibility, interactivity, and online access that are vital to prepare your adult learners for the next step in their career or education. You can easily search for courses and content by instructional objective and subject area. This enhanced organizational structure makes finding appropriate content for all types of learners easier than ever.
English Discoveries	ESL	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	http://englishdiscoveries.net/	English Discoveries is an interactive online education software program for ESL students.
Easy English	Low Beginning ESL to High Intermediate ESL	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	Supplementary hard copy workbooks and/or other supplementary materials provided by Easy English and completed by students cannot be counted as proxy hours in TEAMS. www.easyenglish.com	Easy English has English level test, ESL classes, Reading and Listening tests, games in grammar, vocabulary, pronunciation and spelling.

Essential Education - HiSET Academy	ABE/ASE	Clock time	System tracks time on task for each activity completed and times students out after preset period of inactivity.	online	Supplementary hard copy workbooks and/or other supplementary materials provided by Essential Education and completed by students cannot be counted as proxy hours. http://essentialed.com 800-931-8069	Essential Education's instructional programs (HiSET Academy, GED Academy) feature a built-in assessment that creates a customized learning plan for each student, then adjusts the plan automatically as the student learns.
KAHN Academy	ABE/ASE	Clock time	Teacher must set up a classroom for the students, then time can be tracked on task per student.	online	www.kahnacademy.org Khan Academy P.O. Box 1630 Mountain View, CA 94042	The online system provides a complete array of course work including Math, science & engineering, history, reading, economics and test prep. Articles and videos support learning.
Prealgebra & Intermediate Algebra, 2nd Edition by Elayn Martin-Gay Workbook	ABE/ASE	Teacher Verification	Participants receive proxy hours for completing each workbook unit as follows: • Completion at 75% or higher: 5 hours per unit • Completion at 60-74%: 4 hours per unit • Completion between 50-60%: 3 hours per unit • Completion at less than 50%: 2 hours per unit Note: Participants must complete one of the post tests at the end of each unit at 70% to receive an additional 1 proxy hour for the unit.	print	Unit 1: Whole Numbers-pages 1-48 Unit 2: Integers & Introduction to Solving Equations-pages 49-82 Unit 3: Solving Equations & Problem Solving- pages 83-108 Unit 4: Fractions & Mixed Numbers-pages 109-162 Unit 5: Decimals-pages 163-206 Unit 6: Percent-pages 207-252 Unit 7: Graphs & Triangle Applications-pages 253-294 Unit 8: Geometry & Measurement-pages 295-332 Unit 9: Equations, Inequalities, & Problem Solving-pages 333-368 Unit 10: Exponents & Polynomials-pgs 369-408 Unit 11: Factoring Polynomials-pages 409-446 Unit 12: Rational Expressions-pages 447-488 Unit 13: Graphing Equations & Inequalities-pages 489-554 Unit 14: Systems of Equations-pages 555-588 Unit 15: Roots & Radicals-pages 589-620 Unit 16: Quadratic Equations-pages 621- 646 Publisher: Martin-Gay, University of New Orleans, Lakefront	The workbook supplements the textbook used in the Adult Education managed classroom environment.

Reading Horizons Elevate	ABE/ESL	Clock time	The system tracks the time spent in each area of the program. The time on task for each activity is counted as proxy hours. Reports show time on tasks within lessons, library, and vocabulary sections. The system times students out after 10 minutes of inactivity.	online	Reading Horizons Corporate Headquarters 60 North Cutler Drive, Suite 101 North Salt Lake, Utah 84054 http://readinghorizons.com info@readinghorizons.com 800-333-0054 (Toll Free) 801-295-7088 (Fax)	Reading Horizons teaches beginning, readers, struggling readers, and English Language Learners.
Rosetta Stone	Beginning Low ESL to Intermediate High ESL	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	Supplementary hard copy workbooks and/or other support materials provided by Rosetta Stone and completed by students cannot be counted as proxy hours. Rosetta Stone 1621 W. Kent Street, Suite 1200 Arlington, VA 22209 http://www.rosettastone.com	Rosetta stone prepares the student to use real world language.
Teknimedia	ABE/ASE, HSEC, and ESL	Clock time	System must track time and log out participants after preset period of inactivity	online	Supplementary hard copy workbooks and/or other support materials provided by Teknimedia cannot be counted as proxy hours.	Teknimedia
TypingWeb	ESL, ABE, workplace	Clock time	System tracks time and logs participants out after present period of inactivity	online	https://www.typing.com/.	This is a free tool that tracks participant hours that they spend on the computer typing, and it will measure their progress. The program offers certifications that the participants can take. There is a variety of tests that the participants can take to watch their progress.

USA Learns - 1st English Course	Beginning ESL	Mastery	USA Learns, Part 1 contains 20 units. Students receive three proxy hours for each unit completed. Important: Students must complete each unit exam with at least 70% proficiency before proxy hours are awarded. There are a maximum of 60 proxy hours allowed.	online	www.usalearns.org	USA Learns is a free internet-based, multimedia website for English language learners. Each episode contains a series of vocabulary, comprehension, and grammar exercises.