



# **Missouri**

## **Adult Education and Literacy**

### **State Assessment Policy**

**Missouri Department of Elementary  
and Secondary Education**

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# Missouri AEL State Assessment Policy

## 1. INTRODUCTION

The Missouri Department of Elementary and Secondary Education's (DESE) Adult Education and Literacy (AEL) program is directly affected by federal legislation known as the Workforce Investment Act of 1998. The Workforce Investment Act includes Title II, Adult Education and Family Literacy Act which mandates continuous improvement with regard to three core indicators of program effectiveness: (1) participants' educational gain; (2) participants' outcomes of gaining and retaining employment, and entering into, and retention in, post-secondary education or training; and (3) participants' acquisition of a secondary school diploma or its recognized equivalent. All states are required to set performance standards (benchmarks for performance), and states' program effectiveness will be judged in part by whether the standards are met. This policy guide will address the following:

- General information to provide context to the reason for a statewide assessment policy.
- General requirements to be followed in defining students, assessing students and report assessment results.

Section 515 of the United States Public Law 106-554, Treasury and General Government Appropriations Act for Fiscal Year 2001, directed the U.S. Office of Management and Budget (OMB) to issue government-wide guidelines that "provide policy and procedural guidance to Federal agencies for ensuring and maximizing the quality, objectivity, utility, and integrity of information (including statistical information) disseminated by Federal agencies." Information includes any communication or representation of knowledge, such as facts or data, in any medium or form (textual, numerical, graphic, cartographic, narrative, or audiovisual forms).

In response to the OMB mandate, the U. S. Department of Education developed and disseminated a document titled U. S. Department of Education Information Quality Guidelines that outlines its policies and procedures for reviewing and substantiating the quality of information and data it disseminates. The U. S. Department of Education requires that states maximize the quality of information and data related to Adult Education and Literacy program performance.

Information and data quality is important to the Missouri AEL program and Missouri AEL service providers (hereinafter referred to as "Missouri AEL service providers) because:

- DESE must report financial data, statistical data, and other information describing the educational achievement, goal attainment, demographic and socioeconomic characteristics, and employment outcomes of Missouri Adult Education and Literacy participants to the U. S. Department of Education.
- High quality information is required to demonstrate evidence of effective program service delivery.

- Educators, researchers, policymakers, and the public use information and data that DESE disseminates for a variety of purposes. Thus, it is important that the information DESE disseminates is accurate and reliable.
- DESE relies on high quality information and data to make sound decisions in the administration of its grant programs.

## **II. THE NATIONAL REPORTING SYSTEM (NRS)**

The U.S. Department of Education, Division of Adult Education and Literacy, and a consortium of State Directors of Adult Education designed the National Reporting System (NRS) as a medium for states to report annual performance information and data. The NRS was formally adopted in 1997 to satisfy a mandate of the 1993 Government Performance and Review Act (GPRA) that all states document and demonstrate program performance. The voluntary nature of the NRS changed in 1998 when Title II, Adult Education and Family Literacy Act, of the Workforce Investment Act established accountability requirements.

Those accountability requirements included a mandate that states develop outcome-based performance standards for adult education programs. The NRS established measures and methods that meet requirements of the Workforce Investment Act.

**Data Collection** - All Missouri AEL program providers are required to collect and report selected adult participant information and data to: (1) guide Missouri AEL program providers in program management and improvement activities, (2) guide professional development planning and implementation at both local and state levels, (3) facilitate efficient and effective management of statewide Adult Education and Literacy resources, and (4) satisfy accountability requirements of the NRS.

**NRS Measures** - NRS standards require that states collect and report specific information and data, called measures, for the Annual Statistical Performance Report. The NRS measures include core and secondary measures. Core measures apply to all Adult Education and Literacy participants who attend classes for 12 hours or more. States must develop standards for participants' performance and negotiate those standards for core outcome measures with the U.S. Department of Education. The U.S. Department of Education may award incentive grants to those states that meet or exceed those agreed-upon performance standards. Missouri AEL program providers that meet or exceed performance standards may receive a share of those incentives. Missouri AEL program providers may also receive annual performance funding for participants' achievement of higher educational functional levels and GED achievement. Core measures include:

- Outcome measures – These measures are participants' educational gain, entering into and retention in employment, receipt of secondary school diploma or GED certificate, and placement in postsecondary education or training.
- Descriptive measures – These measures are participants' demographics, reasons for attendance, and student status.

- Participation measures – These measures are measurement of contact hours and participation in instructional programs for special populations, such as workplace literacy and family literacy.

The NRS standards also include optional secondary measures that are related to employment, family and community. States may deem these measures important to understanding and evaluating Adult Education and Literacy programs. However, these secondary measures will not be used as a basis for incentive grant awards to states.

**Core Outcome Measures** - Core Outcome Measure #1: Educational Gain – Learner completes or advances one or more educational functioning levels from assessed level at initial entry into the program. The following table presents entry-level descriptors for the educational functioning levels.

<b>Core Outcome Measure # 1</b>		
<b>Educational Functioning Levels – Adult Basic Education (ABE)</b>		
<b>Level</b>	<b>Level Descriptor</b>	<b>Functional &amp; Workplace Skills</b>
<b>1</b>	<b>Beginning ABE Literacy</b> <b>TABE (9–10) scale scores:</b> Reading: 367 and below Total Math: 313 and below Language: 389 and below	Learner has little or no ability to read basic signs and maps; has little or no written communication or computational skills; can handle routine entry-level jobs.
<b>2</b>	<b>Beginning Basic Education</b> <b>TABE (9–10) scale scores:</b> Reading: 368–460 Total Math: 314–441 Language: 390–490	Learner reads simple instructions, signs, and maps. Completes simple forms; handles basic entry-level tasks; has minimal computer and technology skills.
<b>3</b>	<b>Low Intermediate Basic Education</b> <b>TABE (9–10) scale scores:</b> Reading: 461–517 Total Math: 442–505 Language: 491–523	Learner can complete job applications, written orders, and medical forms; reads simple charts and graphs; performs routine computer and technology tasks; writes short reports and essays.

4	<p><b>High Intermediate Basic Education</b></p> <p><b>TABE (9–10) scale scores:</b></p> <p>Reading: 518-566  Total Math: 506–565  Language: 524–559</p> <p><b>WorkKeys scale scores:</b></p> <p>Reading for Information: 75–78  Writing: 75–77  Applied Mathematics: 75–77</p>	<p>Learner translates graphs, charts, and multi-step diagrams; reads procedural documents and repair manuals; uses most basic computer software.</p>
<b>Educational Functioning Levels – Adult Secondary Education (ASE)</b>		
5	<p><b>Low Adult Secondary Education</b></p> <p><b>TABE (9–10) scale scores:</b></p> <p>Reading: 567–595  Total Math: 566–594  Language: 560–585</p> <p><b>WorkKeys scale scores:</b></p> <p>Reading for Information: 79–81  Writing: 78–85  Applied Mathematics: 78–81</p>	<p>Learner follows multi-step directions; reads common legal forms and complex manuals; interprets and integrates information from several sources; is proficient with computer and technology operations.</p>
6	<p><b>High Adult Secondary Education</b></p> <p><b>TABE (9–10) scale scores:</b></p> <p>Reading: 596 and above  Total Math: 595 and above  Language: 586 and above</p> <p><b>WorkKeys scale scores:</b></p> <p>Reading for Information: 82–90  Writing: 86–90  Applied Mathematics: 82–90</p>	<p>Learner reads complex technical information and comprehends some college level textbooks and apprentice manuals; can function in job situations requiring higher order thinking processes; adapts computer software and technology to new situations.</p>

<b>Educational Functioning Levels – English-as-a-Second Language (ESL)</b>		
<b>Level</b>	<b>Level Description</b>	<b>Functional and Workplace Skills</b>
<b>1</b>	<b>Beginning ESL Literacy</b> <b>CASAS scale scores</b> 180 and below	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words. May recognize only common words, signs or symbols (e.g., name, stop sign, product logos). Can handle only very routine entry-level jobs that do not require oral or written communication in English. May have no knowledge or use of computers.
<b>2</b>	<b>Low Beginning ESL</b> <b>CASAS scale scores</b> Reading: 181–190 Listening: 181–190 Math: 181–190 Writing: 136-145	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.
<b>3</b>	<b>High Beginning ESL</b> <b>CASAS scale scores</b> Reading: 191–200 Listening: 191–200 Math: 191–200 Writing: 146- 200	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.
<b>4</b>	<b>Low Intermediate ESL</b> <b>CASAS scale scores</b> Reading: 201–210 Listening: 201–210 Math: 201–210 Writing: 201–225	Individual can interpret simple directions, schedules, signs, and maps, etc. Completes simple forms but needs support on some documents that are not simplified. Can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be clarified orally or through demonstration. Individual may be able to use simple computer programs and can perform a sequence of routine tasks given directions (e.g., fax machine, computer).
<b>5</b>	<b>High Intermediate ESL</b> <b>CASAS scale scores</b> Reading: 211–220 Listening: 211–220 Math: 211–220 Writing: 226–242	Individual can meet basic survival and social demands, and can follow some simple oral and written instructions. Has some ability to communicate on the telephone on familiar subjects. Can write messages and notes related to basic needs and complete basic medical forms and job applications. Can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.

<b>6</b>	<b>Advanced ESL</b> <b>CASAS scale scores</b> Reading: 221–235 Listening: 221–235 Math: 221–235 Writing: 243–260	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.
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TABE = Tests of Adult Basic Education.

CASAS = Comprehensive Adult Student Assessment System

**Notes:** The descriptors are entry-level descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level. CASAS = Comprehensive Adult Student Assessment System and TABE = Test of Adult Basic Education.

<b>Outcome Measures Continued</b>	
<b>Core Outcome Measure # 2</b>  Entered Employment	Learner obtains a job by the end of the first quarter after the program exit quarter (for learners who are not employed at time of entry and who have a primary or secondary goal of obtaining employment).
<b>Core Outcome Measure # 3</b>  Retained Employment	Learner is still employed in the third quarter after program exit.
<b>Core Outcome Measure # 4</b>  Receipt of a Secondary School Diploma or GED	Learner obtains certification of passing scores on the General Educational Development (GED) tests, or obtains a high school or adult high school diploma (for learners who establish a primary or secondary goal of obtaining the GED certificate or a secondary school diploma and exit during the fiscal year).
<b>Core Outcome Measure # 5</b>  Placement in Postsecondary Education or Training	Learner enrolls in a postsecondary educational or occupational skills training program that does not duplicate other services or training received, regardless of whether the prior services or training were completed (for learners with a goal of placement in postsecondary education or training).

### **Distance Education Policy**

The Missouri AEL program supports distance education as an allowable learning activity that allows adult students who are separated by geography, time or both to participate in adult

education instruction. In Missouri distance education instruction will be delivered through the AEL funded GED/ESL OnlineClass Programs.

The Missouri GED OnlineClass Program offers instruction through the use of three primary instructional curricula – SkillsTutor®, Tutor Systems® and an academic/basic skills curriculum developed specifically for the Missouri GED OnlineClass Program. The Missouri GED OnlineClass Program uses *Blackboard* as the platform for instructional activity. The ESL online component is provided using Rosetta Stone® software, as well as free links to citizenship and other English instruction websites.

In order to include distance education activity in the required federal reports, the Missouri AEL program defines a distance learning student as:

- A student that has at least 51% of the total number of contact hours generated through the student’s participation in GED or ESL OnlineClass Programs, and
- Must have at least 12 hours of contact with an AEL program. These hours can be a mix of actual class time and/or distance education.

Missouri’s Distance Learning:

- Utilizes the Teacher Learner Model to assign proxy hours for the Missouri developed academic/basic skills curriculum. A fixed number of hours have been identified for each assignment based on teacher determination.
- Utilizes the Clock Time Model for the SkillsTutor® and Tutor Systems® programs. These software programs track time.
- Requires all pre and post-tests be conducted through face-to-face interaction with a trained test administrator and in accordance with the state’s assessment policy.
- Requires all students participating in the GED/ESL OnlineClass Programs must be post-tested at least every 90 days. Online students that are not post-tested by the 90<sup>th</sup> day will be prohibited (locked-out) from accessing the GED/ESL OnlineClass Programs, until such time that they are post-tested. Online teachers must follow the Assessment Management guidelines (page 13) for when it is most appropriate to post-test.

### **III. ASSESSMENTS**

A vital part of determining program performance is the use of standardized assessment tools to determine progress. The Missouri AEL program has established requirements to ensure assessment of program performance based on the use of approved standardized assessment. These requirements include state standards all local providers are required to meet.

## State Standards

- A minimum of ninety percent (90%) of enrolled participants will be administered a pre-test.
- A minimum of seventy percent (70%) of all students enrolled will have a pre-test and have attended at least 12 hours.
- A minimum of sixty percent (60%) of all students served who pre-tested and attended at least 12 hours will be administered a post-test, using the Tests of Adult Basic Education (TABE) or the Comprehensive Adult Student Assessment System (CASAS).

**Approved Assessment Instruments** – Only the assessments listed below are approved for progression and NRS accountability reporting requirements. Other assessments may be used when necessary to serve unique participants’ needs, but may not be used to report progression. Assessments are used to identify and show progress in: skill levels in literacy, numeracy, writing and language acquisition.

- Comprehensive Adult Student Assessment System (CASAS) – The Appraisal and the Reading, Mathematics, Listening, and Writing assessments. Used with ELL/LEP students.
- Tests for Adult Basic Education (TABE) – The Locator and the Reading, Mathematics, and Language assessments (the TABE forms are 9 and 10). Used with ABE and ASE students. Literacy Level TABE can be used with students who score is below a 3 on the Locator.
- WorkKeys – ABE/ASE NRS levels 4 and above. Not for use with ELL/LEP students.

## In/Out-of-Range

As an integral part of identifying appropriate testing, Missouri has instituted an “In-Range” and “Out-of-Range” scale for assessment in AEL programs. It is required for performance funding that programs follow these ranges.

The State AEL office has set the following guidelines for reporting TABE scores: If the results of a test are over two (2) grade equivalents higher than the upper content range of the given test, or two (2) grade equivalents lower than the lowest content range of the given test, the test will not be accepted. The grade equivalents have been converted to scale scores for use with the system.

ACES, the data collection system, will not allow any scores that do not meet the above requirement to be entered.

In Range Scores  
TABE 9 & 10

Low	Reading	Top	Low	Language	Top	Low	Math	Top
no Low	L	457	No Low	E	523	No Low	L	440
no Low	E	516	396	M	546	No Low	E	505
374	M	549	492	D	581	314	M	549
463	D	595	541	A	No Upper	442	D	594
538	A	No Upper				528	A	No Upper

### General Assessment Guidelines for AEL Programs

When using *standardized* assessments, adherence to the following guidelines is necessary to achieve meaningful test results:

- Pre-tests should be administered only after participants have been oriented to the class site, feel comfortable, and are at ease with the teacher and the class site environment. A pre-test must be administered within the first 12 hours of attendance.
- Tests should only be administered in a noise free environment where participants will be free from interruptions and other disruptive influences.
- Participants should be tested only when they are physically, mentally, and emotionally prepared.
- The testing administrator must explain the purpose of the test and give appropriate instructions to participants who are testing.
- All assessments must be administered in compliance with instructions published by test developers. For TABE see publisher’s website at: [www.ctb.com](http://www.ctb.com); for CASAS see publisher’s website at: [www.casas.org](http://www.casas.org).
- When TABE 9 or TABE 10 Math tests are administered, both Mathematics Computation and Applied Mathematics subtests must be administered. If a grade equivalent is reported from a TABE table, the composite grade equivalent using both scores must be reported. The exception to this is Math level L (Literacy) where there is only one number correct returned.
- Alternating forms of assessments should be used for pre-tests and post-tests. For example, a participant who is administered a Form 9 TABE Reading pre-test should be administered a Form 10, TABE Reading test as a posttest. If a learner’s pre-test score is at the top of the range for that level, the next higher level may be used for the posttest. For example, Mr. Doe is administered a TABE Mathematics Form 9 Level M pretest. His number correct scores are as follows: Computation=20, Applied Mathematics=35. Those scores, using Table 19 of the TABE 9 & 10 Norms Book, yield a Scale Score =

471. Since the upper boundary of the M level is 549, it would be appropriate to use TABE 10, Level D for a post-test when Mr. Doe is ready.

- A higher educational level on a post-test in the same subject area as the subject area that scored the lowest "educational level" on the pre-test is required to demonstrate student progress. The lowest score from the tested areas will set the educational level of the student. Any subject area of an approved test can be used to show progress, e.g. TABE Reading, Language, or Math.
- An improved score in the same area as the lowest area of pre-test is required to demonstrate student progress. It is not necessary to give all the tests; you can give tests in the area of student interest.
- Class site teachers should understand that there can be a difference between the NRS requirement for assessment and the assessment needs of a particular participant.
- Alternative Assessments and Screening – Although only TABE, CASAS and WorkKeys assessments may be used for progression, special populations, such as those adults with documented language barriers or disabilities may be assessed using additional or alternative methods such as:
  1. PowerPath screening.
  2. TABE and CASAS oral assessments.
  3. Aids such as magnification tools with written assessments.
  4. The oral screening portion of the Form 20 ESL Appraisal for non-English speakers.
  5. The oral portion of the TABE, Level L test for English speakers.

### **Training Requirements for Administration of Assessments**

Local AEL programs must utilize certified AEL teachers to administer the TABE and/or CASAS assessment instruments or an individual (known as a proctor) who has been certified as having completed training on the proper administration of these instruments from a State AEL office approved trainer/entity. The individual trained and certified as a proctor only for these assessment test(s) may not interpret the results or otherwise counsel the students regarding their educational plan; only certified AEL teachers are permitted to do this. The local AEL director will be responsible for ensuring that any individual used to proctor the assessment test(s) has been properly trained and certified. Documentation of this certification must be on file at the local AEL program office.

Anyone scoring the assessments must also have proper training. For TABE, the Locator test must be used to determine the appropriate TABE level test that will be administered. For CASAS, the Appraisal test must be used to determine the appropriate CASAS level test to be administered. New AEL teachers attending the Pre-Certification Workshop (PCW) receive training on the proper administration and interpretation of TABE and CASAS. The Missouri Training Institute keeps a record of teachers that have attended the PCW.

The State AEL office also provides periodic training to teachers and other local staff on analyzing, gathering, compiling and reporting data for the NRS. Teachers also receive more specific instruction during the PCW regarding the use of the NRS data.

**Administration of Assessments** - All assessments must be administered in compliance with instructions published by test developers. For TABE see publisher's website at: [www.ctb.com](http://www.ctb.com), for CASAS see publisher's website at: [www.casas.org](http://www.casas.org). All assessments must be administered by teachers who are AEL certified and have participated in training for the assessments they will administer.

**Use of Assessment Results** - All assessments results are to be used to design instructional strategies for the student. Any scoring process used to determine assessment results must include a component for determining prescriptions to be used as options for designing instruction.

**Assessments used for Special Populations** - Although only TABE and CASAS assessments may be used for progression, special populations (such as those adults with documented language barriers or disabilities) may be assessed using additional or alternative methods such as:

1. Power Path screening
2. TABE and CASAS oral assessments
3. Aids such as magnification tools with written assessments
4. The oral screening portion of the Form 20 ESL Appraisal for non-English speakers
5. The oral portion of the TABE, Level L test for English speakers

**Accommodations for Students with Disabilities** – Programs must follow publisher guidelines when working with students with special needs. For accommodations for the TABE see the CTB website for appropriate accommodations during testing: <http://ctb.com/>. Find the article titled Assessment Accommodations. If the link does not work, click on the heading Adult Education, then click on Resources. For accommodations for CASAS see the CASAS website at <https://www.casas.org/home/index.cfm?fuseaction=home.showContent&MapID=458>. For accommodations for WorkKeys, visit <http://www.act.org/workkeys/assess/index.html>.

Additional information can be found in the *Guidelines for Serving Students with Learning Difficulties* document ([http://www.dese.mo.gov/divcareered/ael\\_plan\\_doc.htm](http://www.dese.mo.gov/divcareered/ael_plan_doc.htm)).

**Assessments used for Distance Learning Students** – Local programs must follow the same policies and guidelines in assessing distance learning students as used with on site students. Local programs do not collect proxy hours for students served with distance learning. The GED OnlineClass Program records proxy hours and reports to the State AEL office.

**Pre-test Administration** - A student is eligible to be pre-tested and entered into ACES if they have completed four (4) hours of attendance and have established an identifiable goal. Appropriate pre-tests will be administered to each participant only after a thorough intake interview and orientation are conducted. Pre-tests may be administered during an orientation class if the orientation class is of sufficient duration and intensity. Pre-tests must be administered within the first 12 hours of attendance.

- Programs are encouraged to give the whole battery of assessments. Programs are allowed to submit results of assessments in only the instruction area that the student chooses to focus on. An example is if a student chooses to work only on math then only the math scores need to be entered into ACES.
- All assessment results are to be used to determine and design instructional strategies for the student. Any scoring process used to determine assessment results must include a component for determining prescriptions to be used as options for designing instruction.
- A program must pre and post-test using the same standardized test brand (TABE or CASAS). If a student pre-tests in TABE s/he must post-test in TABE; if the student pre-tests in CASAS, s/he must post-test in CASAS. Within the brand of test, a student must be given a different form or level of the test between pre and post-testing. In a TABE example: If a student's recorded pre-test uses an M9 then a student should post-test in M10, or (if appropriate) a higher level D, or A – they would NOT take another M9.
- CASAS and TABE assessments are not interchangeable. When one of those assessments is used for pre-tests that type of test will be administered a participant for progression. An exception to this is if a student is transitioning between ESL/ELL and ABE/ASE and requires a different assessment.
- If a student's Educational Functioning Levels (EFL) falls into different levels, programs are required to post-test the student in the lowest level reported to the State AEL office. For example if a student is in level 3 in reading, level 5 in math and level 4 in language, the student's post-test must be given in reading to qualify for progression.

**Post-test Administration** – Students must be post-tested using the same assessment tool used for a pre-test to measure progression and NRS level attainments. The student must take a different form of the same level of test (pre-test TABE M9, post-test M10) or a different level of the same form of test (pre-test in M9 and post-test in D9).

### **Assessment Management**

Managing student assessments is a critical component of managing a local program. Over use of a test, testing a student repeatedly with the same test in too short a time period is a direct violation of test publisher and the State of Missouri Assessment Policy. A local program is required to ensure the testing material is properly secured and implement the policies below:

To meet Missouri assessment policy, a local program MUST:

- Provide the necessary instruction to a student prior to post-testing and only post-test when measuring lasting gain. A standardized post-test (TABE or CASAS) should be used to measure how much progress a student has made after the student's learning has been exhibited. The standardized post-test should not be used arbitrarily as an "end of lesson exercise" or "quiz" to see if a student has made gain.



Test Name	Publisher Recommended Pre- and Post-testing Timeframes
	<p>Programs may choose to assess students who indicate they are leaving the program before the scheduled post-test time, to maximize collection of paired test data.</p>
TABE – Forms 9 and 10	<p>CTB/McGraw-Hill recommends 50-60 hours of instruction when testing with an alternate form (i.e. 9M to 10M) for students that test into NRS Levels 1-4 (ABE) with a minimum of 40 hours. For students testing into NRS Levels 5 and 6 (ASE Low and High) 30-59 hours of instruction is recommended.</p> <p>If the pre- and post-test use the same level and the same form: 120 hours of instruction.</p> <p>CTB/McGraw-Hill suggests the pre- and post-test guidelines as best practices recommendations based upon practitioner feedback.</p> <p>The purpose for assessing with TABE 9 &amp; 10 will also have an impact on the implementation of these recommendations.</p> <p>CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.</p>

**Goal Setting Procedures** – Missouri AEL programs must develop and implement written procedures or processes for setting learners’ goal(s). Class site teachers or teacher aides will take the following steps to ensure the accuracy and appropriateness of participant goals:

- Explain to each participant the necessity of appropriate goal identification.
- Goals must be affirmed and reported only after pre-test assessments are completed and analyzed.
- Goals should be both challenging and practically achievable in the current program year.
- If a participant’s goals change, Missouri AEL programs will change the information in the ACES system.
- Class site teachers should understand that a difference may exist between NRS goal identification and participants’ total needs.

**Adult Computerized Enrollment System (ACES)** – All information on the data dictionary, measures on state student data, the state data system, and explanation on the use of ACES can be found in the help section on ACES. Local data must be entered into ACES in a timely manner. It is recommended data must be entered on a regular basis but at least monthly. Local program directors are encouraged to review program data reports generated from ACES regularly but at least on a monthly basis to verify information entered is accurate and complete. Program data can be accessed at any time by the State AEL office and if deemed necessary, the State AEL office will contact the local AEL program for discussions regarding data issues.

**Purchasing Procedures for Assessments** – The local program director is required to ensure that adequate and usable assessment materials are available to all staff for use. It is the responsibility of the local program director to purchase assessment materials with available funds and based on local purchase guidelines.

**Test Security** – The local program director must ensure that copies of all the assessment test booklets and material are properly secured and not accessible to the students or public.

**Follow-up and Data Matching Procedures** – The Missouri AEL program utilizes a data matching procedure to obtain participant Core Outcomes Measure # 4, Receipt of a Secondary School Diploma or GED. Data files will be prepared for data matching related to Core Outcome Measure #2, Entered Employment, Core Outcome Measure # 3, Retained Employment, and Core Measure # 5, Placement in Postsecondary Education or Training. The following steps will be taken:

- All Missouri AEL service provider participants who were enrolled (12+ hour students) during the program year will be identified.
- Consideration may be given to participants' goals and/or educational functioning level at entry when aggregating files for data matching.
- A Social Security Number and a class code that identifies a specific Missouri AEL service provider will identify each participant's records. Other identifiers will be used to specify goals and employment status at entry.
- Each file for data matching will be labeled appropriately and submitted to the contractor (University of Missouri, Columbia, and Department of Economics) who will conduct data matching operations using Missouri and available surrounding states' wage data bases, Higher Education databases, and Vocational Training databases.
- All data-matching files created by the State AEL office will be archived.
- The contractor selected to conduct data matching will develop and present a report that identifies the appropriate statistics required by NRS.

## IV. TERMS AND DEFINITIONS

### NRS Demographic Measures

**Race/Ethnicity** – Learner’s race/ethnic category with which the learner self-identifies, appears to belong to, or is regarded in the community as belonging. The race/ethnic categories are:

- **American Indian or Alaskan Native** – A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian** – A person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent. These areas include, for example, China, India, Japan, and Korea.
- **Native Hawaiian or Pacific Islander** – A person having origins as a native of the Hawaiian Islands or the other islands of the Pacific, such as the Philippine Islands and Samoa.
- **Black or African American** – A person having origins in any of the Black racial groups of Africa, but not of Hispanic culture or origin.
- **Hispanic/Latino of any race**—A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term “Spanish origin” can be used in addition to “Hispanic/Latino or Latino”.’
- **White** – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East, but not of Hispanic culture or origin.
- **Two or more races** – A person having origins in two or more race categories and not Hispanic/Latino.

**Gender** – Whether the learner is male or female.

**Age** – Learner’s date of birth (from NRS Implementation Guidelines, March 2001)

### NRS Student-Status Measures

**Employed Adult** – Learners who work as paid employees, work in their own business or firm, or who work 15 hours or more per week as unpaid workers on a farm or in a business operated by a member of the family. Also included are learners who are not currently working, but who have jobs or businesses from which they are temporarily absent.

**Unemployed Adult** – Learners who are not working, but who are seeking employment, have made specific efforts to find a job and are available for work.

**Not in the Labor Force** – Learners who are not employed and who are not seeking employment.

**On Public Assistance** – Learner is receiving financial assistance from Federal, State, or local government agencies, including Temporary Assistance for Needy Families (TANF), food stamps, refugee cash assistance, old-age assistance, general assistance and aid to the blind or

totally disabled. Social Security benefits, unemployment insurance and employment-funded disability are not included under this definition.

**Disabled Adult** – A learner who has a record of, or is regarded as having any type of mental or physical impairment that substantially limits or restricts one or more major life activities including walking, seeing, hearing, speaking, working, and learning.

**Rural Area** – A place with a population less than 2,500 and outside an urbanized area.

**Urbanized Area** – An area that includes a population of 50,000 or more in a city and adjacent areas of high density.

**Low Income** – The learner (1) receives, or is a member of a family, that received a total family income, in the six months prior to enrollment, of 70 percent or less of the income level standard for a family of that size; or (2) the learner is receiving or is a member of a family that is receiving cash assistance payments from Federal or state agencies or Food Stamps; or (3) the learner can be designated as homeless under the McKinney Act.

**Dislocated Worker** – A learner who received an individual notice of pending or actual layoff from a job, or an individual who received a publicly announced notice of pending or actual layoff.

**Single Parent** – A learner who has sole custodial support of one or more dependent children.

**Retired** – A learner who has reached the normal retirement age (62 and above), is retired from full-time employment, is receiving retirement benefits based on full-time employment, and is not working for wages more than 20 hours per week

**Displaced Homemaker** – A learner who has worked principally in the home providing unpaid services for family members and who: (1) is not gainfully employed, (2) has had, or will have difficulty finding appropriate employment, (3) has been dependent on, and is no longer supported by, the income of another family member, (4) has been dependent on, and no longer is supported by, government assistance, or (5) is supported as the parent of a 16 or 17 year-old child.

**Learning Disabled Adult** – A learner with IQ in the low-average and above range (70+) who has deficits, related to neurological impairments, in capacity in defined limited areas related to learning, including dyslexia (reading disability) dysgraphia (writing disability), dyscalculia (math disability), and who have a history of previous disabilities.

**Homeless Adult** – A learner who lacks a fixed, regular nighttime residence or who has a residence that is: (1) a publicly supervised or privately operated shelter designed to provide temporary living accommodations, including welfare hotels, congregate shelters, and transitional housing for the mentally ill; (2) an institution that is a temporary residence for individuals intended to be institutionalized; or (3) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. This designation does not apply to any individual imprisoned or otherwise detained pursuant to an Act of Congress or a State law.

**Immigrant Adult** – A learner who is a born alien and not a citizen of the United States due to birth or naturalization.

**Goals** – A learner’s reasons for attending the program or class (self-identified). Learners must identify two goals that are practically achievable during the program year. Learners must identify two of the goals listed below.

**Obtain a Job** – Obtain full or part-time paid employment.

**Retain Current Job** – Keep current job or obtain a job that has increased pay or benefits, higher level of responsibility, or that requires a higher level of skill compared to current or most recent job.

**Secondary Diploma or GED** – Achieve sufficient basic skills to earn a secondary credential or pass the GED test.

**Postsecondary or Job Training** – Achieve skills required for enrollment in a postsecondary public or private college or training program.

**Work-Based Project Learner** – Enrolled in a Work-Based Project and has defined goal from project to meet during enrollment time.

**Basic Literacy Skills** – A learner who may, or may not, possess a secondary or postsecondary credential, but needs to improve his/her basic reading, math, language, or technology skills.

**English Language Skills** – Improve English language speaking, reading, and writing skills.

**Obtain Citizenship Skill** – Obtain skills to pass the citizenship test.

**Other Personal Goal** – Any other goal related to instruction with a clearly definable outcome.

### **Program Enrollment Type Measures**

**Adult Basic Education or Adult Secondary Education Student (ABE/ASE)** – Basic education (ABE) includes learners in Educational Functioning Levels 1 through 4 at the time of entry. Adult Secondary Education (ASE) includes learners in Educational Functioning Levels 5 and 6 at the time of entry.

**ELL Student** – An ELL (English Language Learner), ESL (English as Second Language) or LEP (Limited English Proficiency) student is attending your program to learn English as a non-native speaker of English.

### **Exit Information**

**Attendance Hours and Testing** – It is important to update a student’s hours and testing information prior to exiting student.

**Exit Date** – The last month, day, and year the participant attended class. This date must be accurate. If the participant has not attended for 90 days, he/she should be exited from the program.

**Exit Reason** – An optional data identifying why a student stopped receiving local program services.

### **Other Definitions**

**ABE** – An acronym representing the term Adult Basic Education, used to identify Adult Education and Literacy instructional activities conducted for those adult learners who enter local program class sites at Educational Functioning Levels 1, 2, 3, and 4.

**ASE** – An acronym representing the term Adult Secondary Education, used to identify Adult Education and Literacy instructional activities conducted for those adult learners who enter local program class sites at Educational Functioning Levels 5 and 6.

**Class Code** – A ten-digit identifier used to specify a particular class site, consisting of the county code and school district code and four-digits to identify a particular class site within the program. Individual AEL service providers will assign the last four digits of the classcode to identify unique class sites or unique class characteristics.

**Contact Hour** – One hour of instruction a learner receives, or one hour of instructional activity in which a learner engages, when a certified AEL teacher is present or monitors that learner's activity. Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum such as classroom instruction, assessment, tutoring or participation in a learning lab. Participant contact hours must be in an approved class site, during approved hours of operation, with an AEL certified teacher in attendance. Student attendance must be documented on an official sign-in form. Sign-in and sign-out times for participants must be legibly documented.

**Community-Based Organization (CBO)** – A not-for-profit organization that is a locally financed agency. An organization that receives a major portion of its operating funds from government sources is not a CBO.

**Educational Functioning Level (EFL)** – The level at which an individual performs life activities such as reading for comprehension, mathematical operations, and communication through speaking and writing (See NRS Outcomes Measure # 1 table above). NRS Implementation Guidelines include tables that link Educational Functioning Levels to CASAS assessment scores and TABE Grade Equivalents.

**Enrolled Student** – A student that has at least 4 hours of attendance.

**GED Test** – General Educational Development test developed and authorized by the American Council on Education and administered by state approved agencies.

**Performance Funding** – That portion of operational funding awarded to Missouri AEL service providers based on participants' achievements such as GED attainment and student progress. Monetary awards may vary from year to year for those achievements, and additional achievements may be considered for awards from year to year. Performance funding will be paid for Educational Functioning Level improvement, GED achievement, or other designated achievements for those adult learners who persist in instructional activities for at least 12 hours.

**Pre-test** – An initial approved assessment used to determine a participant’s educational functioning level at entry and to help a teacher/participant develop a study plan.

**Post-test** – A subsequent assessment administered to a participant used to determine student progress. The post-test must be a different test; generally a parallel form of the pre-test. For example, if a TABE, Form 9, reading assessment is administered as a pre-test, the TABE, Form 10, reading assessment should be administered as a post-test.

**Retained Student** – A Missouri AEL participant who persists in attendance for at least 40 or more contact hours. Although a student staying for 40 or more hours is considered serious and dedicated, it is not expected that every student staying 40 or more hours is capable of academic level progress.

**Retention** – The number of Missouri AEL service provider participants who are retained divided by the total enrolled participants. This statistic may be calculated for a class site or the entire program.

**Scale Score** – Tests of Adult Basic Education (TABE) tables convert assessment raw scores to Grade Equivalent and scale scores. Under the best conditions, a TABE Scale Score should be considered as an estimate of a learner’s true skills. A unit of a single, equal-interval scale that is expressed as a whole number that usually ranges from 0 to 999. Scale scores can be added, subtracted, and averaged across test levels, and they can be used to make comparisons among classes, programs, regions, subjects, etc.

**Served Student** – A student that has at least 12 hours of attendance and a pre-test.

**Student Progress** – Participant progress is based on a positive difference between a pre-test and a post-test, and occurs when post-test results indicate that a participant has completed the entry Educational Functioning Level or achieved a higher Educational Functioning Level.

**Social Security Number (SSN)** – The teacher should verify (driver’s license or other official picture ID) the participant’s SSN and name spelling. If the participant does not wish to use his/her SSN, a tracking number will be assigned by the data collection system.

**Validity** – Test validity relates to whether an assessment actually measures what it is supposed to measure. There are several types of validity, but the type that should be of greatest concern to adult educators is content validity. Content validity of an assessment relates to whether the items in a particular assessment accurately represent the scope of the subject matter for which the assessment was designed.