DC Office of the State Superintendent of Education
Adult and Family Education

DC Assessment Policy
for
Workforce Innovation and
Opportunity Act (WIOA)
Providers and Core Partners
v. 4.0

Approved by the US Department of Education
Office of Career, Technical, and Adult Education

Effective July 1, 2022

1A. Workforce Innovation and Opportunity Act (WIOA)

The **Workforce Innovation and Opportunity Act** (**WIOA**) is a United States public law that replaced the previous Workforce Investment Act of 1998 (WIA) as the primary federal workforce development legislation to bring about increased coordination among federal workforce development and related programs.

- Title I - Adult, Dislocated Worker and Youth Programs
  Title I of WIOA authorizes programs to provide job search, education, and training activities for individuals seeking to gain or improve their employment prospects, and which establishes the One-Stop delivery system. In addition, Title I of WIOA establishes the governing structure and the performance accountability for all programs authorized under WIOA. Title I programs are administered by the US Department of Labor (DOL), primarily through its Employment and Training Administration (ETA). This WIOA program is administered by the DC Department of Employment Services (DOES).

- Title II - Adult Education and Family Literacy Act (AEFLA)
  Title II of WIOA supports educational services, primarily through grants to states, to help adults become literate in English and develop other basic skills necessary for employment and postsecondary education, and to become full partners in the education of their children. This program is administered by the DC Office of the State Superintendent of Education (OSSE).

- Title III – Wagner-Peyser Act
  Title III of WIOA amends the Wagner-Peyser Act of 1933, which authorizes the Employment Service (ES), to make the ES an integral part of the One-Stop system. This program is administered by the DC Department of Employment Services (DOES).

- Title IV – Vocational Rehabilitation
  Title IV of WIOA amends the Rehabilitation Act of 1973 and authorizes funding for vocational rehabilitation services for individuals with disabilities. Most programs under the Rehabilitation Act are related to the employment and independent living of individuals with disabilities. This program is administered by the DC Department on Disability Services/Rehabilitation Services Administration (DDS/RSA).

1B. District of Columbia WIOA Unified State Plan

The Workforce Innovation and Opportunity Act (WIOA and its implementing regulations require that the District of Columbia submit a plan to the US Secretary of Labor as well as the US Secretary of Education that outlines a four-year workforce development strategy for the state's workforce development and adult education system. Federal reforms to WIOA foster better alignment of federal investments in job training and adult education to integrate service delivery across workforce programs.

The District's WIOA Unified State Plan was developed by the Office of the Deputy Mayor for Greater Economic Opportunity (DMGEO), the Office of the Deputy Mayor for Planning and Economic Opportunity (DMPED), the Workforce Investment Council (WIC), Department of Employment Services (DOES), Department on Disability Services-Rehabilitation Services Agency (DDS/RSA), Office of the State Superintendent of Education (OSSE), Department of Human Services (DHS), and the University of the District of Columbia (UDC). The Office of the City Administrator's (OCA) Office of Performance Management also provided additional capacity and support to this core team of agencies during the

plan development.

The WIOA Unified State Plan emphasis on expanding economic opportunity to District residents across the city makes partnerships critical to ensuring that more residents are able to access a career pathway to the middle class through the following goals:

- Alignment of the District's Workforce System,
- Access to Integrated/Concurrent Workforce and Education Services,
- Sector Strategies/Alignment with Business Needs, and
- Increased Performance and Accountability.

The plan encompasses the mayor's vision for the creation of pathways to the middle class for District residents through enhanced interagency collaboration, service coordination and systems integration among the WIOA core partner agencies. Additionally, the plan incorporates strategic and operational planning elements developed with other partners including local and federal workforce programs, the University of the District of Columbia-Community College, programs under the Department of Human Services, and the OSSE Career and Technical Education program.

1C. WIOA Indicators of Performance

The indicators of performance for WIOA Title I, Title II, Title III and Title IV Programs are as follows:

- **Measurable Skill Gains (MSG):** WIOA core partners and local program providers are required to report 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, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.

  Depending on the type of education or training program, documented progress of measurable skill gains is defined as one of the following:

  o **MSG Type 1: Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level.**

    This gain may be measured in one of three ways:

    a) Compare the participant's initial educational functioning level, as measured by a pre-test and post-test using an approved USDE assessment system that meets the National Reporting System (NRS) accountability and reporting requirements, with the participant's educational functioning level;

    b) Award credits or Carnegie units through an adult high school program that leads to a secondary school diploma or its recognized equivalent; or

    c) Report an educational functioning level gain for participants who exit a program below the postsecondary level and enroll in postsecondary education and training during the program year. A program below the postsecondary level applies to participants enrolled in a basic education program.

  o **MSG Type 2: Documented attainment of a DC State Diploma issued by OSSE.** This gain may be documented if the participant obtains a OSSE State Diploma as a result of attaining passing scores on all four parts of the 2014 GED Exam and/or completion of the National External Diploma Program.

In addition to MSG Types 1 and 2, Integrated Education and Training Programs and Workplace Literacy Programs may report student learning gains via three additional MSG Types – 3, 4 and 5.

Integrated Education and Training Programs are defined as: *A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.* IE&T participation does not have to include a core partner; it can be provided by a single entity, provided that they meet all the IE&T requirements. IE&T Program enrollment allows NRS participant students to make Measurable Skills Gains (MSGs) not tracked for regular NRS participants. These include:

- Evidence of a secondary or postsecondary transcript or report card (MSG Type 3)
- Progress Toward Milestones (MSG Type 4)
- Passing a technical/ or occupational skills exam (MSG Type 5)

Workplace Adult Education & Literacy Programs are defined as: *Adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.* Workplace Adult Education & Literacy Program enrollment allows NRS participant students to make Measurable Skills Gains (MSGs) not tracked for regular NRS participants. These include:

- Progress Toward Milestones (MSG Type 4)
- Passing a technical/ or occupational skills exam (MSG Type 5)

o **MSG Type 3: Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards**. For postsecondary education, this gain must demonstrate a sufficient number of credit hours—which is at least 12 hours per semester (or equivalent) or, for part-time students, a total of at least 12 hours over the course of two completed semesters (or equivalent) during a 12-month period that shows a participant is achieving the State unit's academic standards). For example, if a part-time postsecondary student completed 6 hours in the spring semester and 6 more hours in the fall semester and those semesters crossed two program years, they would not count as a skill gain in the first program year but they would count as a skill gain in the second program year.

o **MSG Type 4: Satisfactory or better progress report, towards established milestones, such as completion of on-the-job training (OJT) or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training**. Documentation for this gain may vary, as programs should identify appropriate methodologies based upon the nature of services being provided, but progress reports must document substantive skill development that the participant has achieved. The gain may be documented by a satisfactory or better progress report from an employer or training provider. Progress reports may include training reports on milestones completed as the participant masters the required job skills, or steps to complete an OJT or apprenticeship program. Increases in pay resulting from newly acquired skills or increased performance can also be used to document progress. Additional guidance from OSSE is forthcoming.

Note: In the description of this type of Measurable Skill Gains, "completion of one year of an apprenticeship" is just one example of a timeframe that may be established for achieving a satisfactory or better progress report toward a specific milestone, and the "one year" timeframe should not be construed as a required timeframe or the only way that a participant in an apprenticeship can achieve a Measurable Skill Gain.

- o **MSG Type 5: Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.** Documentation for this gain may include passage of a component exam in a Registered Apprenticeship program, employer-required knowledge-based exam, satisfactory attainment of an element on an industry or occupational competency-based assessment, or other completion test necessary to obtain a credential.

  Note: The measurable skill gains indicator is different from the other indicators because it is not exit-based, meaning that a participant can achieve a measurable skill gain while still participating in a program. For performance accountability purposes, the measurable skill gains indicator calculates the number of participants who attain at least one type of gain during each period of participation within a given program year. Since this indicator is not exit-based, each unique program entry date (not exit date) triggers inclusion in the calculation. Participants will achieve a successful outcome in the indicator as long as they attain one type of gain applicable to the core programs. All measurable skill gains achieved by participants in a program year should be reported, although only one gain is required per participation period per program year to meet performance outcomes.

- **Employment Rate – 2nd Quarter After Exit:** WIOA core partners and local program providers are required to report the percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.

- **Employment Rate – 4th Quarter After Exit:** WIOA core partners and local program providers are required to report the percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.

- **Median Earnings – 2nd Quarter After Exit:** WIOA core partners and local program providers are required to report the median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.

- **Credential Attainment:** WIOA core partners and local program providers are required to report the percentage of participants who attain any credential. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within 1 year after exit from the program.

  The following are acceptable types of credentials that count toward the credential attainment indicator:

  - o OSSE State Diploma
  - o Occupational licensure
  - o Occupational certificate, including Registered Apprenticeship and Career and Technical Education educational certificates
  - o Occupational certification
  - o Other recognized certificates of industry/occupational skills completion sufficient to qualify for entry-level or advancement in employment.

- **Effectiveness in Serving Employers:** WIOA partner agencies are required to establish a primary indicator of performance for effectiveness in serving employers using at least two of three

approaches listed below to gauge the following critical workforce needs of the business community and report on the agencies' effectiveness in serving employers.

- Retention with the same employer – addresses the programs' efforts to provide employers with skilled workers;
- Repeat Business Customers – addresses the programs' efforts to provide quality engagement and services to employers and sectors and establish productive relationships with employers and sectors over extended periods of time; and/or
- Employer Penetration Rate – addresses the programs' efforts to provide quality engagement and services to all employers and sectors within a state and local economy.

1D. Federal Mandates for Assessment

The US Department of Labor and US Department of Education require that state agencies and local program providers have a process in place to assess the needs of youth and adults seeking services in WIOA Title I, Title II, Title III, and Title IV funded programs.

The US Department of Education, Office of Career, Technical and Adult Education (OCTAE) requires that state education agencies and local programs administering WIOA Title II AEFLA programs to use an approved assessment system that meets the National Reporting System (NRS) requirements. OCTAE publishes a list of approved assessments for use in the NRS for adult education in the Federal Register. From the list of approved tests, each state education agency selects one or more tests for use in state and local programs for accountability and reporting in the federally funded, state-administered WIOA Title II AEFLA program. The NRS tracks students making measurable skill gains which include increases in educational functioning levels (EFLs) or the acquisition of a secondary education credential, acquiring industry recognized credentials, sustaining gainful employment, and transitioning to post-secondary education or training.

Per the US Department of Education Office of Career, Technical and Adult Education's (OCTAE) March 27, 2020 (20-3) memo, remote testing with National Reporting System (NRS)-approved tests is permissible and must follow test publisher guidelines. Additionally, procedures must be in place that ensure 1) that the student who is testing remotely can be properly identified, 2) any approved test (i.e., any test determined suitable for use in the NRS) that is used is properly secured, and 3) the virtual proctor can properly administer the test. As such, this policy includes these criteria and other requirements for local program providers and partners to administer CASAS eTests Online remotely.

1E. State Mandates for Assessment

From the list of USDE OCTAE approved assessments, OSSE AFE selected the Comprehensive Adult Student Assessment Systems (CASAS) as the state-mandated assessment. As such, OSSE AFE sub-grantees must use CASAS to assess students at intake, guide instruction, measure student progress, and determine student outcomes.

CASAS, is the most widely used system for assessing adult basic reading, math, listening comprehension, writing, and speaking skills within a functional life and work context. It provides student-centered curriculum management, assessment, and evaluation systems in educational and training programs. It is used nationwide in Adult Basic Education (ABE), Adult Secondary Education (ASE), English as a Second Language (ESL)/English Language Learners (ELL), workforce development, family literacy, integrated education and training, as well as in employment and training, Temporary

Assistance to Needy Families (TANF) and correctional programs.

OSSE AFE evaluates the performance of its sub-grantees via the OSSE AFE monitoring system through a number of measures, including but not limited to, adherence to the *DC Assessment Policy for Workforce Innovation and Opportunity Act (WIOA) Providers and Core Partners* as well as sub-grantee performance in meeting or exceeding the state's US Department of Education negotiated performance targets.

1F. Purpose

To fulfill the strategic objectives in the District's WIOA Unified State Plan, this document provides guidance relative to Measurable Skill Gains (MSG Type 1), including intake, assessment, screening, and instructional practices as issued by the OSSE AFE. The purpose of this guidance is to: (1) ensure the provision of quality of services to adult learnersin the District of Columbia; (2) align assessment and instruction to student performance and progress; form an integrated workforce development system that delivers coordinated workforce andeducation services[2]; and (4) comply with federal, state and local accountability and reporting requirements. Additional guidance relative to MSG Types 2, 3, 4 and 5 is forthcoming and will be issued separately.

OSSE AFE provides guidance through this policy to its sub-grantees, WIOA core partners, and other agencies in the District of Columbia to achieve alignment and uniformity in intake, assessment, screening and referral practices throughout the District's workforce system, thereby accomplishing a key component of several of the District's WIOA Unified State Plan goals.

For additional information about this guidance, contact OSSE AFE by email at OSSE.AFETA@dc.gov.

SECTION 2: INTAKE AND ASSESSMENT PRACTICES

2A. CASAS Implementation
OSSE AFE requires its sub-grantees to use CASAS to:

- Place students at appropriate levels of instruction;
- Diagnose student strengths and weaknesses;
- Monitor student progress; and
- Certify student mastery at specific levels of instruction and readiness to transition to work, postsecondary education and/or training.

Additionally, OSSE AFE sub-grantees must:
- Have a process in place to recruit, enroll, orient, instruct and retain students in the program;
- Identify qualified/experienced staff to perform intake, assessment and goal setting;
- Administer CASAS locators/appraisals, pre-tests and post-tests to all students as part ofthe intake and assessment process;
- Use the Student Identification Number assigned by Literacy Adult and Community Education System (LACES), the OSSE AFE Management Information System when administering CASAS eTests Online® to students;
- Create Student Performance by Competency and Class Profiles by Competency for students if using the CASAS paper-based system or use TOPSpro Enterprise®, the companion

management system to CASAS eTests Online®, to generate Individual SkillsProfiles, Student Performance by Test Item and Competency, Class Profiles, Class Performance and other related reports to address the individual and collective instructional needs of adult learners;

- Screen students for learning disabilities using the Washington State Learning Needs Screening Tool, Payne Learning Needs Inventory (Payne and Associates), Student Learning Information Questionnaire (Payne and Associates) or the Empire State Screening Tool (Learning Disabilities Association of New York), if applicable, and referstudents for further assessment to a licensed professional, if applicable;
- Provide assessment results to each student and work in collaboration with the studentto develop an Individual Career Pathway Transition Plan that specifies the student's educational functioning level, learning needs, career interests, goals and plans for achieving economic self-sufficiency;
- Provide assessment results to academic and vocational instructors so that instruction can be targeted and/or instructional accommodations can be made based on students'individual and collective needs;
- Provide the student's assessment results (Student Performance by Test Item and Competency or Individual Student Profile by Competency) and CASAS Skill Level Descriptor Chart to the student so that s/he is aware of the competencies s/he has mastered, areas for enhancement, and so that the results can be used to counsel the student for placement and/or referrals;
- Place assessment documents in each student's file/record, if applicable; and
- Enter assessment data into LACES.
- Provide Integrated Education and Training services to students and assess student performance and progress after a minimum of 50, maximum 70 to 100 hours of instruction using CASAS.

CASAS is aligned to the National Reporting System (NRS) levels and documents student learning gains. The use of common assessment instruments based on the same standard score scale enables OSSE AFE to report standardized student data and progress across local program providers in the District of Columbia. While CASAS assessments are available in two formats: paper-based and computer-based, OSSE AFE sub-grantees are encouraged to administer CASAS computer-based tests, where appropriate.

2B. National Reporting System (NRS)

The National Reporting System (NRS) is the accountability system for the federally funded, state administered adult education program that provides the performance accountability and reporting requirements for the Adult Education and Family Literacy Act (AEFLA), Title II of WIOA. Developed in the 1990s, the NRS was updated in 2015 to meet the joint accountability requirements of Section 116 of WIOA. Section 116 establishes primary indicators of performance and reporting requirements to assess the effectiveness of state and local program in achieving outcomes for individuals served by the WIOA core programs.

2C. National Reporting System (NRS) Approved CASAS Assessments

As the entity that administers the federally funded, state administered adult education program, OSSE AFE adheres to the performance and accountability measures and methods of the NRS. CASAS is a robust assessment system and offers a variety of assessments. However, not all of the CASAS assessments have undergone the rigorous approval process necessary to be NRS approved, and others may be pending approval. OSSE AFE and its WIOA core partners use the NRS approved CASAS assessments listed in the "National Reporting System (NRS) Approved CASAS Assessments" chart below.

However, in the rare instances in which there is not an NRS approved CASAS assessment that is suitable for a student with special needs, OSSE AFE makes appropriate CASAS assessments available for use with the learner. Students with special needs who are administered a non-NRS approved assessment may not be considered NRS fundable, <u>may not</u> be served with federal funding, and <u>may not</u> be counted for federal reporting. However, the students may be funded through local grant funds and counted for state reporting.

NATIONAL REPORTING SYSTEM (NRS) APPROVED CASAS ASSESSMENTS
Please note that appraisals do not require approval for the National Reporting System. An appraisal is administered solely to determine "placement" into the appropriate pre-test level and form. Only pre-tests and post-tests, which must be approved for the National Reporting System, may be used to measure student performance, progress and outcomes.
CASAS Assessments with NRS Approval for Adult Basic Education (ABE) and Adult Secondary Education (ASE) Students

Reading GOALS – (NRS Approved for ABE/ASE through February 5, 2025)

	Reading *(Paper Tests)*	Reading *(Computer - eTests)*	Math *(Paper Tests)*	Math *(Computer - eTests)*	Listening *(Paper Tests)*	Listening *(Computer - eTests)*
Appraisal	**900R**	**900R**				
Level A	901R, 902R	901R, 902R				
Level B	903R, 904R	903R, 904R				
Level C	905R, 906R	905R, 906R				
Level D	907R, 908R	907R, 908R				

The Reading GOALS (Greater Opportunities for Adult Learning Success) series is aligned with the College and Career Readiness (CCR) Standards for Adult Education. Test items in the Reading GOALS series rely on complex texts and assessvocabulary and higher order thinking skills (Depth of Knowledge), including the citation of evidence, making inferences, drawing conclusions, and analyzing claims.

Special note: For CASAS eTests, a student may be administered the fixed form Reading GOALS locator instead of anappraisal.

Math GOALS – (NRS Approved for ABE/ASE through March 7, 2023)

	Reading *(Paper Tests)*	Reading *(Computer - eTests)*	Math *(Paper Tests)*	Math *(Computer - eTests)*	Listening *(Paper Tests)*	Listening *(Computer - eTests)*
Appraisal			900M	900M		
Level A/B			913M, 914M	913M, 914M		
Level C/D			917M, 918M	917M, 918M		

Math GOALS (Greater Opportunities for Adult Learning Success) series is aligned with the College and Career Readiness (CCR) Standards for Adult Education. Test items in the Math GOALS series focus on situational scenarios, inclusive of word problems, that reflect real-world applications and traditional academic contexts that require simple to advanced calculations. Formulae are provided within the test item so that the assessments focus on math concepts and skills rather than memorization. Basic calculators are provided by the testing site for paper tests and within the online system for eTests.

Special note: For CASAS eTests, a student may be administered the fixed form Math GOALS locator instead of an appraisal.

NATIONAL REPORTING SYSTEM (NRS) APPROVED CASAS ASSESSMENTS (Continued)

Please note that appraisals do not require approval for the National Reporting System. An appraisal is administered solely to determine "placement" into the appropriate pre-test level and form. Only pre-tests and post-tests, which must be approved for the National Reporting System, may be used to measure student performance, progress and outcomes.

**CASAS Assessments with NRS Approval
for English as a Second Language (ESL)/English Language Learners (ELL)**

Beginning Literacy Reading Assessments – (NRS Approved for ESL through Feb. 2, 2023)

	Reading *(Paper Tests)*	Reading *(Computer - eTests)*	Math *(Paper Tests)*	Math *(Computer - eTests)*	Listening *(Paper Tests)*	Listening *(Computer - eTests)*
Pre-Level A	27R, 28R	27R, 28R				

Beginning Literacy Reading Assessments may be administered to ESL/ELL students with very limited literacy skills. These assessments are available in a computer-delivered format as CASAS eTests or as paper tests.

Life and Work Reading and Listening Assessments – (NRS Approved for English as a Second Language (ESL)/English Language Learners (ELL) through Feb. 2, 2023)

	Reading *(Paper Tests)*	Reading *(Computer - eTests)*	Math *(Paper Tests)*	Math *(Computer - eTests)*	Listening *(Paper Tests)*	Listening *(Computer - eTests)*
Appraisal	80R	80R			80L	80L
Level A	81R, 82R,	81R, 82R,			981L, 982L	981L, 982L
Extended Range*	81RX, 82RX	81RX, 82RX				
Level B	83R, 84R	83R, 84R			983L, 984L	983L, 984L
Level C	85R, 86R, 185R, 186R	85R, 86R, 185R, 186R			985L, 986L	985L, 986L
Level D	187R, 188R	187R, 188R				

The Life and Work Reading Appraisal is appropriate for ESL/ELL populations and assesses through the ASE level. The Life and Work Listening Appraisal is appropriate for ESL/ELL students only and assesses through the Advanced ESL/ELL level. Each test is administered separately. Appraisals are available in a computer-delivered format as CASAS eTests or as paper tests. The Life and Work Reading and Listening series focus on everyday life and workplace reading and listening skills. A Life and Work Appraisal Form 80R or 80L should be administered for placement into the appropriate reading or listening pre-test reading or listening level and form. These assessments are available in a computer-delivered format as CASAS eTests or as paper tests.

Special note: For CASAS eTests, a student may be administered a computer-adaptive locator instead of an appraisal.

*Forms 81RX and 82RX are extended range tests that serve as a "bridge" between Level A and Level B forms.

CASAS CORRELATION CHARTS

Source(s): CASAS Website > WIOA and NRS Compliance > Scale Scores, NRS Educational Functioning Levels (EFLs), and Grade Level Equivalents

CASAS GOALS Reading Series

National Reporting System (NRS) Levels, CASAS Scale Score Ranges and Grade Level Equivalents (GLEs)

NRS Levels	Adult Basic Education (ABE)/ Adult Secondary Education (ASE) Levels	Scale Score Ranges CASAS Reading GOALS Series	Grade Level Equivalents (GLEs)
1	Beginning ABE Literacy	193 and below	K
		194 - 203	1
2	Beginning Basic Education	204 - 210	2
		211 - 216	3
3	Low Intermediate Basic Education	217 - 222	4
		223 - 227	5
4	High Intermediate Basic Education	228 - 230	6
		231 - 234	7
		235-238	8
5	Low Adult Secondary Education	239-243	9
		244 - 248	10
6	High Adult Secondary Education	249 - 253	11
		254 and above	12

CASAS GOALS Math Series

National Reporting System (NRS) Levels, CASAS Scale Score Ranges and Grade Level Equivalents (GLEs)

NRS Levels	Adult Basic Education (ABE)/ Adult Secondary Education (ASE) Levels	Scale Score Ranges CASAS Math GOALS Series	Grade Level Equivalents (GLEs)
1	Beginning ABE Literacy	193 and below	1
2	Beginning Basic Education	194 - 203	2
3	Low Intermediate Basic Education	204 - 209	3
		210 - 214	4
4	Middle Intermediate Basic Education	215 - 220	5
		221 - 225	6
5	High Intermediate Basic Education	226 - 230	7
		231 - 235	8
6	Adult Secondary Education	236 - 240	9
		241 - 244	10
		245 - 248	11
		249 and above	12

CASAS CORRELATION CHARTS (Continued)			
CASAS Life and Work Reading Series National Reporting System (NRS) Levels, CASAS Scale Score Ranges and Grade Level Equivalents (GLEs)			
NRS Levels	English as a Second Language (ESL) Levels	Scale Score Ranges CASAS Life and Work Reading Series	Grade Level Equivalents (GLEs)
1	Beginning ESL Literacy	180 and below	1
2	Low Beginning ESL	181 - 190	1
3	High Beginning ESL	191 - 200	1
4	Low Intermediate ESL	201 - 205	2
		206 - 210	3
5	High Intermediate ESL	211 - 215	4
		216 - 220	5
6	Advanced ESL	221 - 225	6
		226 - 230	7
		231 – 235	8
	Exit Advanced ESL (for Life & Work Reading only)	*236 and above	9+
*English as a Second Language (ESL) students who score 236 or above on a CASAS Life & Work Reading assessment should be administered a CASAS Reading GOALS assessment as the next assigned test.			
CASAS Life and Work Listening Series National Reporting System (NRS) Levels, CASAS Scale Score Ranges and Grade Level Equivalents (GLEs)			
NRS Levels	English as a Second Language (ESL) Levels	Scale Score Ranges CASAS Life and Work Listening Series	Grade Level Equivalents (GLEs)
1	Beginning ESL Literacy	180 and below	1
2	Low Beginning ESL	181 - 189	1
3	High Beginning ESL	190 – 199	1
4	Low Intermediate ESL	200 - 204	2
		205 - 209	3
5	High Intermediate ESL	210 - 214	4
		215 - 218	5
6	Advanced ESL	219 - 221	6
		222 - 224	7
		225 – 227	8

2D. CASAS Testing Options

WIOA providers and partners may administer CASAS assessments (appraisals/locators, pre-tests and post-tests) via paper-based or CASAS eTests Online® administered in a place-based setting, remotely or a hybrid of the two approaches. All assessments must be administered in accordance with CASAS guidelines which can be found at www.CASAS.org.

CASAS Paper-Based Test (PBT)
CASAS paper-based tests measure multiple skills including reading, listening, math, writing, speaking and are easy to administer using paper and pencil. CASAS paper-based tests are manually scored by a CASAS user who has completed CASAS Implementation Training.

CASAS eTests Online® and j Enterprise®
CASAS eTests Online® measure multiple skills including reading, listening, math, writing, speaking. CASAS eTests Online® are adaptive and assign a test appropriate for the test taker's ability level. With automated scoring, certified CASAS proctor can generate test results and share them with the test taker immediately.

CASAS eTests Online Remote Testing
Per the US Department of Education Office of Career, Technical and Adult Education's (OCTAE) March 27, 2020 (20-3) memo, remote testing with National Reporting System (NRS)-approved tests is permissible and must follow test publisher guidelines. Additionally, procedures must be in place that ensure 1) that the student who is testing remotely can be properly identified, 2) any approved test (i.e., any test determined suitable for use in the NRS) that is used is properly secured, and 3) the virtual proctor can properly administer the test. As such, local program providers and partners may administer CASAS eTests Online remotely using the following testing options.

Remote Testing Options

In order to increase access to assessment services, CASAS has developed the following remote testing options:

- **1:1 Remote Control** — This remote testing solution is used for 1:1 proctoring using a web conferencing platform. CASAS tests are administered on the proctor's computer. The web conferencing platform enables the test taker to take the test through remote sharing of the proctor's computer screen. To ensure a secure test administration, providers must follow the *CASAS Remote Testing Guidelines - 1:1 Remote Control*.

  Proctors must administer at least five 1:1 Remote Testing sessions before administering remote tests to multiple test takers (up to five test takers) simultaneously.

- **1:1 or Multiple Test Takers on Windows 10 PC** — This remote testing solution is used for proctoring up to 5 test takers per proctor with each test taker(s) using a Windows 10 PC and a web conferencing platform. The test is administered on each test taker's computer. The web conferencing platform enables the proctor to watch the test taker(s) throughout the testing event. To ensure a secure test administration, providers must follow the *CASAS Remote Testing Guidelines - 1:1 or Multiple Test Takers on Windows 10 PC*.

- **1:1 or Multiple Test Takers on Chromebooks or iPads** — This remote testing solution is used for proctoring up to 5 test taker(s) per proctor with the test taker(s) using Chromebooks or iPads and a web conferencing platform. This approach requires the use of kiosk mode on the Chromebook and Guided Access Mode for the iPad. A web conferencing platform on another device (e.g., smartphone) is required to enable the proctor to watch the test taker(s) throughout the testing event. To ensure a secure test administration, providers must follow the *CASAS Remote Testing Guidelines - 1:1 or Multiple Test Takers on Chromebooks or iPads.*

- **1:1 Oral Responses** — This remote testing solution is for 1:1 proctoring with the test taker using a variety of devices and a web conferencing platform. With this approach, the test is taken on the proctor's computer. The test taker sees the proctor's screen with screen sharing through the web conferencing platform. The test taker reads each question, verbally indicates his/her answer to the proctor, who then confirms the test taker's response using the script provided in the CASAS Remote Testing Guidelines, and clicks the applicable button that corresponds to the test taker's answer in CASAS eTests Online®. To ensure a secure test administration, providers must follow the *CASAS Remote Testing Guidelines - 1:1 Oral Responses.*

The Remote Testing Options are summarized in the chart below, inclusive of the hardware and software needed by the proctor and test taker.

CASAS Remote Testing Summary

	Approach Description	1:1	Multiple Test Takers	Register eTests on whose device?	Proctor Devices	Test Taker Devices*	Web Platform**	Smartphone for Proctor Monitoring
1	1:1 Remote Control	Yes	No	Proctor	Windows 10 PC	Mac, PC, iPad* or tablet*	Any with Remote Control & Screen Sharing	Recommended
2	1:1 or Multiple Test Takers on Windows 10 PC	Yes	Yes	Test Taker	PC, Mac, iPad, Chromebook	Windows 10 PC	Any with Screen Sharing	Recommended
3	1:1 or Multiple Test Takers on Chromebooks or iPads	Yes	Yes	Test Taker	PC, Mac, iPad, Chromebook	Chromebook in kiosk mode or iPad* guided access mode	Any with Screen Sharing	Yes
4	1:1 Oral Responses	Yes	No	Proctor	Windows 10 PC	Chromebook, Mac, PC, iPad* or tablet*	Any with Screen Sharing	Recommended

*See *CASAS Remote Testing FAQs* for screen size requirements.
**Check web conferencing platform to ensure it has all required features for remote testing.

Preparation for Remote Testing

Preparing students for remote testing consists of two parts:

- Part A—Remote Test Prep (CASAS Preparation for Remote Testing) consists of the Remote Proctor helping the test taker to prepare for CASAS eTesting at a distance. This process includes setting up and troubleshooting the test taker's hardware (e.g., computer, laptop, Chromebook, and/or iPad), smartphone, where applicable, and the web conferencing platform (e.g., GoToMeeting, Microsoft Teams) with remote control

and screen sharing functionality that will be used on the Remote Test Administration day. Proctors and test takers should allot one to two hours for this process.

- Part B—Remote Test Administration (CASAS Taking the Test) consists of the administration of a CASAS eTest by the Proctor to the test taker at a distance. The Remote Proctor and test taker should allot 15-30 minutes on Remote Test Administration Day to complete the start-up test security protocol(s) prior to the administration of CASAS eTesting. Once the start-up test security protocol(s) is completed, the Proctor starts the CASAS eTest session for the test taker to begin the test.

- The CASAS eTests Online® will use the locator to place students into the appropriate pre-test during a 1:1 or multiple test takers remote testing session. It is recommended that OSSE AFE sub-grantees use the options in which the learner completes the locator and pre-test in one remote test session per modality. CASAS recommends 45 to 60 minutes for the administration of each CASAS eTest remotely. After the test taker completes the test, the Remote Proctor and test taker should allot 15-30 minutes to engage in close out test security protocol(s).

Part A—Remote Test Prep and Part B—Remote Test Administration may be completed on the same day or in two blocks of time on separate days. If Part A and Part B are scheduled on separate days, in Part B the proctor will need to once again verify the test taker's ID and that the technology, Internet bandwidth, and environment requirements have been met. If Part A and Part B are completed on the same day, a break in between is recommended.

Note: Communicating with test takers in their native language is acceptable during Part A and before the test begins in Part B. However, all assessments must be administered in English.

Please reference the CASAS Remote Testing Guidelines at www.CASAS.org:
- 1:1 Remote Control
- 1:1 Multiple Test Takers on Windows 10 PC
- 1:1 or Multiple Test Takers on Chromebooks or iPads
- 1:1 Oral Responses

2E. CASAS Appraisals/Locators, Pre-Tests and Post-Tests

OSSE AFE sub-grantees are required to administer CASAS appraisals/locators and pre-tests to participants in the applicable subject areas (i.e., reading, math, listening comprehension, writing, and speaking) prior to providing instruction and administer post-tests to participants after a minimum of 50 and a maximum of 75-100 instructional hours.

2F. Guidelines for Administering Appraisals/Locators

The majority of CASAS assessments have an appraisal/locator, and CASAS prescribes that students should be administered an appraisal/locator in each of the applicable subject areas to determine the appropriate level for instruction, as well as which pre-test form to administer. OSSE AFE requires that an appraisal/locator be administered to new students upon entry into the program and before any instructional intervention has occurred. Appraisal scores for all enrolled students must be entered in LACES.

CASAS Paper-Based Test (PBT) - Appraisal
Appraisals usually include 20 to 25 fixed items and the average test administration is 20 to 30 minutes per modality. The scale score results on the learner's appraisal tests determine the pre-tests to be administered. *It is recommended that appraisals/locators and pre-tests be administered to students on different days to avoid testing fatigue.*

CASAS eTests Online® and TOPSpro Enterprise® - Appraisal/Locator
While local program providers have the option of administering an appraisal (20 to 25 questions) in each of the applicable subject areas to students, it is recommended that a locator be administered instead. Locators usually include seven to nine randomly-selected items and the average test administration is 10-15 minutes per modality. By design, a locator places test-takers into the appropriate pre-test during a single testing session. CASAS eTests Online® allows for the option of administering the locator and pre-test in separate sessions; however, this is not recommended.

While local program providers have the option of administering an appraisal (20 to 25 questions) in each of the applicable subject areas to students, it is recommended that a locator be administered instead. Locators usually include seven to nine randomly-selected items and the average test administration is 10-15 minutes per modality. By design, a locator places test-takers into the appropriate pre-test during a single testing session. CASAS eTests Online® allows for the option of administering the locator and pre-test in separate sessions; however, this is not recommended.

As stated in 2C. National Reporting System (NRS) Approved CASAS Assessments above, an appraisal/locator is administered to determine "placement" into the appropriate pre-test level and form. Only pre-tests and post-tests, approved for the National Reporting System, may be used to measure student performance, progress and outcomes per the NRS and WIOA reporting requirements.

2G. Guidelines on Administering Pre-Tests

Pre-tests should be administered upon entry in the program and prior to the provision of instructional services. Ideally, a pre-test should be administered during the intake process after an appraisal/locator is given, or after the learner is placed into the appropriate instructional level. Prior to their participation in a class, students must be assessed in the areas that are the focus of instruction using the appropriate CASAS pre-test in reading, math, writing, speaking or listening comprehension. A reading and math pre-test must be administered for all Integrated Education and Training participants. Pre-test scores for all students must be entered in LACES. For NRS reporting purposes, learners who have been pre-tested in two skill areas will be placed in the federal NRS tables according to their lowest accurate pre-test scale score (i.e., reading or math, reading or listening comprehension).

According to the NRS, for a student to be an eligible participant that is counted on the federal tables, the student must have all required demographic data completed, a valid assessment, and 12 or more hours of instruction.

CASAS Paper-Based Tests (PBT) - Pre-tests
The appropriate pre-tests must be administered to students based on the appraisal scale score results. Local program providers should allow 45 to 60 minutes for students to complete each pre-test. The Suggested Next Test Charts help local program providers to determine the next tests to administer to students.

CASAS eTests Online® and TOPSpro Enterprise® - Pre-tests
The CASAS eTests Online® will use the locator to place students into the appropriate pre-test during a testing session. It is recommended that OSSE AFE sub-grantees use the options in which the learner completes the locator and pre-test in one test session per modality. Local program providers should allow 45 to 60 minutes for students to complete each pre-test.

2H. Guidelines on Administering Post-Tests

Federal NRS reporting is based on measurable skill gains and achievement of student goals within a program year. CASAS provides post-tests that measure learning gains and advancement across test difficulty levels ranging from the lowest to the highest NRS educational functioning levels (EFLs). Each test level has alternate test forms that parallel one another in content and difficulty.

A post-test, in each of the applicable areas, must be administered to students after a minimum of 75 hours and a maximum of 100 hours of instruction, or prior to exiting the program. Integrated Education and Training providers should administer post-tests, using specified alternate forms, at the end of a semester, term, quarter, or other substantial block of instruction to document learning gains. CASAS recommends assessing after approximately 75-100 hours of instruction. Post-test scores for all enrolled students must be entered in LACES. While the OSSE AFE expectation is that all students will be post-tested, sub-grantees are expected to post-test no less than 80 percent of students.

A post-test is reliable for up to 90 days if no significant instructional intervention has occurred in the interim. Therefore, it is required that a returning student be tested at [re-]entry if the learner's last assessment was administered more than 90 days prior.

CASAS Paper-Based Tests (PBT) - Post-tests
OSSE AFE sub-grantees should administer validity matched pre-tests and post-tests. It is recommended that the odd numbered CASAS tests serve as the initial pre-test and the paired even numbered test in the same series serve as the initial post-test. Local program providers should allow 45 to 60 minutes for students to complete each post-test. Suggested Next Test Charts help local program providers to determine the next tests to administer to students.

CASAS eTests Online® and TOPSpro Enterprise® - Post-tests
OSSE AFE sub-grantees should use the learner's Student Identification number when scheduling a post-test in CASAS eTests Online® and TOPSpro Enterprise®. The database will administer the appropriate post-test. Local program providers should allow 45 to 60 minutes for students to complete each post-test.

2I. Reliability of Assessment Scores

CASAS assessment scores are reliable for up to 90 days if no significant instructional intervention has occurred in the interim. Therefore, it is required that a student who exits a program and returns be retested at [re-]entry if the learner's last assessment was administered more than 90 days prior.

2J. Validity Matched Pre-Tests and Post-Tests

The combination of scores on a pre-test and post-test constitutes a matched pair. The first test in each skill area (reading, math, writing, listening comprehension, and speaking) is the pre-test. Each subsequent test becomes a post-test to that pre-test. For a matched pair to be valid:

- The pre-test and post-test administered must be in the same level;
- The form number of each subsequent test must be different from that of the most recent test; and
- The pre-test and post-test must be in the same skill area.

Local program providers funded by OSSE AFE are required to pre- and post-test students at all NRS Levels and to meet the state's pre- and post-test validity match indicator. Local program providers should encourage adult learners to enhance their skills to the advanced adult secondary education level so that they can engage in advanced training and/or enroll in credit-bearing postsecondary education coursework during their participation in a dual enrollment program and/or after exit from an OSSE AFE Integrated Education and Training program, where applicable.

2K. CASAS Skill Level Descriptor Charts

The CASAS Skill Level Descriptor Charts are divided into five levels: A (Beginning Literacy) to E (Advanced Secondary). Each level encompasses a range of scale scores with corresponding competency descriptors of performance in employment and adult life skills contexts.

After the administration of a pre-test or post-test, each student should be provided a copy of the appropriate CASAS Skill Level Descriptor Chart. See Appendix A, B and C.

- Appendix A: CASAS Skill Level Descriptors Adult Basic Education (ABE)
- Appendix B: CASAS Skill Level Descriptors for English Language Learners (ELL)
- Appendix C: CASAS Skill Level Descriptors for Adults with Intellectual Disabilities

2L. Assessment Data to Guide Instruction

Assessment data should be used to guide instruction. Practitioners should know how to interpret and use the CASAS Student and Class Profiles by Competency to develop lesson plans that meet the needs of adult students in the class individually and collectively. Practitioners are encouraged to use the CASAS Quick Search to identify commercially published print, audio, visual, and computer-related instructional materials to teach select CASAS competencies. The CASAS Quick Search database is searchable by CASAS competency, instructional level, type of learner, and mode of instruction.

2M. Administering Informal Assessments

While it is important to note that OSSE AFE sub-grantees may only use approved CASAS assessment instruments to report NRS educational functioning levels and learning gains, adult education providers are also encouraged to use a variety of informal assessments to guide instruction. The use of teacher-made tests, unit tests, portfolios, applied performance assessments, learner surveys and teacher observations may be used to monitor learning and inform instructional practices.

2N. Alternate and Equivalent Test Forms

There are alternate and equivalent test forms that Integrated Education and Training providers must use for pre-testing and post-testing. The Suggested Next Test Charts provided by CASAS should be consulted to guide pre-test and post-test selection. If programs use CASAS eTests Online®, the pre-test and post-test selection happens automatically. Post-testing will be at either the same level or a higher level, depending upon the pre-test score. An alternate test form within the same test series is

recommended for post-testing. Additionally, the post-test must be in the same skill area as the pre-test; that is, programs may not use a reading pre-test and a math post-test to determine learner gains.

2O. Extended Range Tests

CASAS extended range tests are designed to bridge the gap between testing levels A and B in order to provide a more accurate measurement of scale score gains. The following series have extended range tests: The Life and Work Series include pre-test and post-test forms 81RX (Level A) and 82RX (Level A). Programs should administer the "X" Level test after the other level tests have been administered.

2P. Pushing Forward Assessments

Effective July 1, 2022, assessment scores remain valid for a period of 12 months from the date of the assessment(s) for a student who continues in a program and/or returns to a program after 90 days of inactivity. As such, providers may push forward a student's Reading, Math and/or ESL assessment scores from a prior program year (e.g., PY 22 - July 1, 2021 - June 30, 2022) to the next program year (e.g., PY 23 - July 1, 2022 – June 30, 2023). All tests administered on or after July 1, 2022 are valid for a 12-month period. As such, a student must be administered a new pre-test in each applicable subject area after the 12-month period.

Only Reading, Math and/or ESL tests with the highest educational functioning level (EFL) from the prior program year (e.g., PY 22 - July 1, 2021 - June 30, 2022) should be pushed forward to the next program year (e.g., PY 23 - July 1, 2022 – June 30, 2023). Using a student's lowest educational functioning level assessment from the prior year as the starting point in a new program year could result in easy level gains which is not permissible.

Example 1: A student enters a program and is administered a pre-test in the applicable subject areas. As a result of the pre-test, the student's entry EFL is NRS Level 4. After a minimum of 50, maximum of 70-100 hours of instruction, the student is administered a post-test. As a result of the post-test, the student's EFL is NRS Level 5. At the end of the program year, the student is administered another post-test. As a result of this assessment, the student's EFL is NRS Level 4, which is lower than the previous post-test. If the student continues in the program, the NRS Level 5 assessment, which was the student's highest EFL of the prior program year, should be pushed forward to the next program year.

Example 2: A student enters a program and is administered a pre-test in the applicable subject areas. As a result of the pre-test, the student's entry EFL is NRS Level 4. After a minimum of 50, maximum of 70-100 hours of instruction, the student is administered a post-test. As a result of the post-test, the student's EFL remains at NRS Level 4. In cases in which the student's assessments in a program year in a particular subject area are at the same EFL, the provider should push forward the most recent assessment.

Expired assessments that are older than 12 months may not be pushed forward.

All students, whose assessments are "pushed forward", <u>must be</u> administered a post-test after a minimum of 50, maximum 70 to 100 hours of instruction after the assessment push forward date.

2Q. Disallowable Assessment Instruments and Methods

CASAS instruments are one of two allowable assessments that may be used to report students' measurable skill gains (MSGs) as evidenced by CASAS pre- and post-tests indicating students' completion

and advancement of an educational functioning level. Additionally, students may demonstrate an MSG by the attainment of a secondary education credential.

The following instruments and/or methods are disallowable for reporting students' educational functioning levels:

- Using the same CASAS form for both pre-test and post-test assessment (i.e., administering CASAS Life & Work Reading Form 187 as a pre-test and also administering CASAS Life & Work Reading Form 187 as a post-test);
- Commingling a different instrument with CASAS for pre-test or post-test assessment (i.e., CASAS Reading pre-test and Tests of Adult Basic Education [TABE] Reading post-test);
- Using a different CASAS series for pre-test and post-test (i.e., CASAS Life & Work Reading Pre-test and CASAS Employability Competency System Reading Post-test);
- Test of English as a Foreign Language (TOEFL);
- College placement tests (i.e., Accuplacer and/or Compass); and/or
- Professional judgment.

While the General Educational Development Test (GED)® is now allowable for evaluating measurable skill gains in the NRS, Integrated Education and Training providers should still administer a CASAS post-test to GED and High School Diploma/Equivalency completers because the post-test provides the following:

- Information for the student about his/her educational functioning level gains;
- List of competencies the student has mastered as well as those on which to focus;
- Current scale score which may be needed to qualify for an Individual Training Account (ITA) or other integrated education and training or skills training program;
- Postsecondary education transition in which a certain scale score helps the student enter credit–bearing coursework; and
- Evidence of measurable skill gain for the provider.

2R. Expired Assessment Instruments

The US Department of Education allows states a period to sunset an expiring test/assessment instrument and transition to other tests suitable for use in the NRS. Specifically, tests with three-year NRS approvals in the Federal Register may continue to be used during a transition period to calculate post-test gains for students who were pre-tested with the test prior to its expiration.

The US Department of Education, OCTAE publishes a list of approved and expired assessments in the Federal Register at https://www.federalregister.gov/documents/2016/12/13/2016-29899/tests-determined-to-be-suitable-for-use-in-the-national-reporting-system-for-adult-education.

2S. Guidelines for Ninety (90) Days of Inactivity

According to the US Department of Education, OCTAE, OSSE AFE must require sub-grantees to change a student's status to "Left" after 90 days of inactivity/no instructional hours. See Instructional Hours Types in section 6B. Entering Student Data in in LACES.

Inactivity is determined when 90 days have elapsed since the student last received services from a program. Should a student return to a provider for services or seek services from one of the provider's

partners and/or consortium members within 12 months of the date of his/her last assessment, the sub-grantee is required to change the student's status from "Left" to "Active" in LACES by enrolling the student in a new class or instructional activity. See section 2P. Pushing Forward Assessments.

2T. Exceptions to Standard Guidelines on Administering Post-Tests

OSSE AFE sub-grantees may assess individual students who indicate that they are leaving the program before the scheduled post-test date to maximize collection of paired test data. In this situation, a note should be entered into the learner's LACES record on the Comment tab, which is located under the Student Data tab, to document the decision to post-test prior to the accumulation of a minimum of 75 hours of instruction.

2U. Administering a New Pre-Test for "Stop outs"

Students who are inactive or who "stop out" for 90 days are considered left/exited from the program and should be marked as such in LACES and exited from the class(es) in which the student was enrolled on the LACES Class tab. Post-test scores obtained at the end of a semester or other reporting period may serve as a pre-test for the next semester or reporting period, provided that the interim does not exceed more than 90 days. A post-test is reliable for up to 90 days if no significant instructional intervention has occurred in the interim. Similarly, the most recent assessment results for "stop outs" returning to integrated education and training classes may be used, provided that the last test administered does not exceed the same 90-day period. If the student has been marked left/exited from the program and his/her post-test was administered more than 90 days ago, the student must be reassessed.

Program personnel may wish to retest "stop outs" or students returning the following semester or reporting period if they have reason to believe that during the student's absence or summer recess a significant learning intervention occurred that may invalidate the student's previous assessment results. In such circumstances, retesting is always an option.

2V. Top-out Scores, Bottom-out Scores and High Valid Range Scores

Top-out Scores
Top-out Scores (scale scores above the accurate range for each pre-test and post-test) are provided for most CASAS assessments to reflect conservative scale scores gains. This allows programs to utilize top range scores for each test. It should minimize the occurrence of negative gains when a student takes a higher-level post-test.

When students score in the top-out range, programs may either accept the top-out score keeping in mind that this score may not be the most reliable measurement and administer the next level test(s) when the student is tested following an instructional period/semester; or disregard the top-out score and administer the next higher-level test immediately. In this case, only the score from the higher-level test should be entered in LACES.

Bottom-Out Scores
The process described above under Top-out Scores does not apply for bottom-out scores. Students who bottom-out must be retested at the next lower level as follows:

- Adult Basic Education (ABE) Students
  Students who bottom-out of CASAS Level A when administered the Reading GOALS 901R

test, may be retested using the CASAS Tests for Adults with Developmental Disabilities – Adult Life Skills Form 352 Appraisal and the applicable pre-test/post-test – Forms 312-343 (Levels 2A-5A). However, it is important to note the CASAS Tests for Adults with Developmental Disabilities – Adult Life Skills tests are non-NRS approved assessments. Therefore, students who are assessed using this <u>non-approved</u> NRS test series <u>are not</u> considered NRS fundable, <u>may not</u> be served with federal funding and <u>may not</u> be counted for federal reporting. Students may, however, be served using OSSE AFE local grant funds and counted for state reporting.

- <u>English as a Second Language (ESL)/English Language Learners (ELL)</u>
  Students who bottom-out of CASAS Level A when administered the Life and Work Reading 81R test, may be retested using the Life Skills Reading Form 27 test. <u>The Life Skills Reading Forms 27/28 pre- and post-test are approved NRS assessments for use with ESL/ELL only</u>. Therefore, students who are assessed using this <u>approved</u> NRS test series <u>are</u> considered NRS fundable, <u>may be</u> served with federal funding, and <u>may be</u> counted for federal reporting.

High-Valid Range Scores

Students sometimes pre-test in the upper valid range of a particular CASAS level. As a result of this, the test administrator may decide to give the student the next higher-level post-test. While this may be an appropriate decision, occasionally, the student will show a negative gain at the next level. The test administrator may wish to avoid this by giving the same level post-test instead of the higher-level post-test. In all likelihood, the student will fall into the top-out range, but that score can be reported and a gain will result.

2W. Exemptions

According to federal reporting requirements, students with a valid assessment and 12 or more hours of instruction must be included in calculating the percentage of students making measurable skills gains. Under WIOA, measurable skills gains are determined by a student's completion of one or more educational functioning levels or a student's acquisition of a high school diploma or GED. Completion of a NRS level can only be determined via the administration of CASAS pre-test <u>and</u> a post-test. Therefore, OSSE AFE strongly recommends that providers administer a pre-test <u>and</u> post-test to all students.

OSSE AFE sub-grantees are urged to use Life Skills Reading Forms 27 and 28 to pre-test and post-test students with low level literacy skills and English Language Learners and Forms 310-343 (Levels 2A through 5A) for students with developmental disabilities/special needs

2X. Tests for Students with Special Needs

<u>CASAS Tests for Adults with Developmental Disabilities – Adult Life Skills</u>
Adult Basic Education (ABE) students with learning and other developmental disabilities or beginning literacy skills should be assessed with the CASAS Tests for Adults with Developmental Disabilities - Adult Life Skill series. This includes administering Appraisal Form 352, as the initial assessment and then pre-tested and post-tested with Forms 312-343 (Levels 2A-5A). These tests are administered one-to-one and assess reading and listening proficiency in a life skill context across the CASAS content areas. The level 2A is the most difficult level and provides a transition into CASAS Level Pre-A and A. The tests cover the range of the CASAS scale

scores from 117-202. These assessments are available via paper-based tests only.

CASAS Life Skills Reading
CASAS Life Skills Reading Forms 27/28 pre- and post-test are approved for use in the NRS for English as a Second Language (ESL)/English Language Learners (ELL) only. These assessments are available via computer-based tests or paper-based tests.

CASAS POWER
The CASAS POWER – Providing Options for Workplace, Education, and Rehabilitation – assessment is suitable for adults who have intellectual disabilities who do not read print to measure pre-reading skills and independent life skills.

CASAS Braille Reading
The CASAS Braille Reading Assessment Form 837, Level A/B is available to measure basic literacy skills for students who are blind or visually impaired. The Braille Reading Assessment determines life and work reading skills in contracted Braille.

SECTION 3: CASAS VALIDITY, RELIABILITY AND TEST SECURITY

3A. Validity

All CASAS assessment instruments undergo rigorous test development and validation procedures and meet the standards of the American Education Research Association (AERA), the National Council for Measurement in Education (NCME), and the American Psychological Association (APA). The *CASAS Technical Manual* (CTM) contains detailed information about test validity and reliability.

CASAS test administration manuals for each test provide explicit guidelines for uniform implementation and interpretation of CASAS assessment information. Additionally, CASAS conducts studies to ensure test comparability across programs and states. Test comparability data are available in the *CASAS Technical Manual.*

3B. Reliability

CASAS reliability (test accuracy) has two major subcomponents – consistency and stability. For each scale score attained on a CASAS test, a standard effort of measurement (SEM) is given. In addition to reporting a scale score for raw scores attained on a test, CASAS established a range of accuracy for each test form. For every score in the accurate range, a SEM for each scale score is given. For scale scores exceeding the accurate range, CASAS provides a usable, conservative scale score estimate. Therefore, administrators are encouraged to administer a test at the next more difficult test level to obtain a more accurate scale score estimate. CASAS does not report scale scores for raw scores falling below the accurate range.

CASAS uses the most currently researched and recommended methodology in educational measurement practice – Item Response Theory (IRT) - to establish indexes of item bank, test, and test score reliability. For indexes of consistency, CASAS tests for the un-dimensionality of the item bank ensuring items all measure the same underlying construct. The *CASAS Technical Manual* (CTM) contains detailed information about test validity and reliability.

3C. Test Security

OSSE AFE requires sub-grantees to ensure test security. The Executive Director/Program Manager of each OSSE AFE sub-grantee assumes responsibility for safeguarding all CASAS-developed assessment materials, including Test Administration Manuals and answer sheets. Persons who have access to CASAS eTests Online® shall not use test content for personal gain. No person may reproduce or paraphrase in any manner or for any reason the test content without the express written consent of CASAS.

CASAS Paper-Based Tests (PBT) - Test Security
All CASAS assessment materials should be stored in a locked, preferably fireproof, file cabinet accessible to the program manager and/or the program manager's designee(s). Staff persons who administer assessments should return all materials to the designated file cabinet immediately after an assessment session. All answer sheets and writing samples are treated as confidential until destroyed.
CASAS eTests Online® and TOPSpro Enterprise® - Test Security
CASAS eTests Online® Coordinators and Proctors shall ensure test security within the site location.

Access to CASAS eTests Online® is granted to proctors only through scheduled test sessions immediately prior to the test administration. All CASAS assessment usernames and passwords should be kept secure. Staff persons who administer assessments should keep their usernames and passwords secure. Coordinators will ensure all test stations intended for use in administering CASAS eTests Online® are registered before scheduling test sessions and shall ensure all test sessions are closed and test stations are returned to their original state prior to the test administration and immediately after test administration.

SECTION 4: ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES/SPECIAL NEEDS

The [Americans with Disabilities Act (ADA)](#) of 1990, Title 3, Section 36.309, requires that accommodations in testing be provided to allow the learner who has a disability to demonstrate his/her level of understanding or mastery of a subject. The accountability standards in the 2014 Workforce Innovation and Opportunity Act (WIOA) include the Rehabilitation Act Amendments of 1973 which aim to improve access to adult programs and achieve employment outcomes for students with disabilities.

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

Local test administrators may provide or allow some accommodations in test administration procedures or environment for documented disabilities without contacting CASAS. Accommodations procedures are applicable to all CASAS tests and include:

- Accommodations in test time;
- Giving supervised breaks;
- Allowing extended time;
- Testing in an alternate room;
- Using a colored overlay;
- Large print test booklets and answer sheets; and/or

- Providing a sign language interpreter for test administration directions only.

It is <u>not</u> an appropriate accommodation in test administration procedures to *read a CASAS reading test* to a student simply because of low literacy skills. The purpose of a reading test is to assess reading skill levels and determine the student's appropriate instructional level.

Integrated education and training programs are responsible for providing fully accessible services and for ensuring that these services meet reasonable criteria. Students with disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after diagnosis. The need to use an accommodation should be documented in official learner records. The information may be derived from a doctor's report, a diagnostic assessment from a certified professional and/or other clinical record.

The resource *CASAS Assessment Accommodations Guidelines* offers additional information on providing accommodations. Agencies may call CASAS to get information on additional accommodations in test administration procedures or about documentation of accommodations on individual records or visit https://www.casas.org/training-and-support/testing-guidelines/accommodations-guidelines.

CASAS Paper-Based Tests (PBT) - Accommodations
CASAS large-print test forms may be appropriate for some students with a disability. CASAS large-print tests include Beginning Literacy Reading Assessment, Life and Work test booklets, and Secondary Level Assessment test booklets. Large-print answer sheets are also available. A Life and Work test form in Braille format measures basic literacy skills for students who are blind or have a visual impairment. Please note that students must provide documentation of a disability to receive an accommodation.

CASAS eTests Online® and TOPSpro Enterprise® - Accommodations
CASAS assessments that may be appropriate for some students with a disability include the CASAS eTests Online® computer-adapted and computer-based tests. Please note that students must provide documentation of a disability to receive an accommodation.

4A. Identification of Students Who May Require Accommodations

OSSE AFE sub-grantees are required to administer the Washington State Learning Needs Screening Tool to <u>all</u> students as part of the intake and assessment process or provide an explanation as to why a learning needs screening was not conducted. If a learner scores 12 or higher, the sub-grantee should refer the individual for further assessment by a licensed professional. Sub-grantees that offer ESL/ELL services should administer the Student Learning Information Questionnaire (Payne and Associates) or the Empire State Screening Tool (Learning Disabilities Association of New York), if applicable, and refer the individual for further assessment by a licensed professional. Local program providers and partner agencies should contact OSSE AFE for assistance in linking District residents to licensed professionals for assessment, diagnosis, documentation of a disability and/or need for accommodations.

4B. Payne Learning Needs Inventory (PLNI)

Sub-grantees can administer the Payne Learning Needs Inventory (PLNI) to students with unidentified special learning needs. The PLNI is a 50-question assessment that builds upon the 14 questions asked during the administration of the Washington State Learning Needs Screening Tool. Once administered and scored, the sub-grantee is apprised of the domains in which a student learns best and is able to identify and select specific instructional strategies to use to address a student's learning needs.

4C. Documentation of Identification of Learners Who Require Accommodations

Local agencies are responsible for providing fully accessible services and for ensuring that these services meet reasonable criteria. Adult students with disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after diagnosis. The need to use an accommodation should be documented in official learner records, such as the Individual Career Pathway Transition Plan and in LACES. The documentation must show that the disability interferes with the learner's ability to demonstrate performance on the test. The information may come from a doctor's report, a diagnostic assessment from a certified professional, and other clinical records. Local program providers and partner agencies should contact OSSE AFE for assistance in linking District residents to licensed professionals for assessment, diagnosis, documentation of a disability and/or need for accommodations.

4D. Accommodations for Special Populations

There are no exceptions to this assessment policy. It is especially important to choose appropriate CASAS tests designed for students with disabilities, language barriers, and limited literacy skills. Local program providers and partner agencies should contact OSSE AFE for assistance, if needed.

SECTION 5: TRAINING REQUIREMENTS TO ADMINISTER CASAS ASSESSMENTS

5A. CASAS Training Policies

Training is essential to a quality CASAS implementation. CASAS assessments cannot be used by agencies that have not completed CASAS Implementation Training with a CASAS State Trainer or received training from a qualified individual at their program site.

5B. CASAS Implementation, eTest Online and TOPSproTraining

OSSE AFE requires at least two staff members from each sub-grantee to participate in CASAS Implementation Training and, upon satisfactorily completing the session, become certified to administer the CASAS at their site(s). Training in CASAS assessment is required to ensure accurate use of tests, appropriate interpretation of learner results, and to maintain the integrity and quality of the assessment process.

All new staff at OSSE AFE sub-grantee organizations who will be working in the capacity of intake specialist, assessor, instructor, data manager, or project manager must attend CASAS Implementation Training. Participants who satisfactorily complete the CASAS Implementation Training become certified to administer the CASAS instruments. This verification data is submitted to the CASAS National Office within five to 10 business days after the conclusion of each training session. Once trained, the individual can train others within his or her respective agency but may not train outside that agency. Local program providers may also be required by the state to attend CASAS refresher and/or other related trainings.

OSSE AFE offers CASAS Implementation, eTests Online Coordinator and Proctor and TOPSpro Enterprise Training regularly to integrated education and training, adult education, and family literacy practitioners in the District of Columbia, as well as to staff members of partner agencies. Additionally, training webinars are offered by the CASAS National Office at www.casas.org.

OSSE AFE requires that each agency have a minimum of two staff members, who are certified in the roles of CASAS Coordinator and/or Proctor, to administer place-based or remote assessments.

CASAS Paper-Based Tests (PBT) - Training
To administer CASAS paper-based tests, an individual must successfully complete CASAS Implementation Training.

CASAS eTests Online® and TOPSpro Enterprise® - Training
To administer CASAS eTests Online® in a place-based setting, remotely or a hybrid of the two approaches, individuals who <u>are currently certified</u> as CASAS eTest Coordinators and Proctors must:

    (1) Complete the OSSE AFE state-imposed CASAS Remote Testing Implementation Training webinar;
    (2) Sign the Proctor Remote Testing Agreement, submit the agreement to CASAS National Office and forward a copy of the agreement to OSSE via email to OSSE.AFETA@dc.gov; and
    (3) Adhere to all test security measures and remote testing protocols.
    (4) Additionally, at least one person per site that is administering or preparing to administer CASAS eTests Online® and TOPSpro Enterprise® in a place-based setting, remotely or a hybrid of the two approaches must also complete the CASAS Agency Remote Testing Agreement.

To administer CASAS eTests Online® in a place-based setting, remotely or a hybrid of the two approaches, individuals who <u>are not currently certified</u> as CASAS eTest Coordinators and Proctors must:

    (1) Complete the CASAS Implementation Training;
    (2) Complete the CASAS eTests Online® Coordinator and Proctor Training, which will include the OSSE AFE state-imposed CASAS Remote Testing Implementation Training;
    (3) Sign the Proctor Remote Testing Agreement, submit the agreement to CASAS National Office and <u>forward a copy of the agreement to OSSE via email to OSSE.AFETA@dc.gov;</u> and
    (4) <u>Adhere to all test security measures and remote testing protocols.</u>
    (5) Additionally, at least one person per site that is administering or preparing to administer CASAS eTests Online® and TOPSpro Enterprise® in a place-based setting, remotely or a hybrid of the two approaches, must complete the CASAS eTests Online® and TOPSpro Enterprise® CASAS Test Site Agreement and the CASAS Agency Remote Testing Agreement.

    Note: Agencies that administer CASAS eTests Online® and TOPSpro Enterprise® are required to sign the CASAS Test Site Agreement <u>and</u> the CASAS Agency Remote Agreement to ensure that the organization has the flexibility to administer assessments in a place-based setting, remotely or a hybrid of the two approaches. The signed agreements attest that the agency will adhere to all test security measures and testing protocols. OSSE AFE reserves the right to monitor organizations for adherence to the OSSE AFE and CASAS guidelines relative to the administration of assessments.

5C. Certification of State-level Trainers

OSSE AFE adheres to CASAS guidelines for certifying CASAS state-level trainers who train local staff. To train local agencies within a state, individuals must be certified as CASAS State-level Trainers. Only CASAS State-level Trainers are authorized to train representatives from local agencies. While trained local representatives may prepare other professionals in their agencies to administer, score and

interpret CASAS tests, OSSE AFE strongly recommends that staff participate in the state-sponsored CASAS Implementation Training which is offered on a regular basis and at no cost to program staff and instructors at DC-based organizations and WIOA partner agencies

5D. Ordering CASAS Materials and Web-Test Units

Only individuals who successfully complete the CASAS Implementation Training, CASAS eTests Online® Coordinator/Proctor Training and/or other related CASAS trainings may order CASAS paper-based assessment materials and CASAS Web Test Units (WTUs) for CASAS eTests Online® administration. Individuals who do not complete the training may not order CASAS materials or web test units.

5E. DC Statewide License for CASAS eTests

In order to assist the District of Columbia in establishing uniform intake and assessment practices, OSSE AFE has a statewide license for CASAS eTest implementation. Training and CASAS Web Test Units (WTUs) are made available to eligible providers under the DC state license. Eligible providers including integrated education and training, adult education, and family literacy practitioners in the District of Columbia, as well as to staff members of partner agencies (including, but not limited to, the District of Columbia Department of Disability Services, Department of Employment Services, Department of Human Services, Department of Youth Rehabilitation Services and The University of the District of Columbia-Community College) may request training and/or WTUs. Once two staff members of the eligible provider have completed CASAS Implementation Training, become certified as a CASAS eTest Coordinator and Proctor, and submitted the CASAS eTest Site Agreement to CASAS and OSSE AFE, access to the DC Web Test Units will be provided. Please note that OSSE AFE may not be able to provide all the WTUs that an agency may need, however, OSSE AFE will strive to make a substantial number available for use.

SECTION 6: DATA COLLECTION, REPORTING AND ACCOUNTABILITY

6A. Literacy Adult and Community Education System (LACES)

OSSE AFE sub-grantees are required to collect and report student demographic, intake, assessment, performance and outcome data   in the Literacy Adult and Community Education System (LACES), the state's management information system, throughout the program year for National Reporting System (NRS) accountability purposes. Please note that the use of a student's personal identifiable information (PII), including date of birth, in the creation of a student's identification number or field in LACES is prohibited.

Recognizing that training is critical to quality data collection and reporting, OSSE AFE provides training in CASAS quarterly and LACES and the NRS, one to two times per year with the LACES National Trainer as well as via monthly LACES check-in sessions, bi-monthly TOPSpro Enterprise and CASAS check-in webinars, workshops and provider meetings for sub-grantees throughout the year. These trainings include the following:

- NRS policy, accountability policies, and data collection process;
- Definitions of measures; and
- Assessment protocols.

OSSE AFE sub-grantees are monitored to ensure that they have a written process for data collection, data entry, and error identification/correction including generating Diagnostic Search Reports from LACES that ensures reliable, accurate, and up-to-date data is collected and reported as well as evidence that staff person(s) responsible for data entry and management has/have been adequately trained and employ a system of checks and balances to ensure accurate data entry.

State and local program performance and outcome data is reported in the DC OSSE AFE Annual Performance Report to the US Department of Education which is posted at www.osse.dc.gov and at www.nrsweb.gov.

6B. Entering Student Data in in LACES

Only Hours Types with the following five designations are reportable on the National Reporting System (NRS) Tables:

- **Instruction – Assessment** (Administration of OSSE's state-approved assessment CASAS, the Learning Needs Screening Tool, the NorthStar Digital Literacy Assessment, Career Assessments, student surveys and/or other designed to assess the education, training, or other related needs of student surveys)
- **Instruction – Intake** (Collection of intake and demographic information)
- I**nstruction** – **Orientation** (Orienting students to online learning tools, norms, logging in to instructional software, Learning Management Systems, and other technology tools that support distance learning)
- **Instruction** (Place-based)
- **Instruction – Distance Learning** (Any method of learning that occurs outside of the actual classroom, including proxy hours, phone instruction, web-based instruction, virtual instruction, and asynchronous learning).

  - *Students are considered to be Distance Learning students if 51 percent or more of the student's Current FY Instructional Hours were generated from Instruction-Distance Learning. If a student had Instruction-Distance Learning hours that total less than 51 percent of the student's total, cumulative current FY instruction hours, then the student will not populate the NRS tables as a distance learning student.*
  - *Distance Learning students who are NRS participants (valid assessment and 12 or more hours) will populate all NRS tables and additionally populate 4C and 5A, which are tables specifically used for tracking Distance Learning.*

OSSE AFE sub-grantees users must use the Hours Type" Instruction-Assessment" when reporting the administration of CASAS assessments, the Learning Needs Screening Tool, the NorthStar Digital Literacy Assessment, Career Assessments, student surveys and/or other designed to assess the education, training, or other related needs of student surveys).

Assessment data must be entered in LACES within five business days of the assessment administration date.

6C. Verifying Student Data in LACES

As part of the OSSE AFE Monitoring System and process, OSSE AFE randomly samples student folders at different intervals in the program year to ensure that the intake, assessment and other related data are

accurate and that intake and assessment processes, as well as that data collection and reporting, is being done correctly in LACES.OSSE AFE monitors verify assessment data in TOPSpro Enterprise, LACES and student folders and cross reference the list of participants with the sub-grantee's roster.

SECTION 7: DISTANCE EDUCATION ASSESSMENT PRACTICES

Students in distance education settings must fulfill the same assessment requirements as other students. Providers must require distance education students to complete appraisals, pre-tests, and post-tests at the program site or other proctored secure location where CASAS testing occurs. OSSE AFE applies all components of NRS policies and procedures to distance education students. Specific distance education curricula approved by OSSE AFE is identified in the *Office of the State Superintendent of Education, Adult and Family Education Distance Education Policy*. This policy contains a definition of proxy-hours and defines the proxy-hour model.

7A. Assessing Distance Education Students

Distance education students must be assessed in accordance with the same guidelines as other students in the District of Columbia, using approved standardized assessment tools and in accordance with the same number of instructional hours as other students, according to the *DC Assessment Policy for Workforce Innovation and Opportunity Act (WIOA) Providers and Core Partners*. All standardized assessments must occur in a secure, proctored environment.

7B. Reporting Distance Education Students

According to the NRS, a student is classified as a distance education student if most of the contact hours earned in a program year are derived from proxy-hours. Non-proxy and proxy contact hours will be recorded in separate fields in the state's management information system. The determination of the status of a student as a classroom or distance education student is made at the end of the program period when the student's proxy and non-proxy hours are compared. If a student has more than 50 percent of instructional hours designated as proxy-hours, the student is determined to be a distance education student for that program year. The student's proxy and non-proxy hours are both included in LACES and reported on the NRS reports.

LACES users must use the Hours Type designation - Instruction-Distance Learning - when reporting any method of learning that occurs outside of the actual classroom, including proxy hours, phone instruction, web-based instruction, virtual instruction and asynchronous learning. Students who engage in asynchronous learning at a distance should be coded Instruction- Distance. If a provider has a High Flex course, where students can attend in person or at a distance, students who attend at a distance should be coded Instruction-Distance Learning and the students who attend in person should be coded Instruction.

SECTION 8: OTHER RELATED ASSESSMENTS

8A. Career Assessment

OSSE AFE sub-grantees are required to administer a career assessment to students. This career assessment may include any of the following: Career Clusters Interest Survey™ (CCIS); O*NET Interest Profiler™ (O*NET IP); O*NET Work Importance Locator (O*NET WIL) or another career-related assessment and use this information to work with the student to develop an Individual Career Pathways

Transition Plan.

SECTION 9: IMPLICATIONS FOR WIOA PARTNERS

The District of Columbia WIOA Unified State Plan identifies a system alignment goal, one aspect of which is to create a uniform intake, assessment and referral system. As such, the *DC Assessment Policy for Workforce Innovation and Opportunity Act (WIOA) Providers and Core Partners* applies to WIOA core partners who are using CASAS and the Washington State Learning Needs Screening Tool, where applicable.

District residents who 1) do not have a secondary school diploma or its equivalent, 2) have a secondary school diploma or its equivalent, or 3) have some college credits should be administered CASAS pre- and post-assessments. Individuals with a college degree (Associate, Bachelor, etc.) may be exempted from CASAS assessments in select partner agencies on a case-by-case basis.

9A. CASAS Implementation, eTest Online, and TOPSpro Training and Web-Test Units for WIOA Partners

OSSE AFE makes CASAS training and CASAS eTest Web Test Units available to WIOA core partners and other providers. For additional information, see section 5E: DC Statewide License and/or contact OSSE AFE at OSSE.AFETA@dc.gov.

9B. Pushing Forward Assessments for Individuals Served by WIOA Partners

Effective July 1, 2022, assessment scores remain valid for a period of 12 months from the date of the assessment(s) for a student who is seeking an Individual Training Account (ITA), seeking participation in a workforce development or training program, continuing in a program and/or returning to a program after 90 days of inactivity. As such, partners may push forward a student's Reading, Math and/or ESL assessment scores from a prior program year (e.g., PY 22 - July 1, 2021 - June 30, 2022) to the next program year (e.g., PY 23 - July 1, 2022 – June 30, 2023). All tests administered on or after July 1, 2022 are valid for a 12-month period. As such, a student must be administered a new pre-test in each applicable subject area after the 12-month period.

Only Reading, Math and/or ESL tests with the highest educational functioning level (EFL) from the prior program year (e.g., PY 22 - July 1, 2021 - June 30, 2022) should be pushed forward to the next program year (e.g., PY 23 - July 1, 2022 – June 30, 2023). Using a student's lowest educational functioning level assessment from the prior year as the starting point in a new program year could result in easy level gains which is not permissible.

For partner agencies with educational programs that administer post-tests, all students, whose assessments are "pushed forward", must be administered a post-test after a minimum of 50, maximum 70 to 100 hours of instruction after the assessment push forward date.

9C. Re-Testing of Individuals Served by WIOA Partners

The CASAS is a resource intended to support instruction. It is used to assess what students already know, identify areas in which additional skills are needed and used as a means by which learners can 'demonstrate or prove' their skills to others, like educators, trainers and future employers. When a learner takes the test multiple times without an intervention, their test results do not represent demonstrable skills; rather, their test results only show their ability to guess at the correct answer. In

the long run, this testing strategy undermines the skill development of the student.

OSSE AFE recommends that partners refrain from administering or referring students for serial testing without an instructional intervention between the testing sessions, even if requested by a student. Re-testing individuals may only occur when there is evidence of instructional activities having taken place as the intervention. Please encourage, facilitate or provide students with an opportunity to engage in self-directed, online, or classroom instruction offered by a literacy or integrated education and training provider, before re-testing. This will help to ensure the instructional needs of students are met, while helping to maintain the integrity of the CASAS assessments.

SECTION 10. TECHNICAL ASSISTANCE

10A. Technical Assistance and Consultation

OSSE Adult and Family Education offers CASAS Implementation Training on a regular basis at no charge to District adult educators, WIOA partners, and other DC stakeholders. OSSE Adult and Family Education staff and its CASAS State Trainers are available to consult with CASAS users and/or prospective users to advise which CASAS assessments are most appropriate for adults, including individuals with learning and/or other developmental disabilities. Additionally, CASAS has assessments in Braille for students who are blind or visually impaired who read Braille and OSSE Adult and Family Education can make recommendations on the CASAS assessments that are most appropriate for adults with physical disabilities.

10B. OSSE Adult and Family Education Contact Information

For questions about CASAS Implementation Training, CASAS eTests, or other CASAS-related information, contact:
> OSSE Adult and Family Education
> 1050 First St. NE, Fifth Floor
> Washington, DC 20002
> (202) 727-8446
> OSSE.AFETA@dc.gov

APPENDICES

Skill Level Descriptors for ABE

Descriptors

Scale Scores	CASAS Levels	Descriptors
250 — 245	E	**High Adult Secondary Education** With some assistance, persons at this level are able to interpret technical information, more complex manuals, and material safety data sheets (MSDS). Can comprehend some college textbooks and apprenticeship manuals.
245 — 235	D	**Low Adult Secondary Education** Can read and follow multi-step directions; read and interpret common legal forms and manuals; use math in business, such as calculating discounts; create and use tables and graphs; communicate personal opinion in written form; write an accident or incident report. Can integrate information from multiple texts, charts, and graphs as well as evaluate and organize information. Can perform tasks that involve oral and written instructions in both familiar and unfamiliar situations.
235 — 220	C	**High Intermediate Basic Education** Can handle most routine reading, writing, and computational tasks related to their life roles. Can interpret routine charts, graphs, and labels; read and interpret a simple handbook for employees; interpret a payroll stub; complete an order form and do calculations; compute tips; reconcile a bank statement; fill out medical information forms and job applications. Can follow multi-step diagrams and written instructions; maintain a family budget; and write a simple accident or incident report. Can handle jobs and job training situations that involve following oral and simple written instructions and diagrams. Persons at the upper end of this score range are able to begin HSE preparation.
220 — 210	B	**Low Intermediate Basic Education** Can handle basic reading, writing, and computational tasks related to life roles. Can read and interpret simplified and some authentic materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a basic payroll stub; follow basic written instructions and diagrams. Can complete a simple order form and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions and diagrams. Can handle jobs and/or job training that involve following basic oral or written instructions and diagrams if they can be clarified orally. **Beginning Basic Education** Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry-level jobs that involve some simple written communication.
200 — 150	A	**Beginning ABE Literacy** Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry-level jobs that require only basic written communication.

Skill Level Descriptors for Adults with Intellectual Disabilities

Scale Scores	Level	Descriptors
210 — 200	B	**Beginning Basic Skills** Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry-level jobs that involve some simple written communication.
200 — 190	A	**Beginning Literacy/Pre-Beginning** Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry-level jobs that require only basic written communication.
190 — 180	AA	**Beginning Literacy/Pre-Beginning** Can use some very simple communication skills with others in daily activities and at work. Can handle most daily living skills such as dressing, hygiene, and meal preparation. Can identify and follow directions on public signs and buildings. Can use some community services such as grocery, banking, restaurant, and public transportation. Can handle jobs with mild level of support.
180 — 160	AAA	**Beginning Literacy/Pre-Beginning** Can follow some very simple safety practices in the home, community, and the job with help from support person. Can cross streets and follow directions on safety signs with supports. Can use some very basic community services with help such as health, transportation, and telephone. Can handle jobs requiring moderate level of support.
160 — 140	AAAA	**Beginning Literacy/Pre-Beginning** Can perform some minimum basic daily living skills such as washing hands, brushing hair, and dressing with help from support person. Can identify simple public signs such as entrances, exits, and public restrooms. Can handle community experiences and jobs requiring intensive level of support.
140	AAAAA	**Beginning Literacy/Pre-Beginning** Can identify a few common household objects such as comb, toothbrush, and shoes. Can perform very basic communication skills using gestures, sign language, or simple words. Can perform simple hygiene skills such as washing hands with support.

Skill Level Descriptors for ESL

Scale CASAS
Scores Levels

Descriptors

Scale Scores	CASAS Levels	Descriptors
250 – 245	E	**Proficient Skills** Listening/Speaking: Can participate effectively in social and familiar work situations; can understand and participate in practical and social conversations and in technical discussions in own field. Reading/Writing: Can handle most reading and writing tasks related to life roles; can read and interpret most non-simplified materials; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications. Employability: Can meet work demands with confidence, interact with the public, and follow written instructions in work manuals. (SPL 8)
245 – 235	D	**Adult Secondary** Listening/Speaking: Can function independently in survival, social, and work situations; can clarify general meaning and communicate on the telephone on familiar topics. Reading/Writing: Can read and interpret non simplified materials on everyday subjects; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications; and write an accident or incident report. Employability: Understands routine work-related conversations. Can handle work that involves following oral and simple written instructions and interact with the public. Can perform reading and writing tasks, such as most logs, reports, and forms, with reasonable accuracy to meet work needs. (SPL 7)
235 – 220	C	**Advanced ESL/ELL** Listening/Speaking: Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics. Reading/Writing: Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries. Employability: Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin HSE preparation. (SPL 6)
220 – 210	B	**High Intermediate ESL/ELL** Listening/Speaking: Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally. (SPL 5)
210 – 200	B	**Low Intermediate ESL/ELL** Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition. Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally. (SPL 4)
200 – 190	A	**High Beginning ESL/ELL** Listening/Speaking: Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences. Reading/Writing: Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. Employability: Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated. (SPL 3)
190 – 180	A	**Low Beginning ESL/ELL** Listening/Speaking: Functions in a very limited way in situations related to immediate needs; asks and responds to basic learned phrases spoken slowly and repeated often. Reading/Writing: Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address. Employability: Can handle only routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. (SPL 2)
180 – 150	A	**Beginning Literacy/Pre-Beginning ESL/ELL** Listening/Speaking: Functions minimally, if at all, in English. Communicates only through gestures and a few isolated words. Reading/Writing: May not be literate in any language. Employability: Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. Employment choices would be extremely limited. (SPL 0-1)

Note: These three charts provide general skill descriptors by level. Level descriptors for reading, math and listening correspond to scale scores on tests in those specific skill areas.