



pennsylvania
DEPARTMENT OF EDUCATION

Adult Learner Assessment

*Bureau of Postsecondary and Adult Education
Division of Adult Education Policy*

Subject: **Adult Learner Assessment**
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POLICY STATEMENT

All division-funded programs, including distance education programs, must follow established procedures for (1) selecting appropriate assessment instruments, (2) assessment training, (3) administering assessments, and (4) reporting assessment results.

PURPOSE

Proper assessment provides instructional staff with information on specific learner educational needs. In addition, proper assessment administration ensures Pennsylvania's success in meeting and exceeding the National Reporting System (NRS) target for measurable skill gain by learners.

GUIDANCE: Division-Approved Assessments for Reporting Learner Gains

Programs must conduct in-person administration of the standardized assessments approved by the division for reporting learner gains whenever possible. For cases in which in-person administration of the assessment is not possible or places undue burden on the learner, programs may administer the assessments listed in the [Remote Administration](#) section using virtual proctoring.

In-Person Administration

Adult Basic Education Levels 1-6

Tests of Adult Basic Education (TABE): Forms 11 and 12, paper or computer-based non-adaptive, Reading, Language, and Math

Comprehensive Adult Student Assessment System (CASAS) Reading GOALS: Forms 901, 902, 903, 904, 905, 906, 907, and 908, paper or computer-based

CASAS Math GOALS: Forms 900, 913, 914, 917, and 918, paper or computer-based

English as a Second Language Levels 1-6

Basic English Skills Test (BEST): BEST Literacy Forms B, C, and D, paper

BEST Plus 2.0: Forms D, E, and F, paper or computer-adaptive

Comprehensive Adult Student Assessment System (CASAS) Life and Work: paper or computer-based non-adaptive

- Reading – Forms 27, 28, 81, 82, 81X, 82X, 83, 84, 85, 86, 185, 186, 187, and 188
- Listening – Forms 981L, 982L, 983L, 984L, 985L, and 986L

Remote Administration

Adult Basic Education Levels 1-6

Tests of Adult Basic Education (TABE): Forms 11 and 12, computer-based non-adaptive, Reading, Language, and Math

Comprehensive Adult Student Assessment System (CASAS) Reading GOALS: Forms 901, 902, 903, 904, 905, 906, 907, and 908, computer-based

CASAS Math GOALS: Forms 900, 913, 914, 917, and 918, computer-based

English as a Second Language Levels 1-6

BEST Plus 2.0: Forms D, E, and F, paper or computer-adaptive

Comprehensive Adult Student Assessment System (CASAS) Life and Work: computer-based non-adaptive

- Reading – Forms 27, 28, 81, 82, 81X, 82X, 83, 84, 85, 86, 185, 186, 187, and 188
- Listening – Forms 981L, 982L, 983L, 984L, 985L, and 986L

Note: Neither the GED Ready™ or HiSET® Official Practice Test nor the Official GED® Test or the HiSET® Exam are approved as standardized assessments for educational functioning level (EFL) placement.

GUIDANCE: Selecting Assessments for Appropriate Learner Populations

Programs should select the appropriate standardized assessment(s) for each learner based on the characteristics of the learner (including needs, abilities, EFL, and goals). Table 1 (refer to Tools section below) provides suggested approved standardized assessments for English as a Second Language (ESL) and Adult Basic Education (ABE) learner populations at each EFL. The division issues the following guidance to ensure that learners are being tracked with the most appropriate approved standardized assessment:

BEST Literacy

1. BEST Literacy is NRS-approved to place learners in ESL EFLs.
2. The NRS has no exit criteria for ESL Level 6 based on BEST Literacy, so learners assessed with BEST Literacy that place into ESL Level 6 cannot demonstrate completion of an EFL. Therefore, BEST Literacy **should not be used** with ESL Level 6 learners. Learners that place into ESL Level 5 based on BEST Literacy should be transitioned to an assessment for higher-level ESL learners (CASAS or BEST Plus). This may be done immediately or after a matching follow-up BEST Literacy has been given, at the program's discretion.

BEST Plus 2.0

1. BEST Plus 2.0 is NRS-approved to place learners in ESL EFLs. This assessment is scored for ESL Levels 1-6.
2. Programs may use either the print form or the computer-assisted form. They may initially assess with a print form and give a second administration with the computer-assisted form, or vice versa, if necessary. Using the same format is preferable.
3. Instructors must not administer the BEST Plus 2.0 to their own learners.
4. A score from BEST Plus 2.0 cannot be matched with one from BEST Literacy.

TABE

1. TABE is NRS-approved to place learners in ABE Levels 1-6.
2. TABE is not NRS-approved to place learners in English as a Second Language (ESL) EFLs. Non-native speakers of English who are working on goals where progress related to instruction would be captured appropriately by TABE (e.g., preparing to take the HiSET®/GED® tests or improving academic English skills for advancement to postsecondary education) can be assessed with TABE.
3. Care should be taken to use appropriate levels of the test. Refer to **Table 1** in the Tools section below.
4. A higher-level posttest can be administered if the learner showed extraordinary progress in class.

CASAS

1. CASAS Reading GOALS and Math GOALS are NRS-approved to place learners in ABE Levels 1-6.
2. CASAS Life and Work Listening and Reading continue to be NRS-approved to place learners in ESL EFLs. Forms 27 and 28 may be particularly appropriate assessments for the lowest level ESL learners.

Caution: Programs may purchase informal “progress” assessments from test publishers but should not mistake these for state-approved assessments.

Assessment Extensions: CASAS Life and Work Listening (980 series), CASAS Life and Work Reading, BEST Plus 2.0, and BEST Literacy assessments are approved for use for ESL through February 2, 2024. CASAS Math GOALS is approved for use with ABE through March 7, 2024.

Special Needs Learners: Documented special needs learners are not required to be tested with a division-approved assessment but must be assessed using an alternative assessment (See Policy D.120 Special Needs). Special Needs learners will be assigned to ABE Level 1. Because these learners are not given a division-approved assessment, they cannot achieve an EFL gain.

GUIDANCE: Assessment Training

To ensure sound assessment procedures and accurate data, all staff members who administer assessments must complete division-approved training through the professional development system (PDS). Assessment staff must periodically repeat the courses to ensure compliance with test administration procedures. Only properly trained staff are permitted to administer assessments. Programs should ensure that they have the most up-to-date version of the test administration manual for the assessment(s) used and that staff read and follow the test administration procedures. Programs should regularly review appropriate test administration procedures.

Training

TABE

New staff members administering this assessment must take the PDS TABE training course. After successfully completing the training, participants must successfully administer and score three learner assessments under the supervision of a qualified assessor before independently administering an assessment. All TABE-trained staff must complete the TABE course every three years.

CASAS

New staff members administering this assessment must take the PDS CASAS training course before administering the CASAS assessments. All CASAS-trained staff must complete the CASAS course every two years.

BEST Literacy

New staff members administering this assessment must take the PDS initial training course as soon as possible. All BEST Literacy-trained staff must take the course as a refresher every three years.

BEST Plus 2.0

As required by the Center for Applied Linguistics (CAL), all BEST Plus 2.0 administrators must attend a six-contact-hour training workshop conducted by a certified BEST Plus 2.0 trainer before they may begin testing. After initial certification by CAL, Best Plus 2.0 administrators are required by the Division of Adult Education to annually complete the scoring refresher course offered by the PDS. Completion of the scoring refresher course and continued approval to administer the BEST Plus 2.0 are contingent on the administrator's ability to demonstrate reliable, accurate, and valid scoring during the scoring refresher course. BEST Plus 2.0 administrators who fail to meet these criteria must stop administering the BEST Plus until they

successfully complete the course. BEST Plus 2.0 assessments administered by individuals who do not meet these training criteria will be considered invalid.

GUIDANCE: Assessment Administration

All programs must have written assessment policy and procedures which ensure the following:

- a. Criteria for determining the most appropriate standardized assessment(s) for each learner;
- b. Completion of required assessment training by test administration staff, including completion of the division's remote-administration certification process;
- c. First assessment administration procedures, including specific procedures for in-person administration and specific procedures for remote administration;
- d. Use of appropriate accommodations as allowed by publisher guidelines;
- e. Informal assessment of learners' other needs and goals;
- f. Second assessment administration (posttesting) procedures, including specific procedures for in-person administration and specific procedures for remote administration; and
- g. Contingency planning for appropriate assessment of learners during any extended implementation of stay-at-home orders at the local, county, state, or national level.

First Assessment Administration: All programs must have procedures in place to ensure that all learners, including learners in distance education, are given an initial approved assessment *before beginning instruction*. This includes the use of the appraisal or locator when using the CASAS, BEST Plus 2.0, and TABE 11/12 to determine the correct level of the assessment to be administered. It is essential that learners be assessed prior to receiving instruction to ensure that instructors have diagnostic information about the learners' educational needs.

Assessment Accommodations: Learners with special needs of a sensory, orthopedic, cognitive, or psychiatric nature can be assessed using standardized instruments if the program feels they can show gains when given accommodations. To meet the unique needs of these adults, alternate approaches to standardized assessment practices may be appropriate and authorized. For example, TABE offers large print and Braille versions and audio tapes for the visually impaired. Refer to assessment publisher guidelines for more information.

Informal Assessments: The use of informal assessment is encouraged to enhance academic placement and planning. Informal assessments cannot be used as a substitute for the required standardized assessments. Results from informal assessments will not be entered into eData, will not count toward program performance standards, and should be kept in program records.

Note: Programs may use the GED Ready™ Official Practice Test or the HiSET® Official Practice Test as an informal assessment to ensure that learners are prepared to take the respective high school equivalency tests. These tests cannot replace the approved standardized tests used for reporting purposes.

Second Assessment Administration (posttest): Programs must have procedures in place to ensure that all learners, including learners in distance education, have a minimum of two administrations of at least one assessment with different but equivalent forms of the same

instrument. Pairing two different instruments (e.g., a TABE reading and a TABE math or a CASAS Reading GOALS and a CASAS Math GOALS) cannot be used to determine educational gain. TABE and CASAS computer-based (non-adaptive) tests are identical to their paper-based versions. It is permissible to pretest with a paper-based test and posttest with the correct alternate form of the computer-based test and vice versa. Learners that persist in their instruction should be assessed multiple times during a program year, as appropriate.

Recommended Timeframes: Publishers of the approved standardized assessments have recommended timeframes for follow-up administrations for all learners, including learners in distance education. Programs must provide administration of the assessments in accordance with the timeframes recommended by the respective publishers. Refer to **Table 2** in the Tools section below.

Programs have the option of posttesting outside the recommended timeframes under certain reasonable circumstances. For example, a learner that is being released from prison or anticipates an extended leave of absence may be posttested before the recommended timeframe if the learner has enough hours to have a reasonable chance to achieve an educational level gain.

Another example is a learner who was assessed with the TABE and placed at ABE Level 4 who has 55 hours of instruction, exits with no posttest, and returns after an absence of 90 days. In this case, the program does not have to posttest the learner within five hours of their returning to the program. It is best practice to allow the learner some additional instruction time before attempting a posttest and place a note to that effect in the learner file.

Note: Programs that assess a learner outside a test publisher’s recommended timeframe must document the reason in the learner file.

Periods of Participation: Regardless of the number of periods of participation for a learner, the programs should adhere to the test publisher’s recommended posttesting timeframes.

Expired Assessments: During a program year, if a learner does not receive instruction for 150 days or more, prior assessments are no longer valid, and the learner must be reassessed. For TABE, CASAS and BEST Plus 2.0, the locator/appraisal must be administered to determine the testing level. Programs must use the alternate level form booklet from the one used during the last assessment administration.

GUIDANCE: Additional Instructions for Remote Administration of Assessments

The following conditions must be in place for an agency to offer remote administration of approved assessments with virtual proctoring:

1. Agencies will designate one or two staff members to do all virtual assessment proctoring. Additional staff members may be designated once an agency has remote assessment in place.

2. Staff who administer assessments remotely must have completed the appropriate assessment training.
3. In addition to having completed the appropriate assessment training, staff must be certified in remote proctoring by a division-designated expert.
4. Programs must have the required technology to conduct virtual assessment proctoring. These requirements are slightly different for each assessment.
5. Assessment staff must meet with students in a separate meeting, prior to the assessment session, to ensure that students understand procedures and have the required technology.
6. Student identity must be verified at the beginning of each assessment session.

Special Instructions for Remote Administration of BEST Plus 2.0

1. Assessment administrators must strictly adhere to the procedures outlined in the [BEST Plus 2.0 Virtual Test Administration Guidance for Pennsylvania](#).
2. Assessment administrators may NOT administer the test using a cell phone. Students may use a cell phone to take the assessment.

Special Instructions for Remote Administration of TABE 11/12

1. Assessment administrators must strictly adhere to the procedures outlined in [TABE Examiner Instructions for Remote Testing in Pennsylvania](#).
2. Students must complete the *TABE Tool Tutorial* prior to their assessment session to ensure that they understand how to use the various tools available to them.

Special Instructions for Remote Administration of CASAS Assessments

1. Assessment administrators must strictly adhere to the procedures outlined in [CASAS Instructions for Remote Testing in Pennsylvania](#).
2. CASAS requires that anyone administering their tests remotely sign a remote testing agreement on the [CASAS website](#).
3. Special requirements for the CASAS Remote 1:1 Oral Response testing method:
 - a. This option may only be used when the student cannot use the kiosk software on their device or has an unsupported device.
 - b. Teachers may not administer a CASAS Remote 1:1 Oral Response test to their own students.
 - c. Agencies that plan to use this method must add information and procedures specifically addressing Remote 1:1 Oral Response to their assessment policies and procedures.

GUIDANCE: Administration of Assessments during Extraordinary Circumstances

Program assessment policy and procedures must include steps that staff will take to ensure that the program continues to assess learners according to this policy during extraordinary circumstances that impact in-person services. Those steps must include the use of remote administration of approved assessments whenever possible.

In cases in which learners do not have the technology required for remote administration of the standardized assessments used by the program or learners' lack of familiarity or comfort level with required technology is a barrier to successful remote administration of the assessment, programs may use informal assessments to determine eligibility for participation in division-funded services. All learners who are placed into the program using informal assessments must

be assessed with a division-approved standardized assessment as soon as possible after beginning instruction.

GUIDANCE: Reporting Assessment Results

Reporting Assessment Results: Each program must have a written policy and procedures that ensure sound collection and reporting of standardized assessment data. These procedures should have steps to ensure that all assessments are:

- Administered according to published guidelines for both in-person and remote administration;
- Scored correctly;
- Recorded completely and accurately by assessor; and
- Entered accurately into eData.

Once eData is open, all programs are required to enter all standardized assessments in eData within 14 days of test administration.

Entering Assessments: Programs must enter all subject area assessments administered to a learner into the eData system. An exception to this requirement is for learners who are assessed in multiple subject areas but want to focus their instruction on a single content area (e.g., reading) that is not associated with the lowest EFL. In this example, the assessment for the subject area the learner is working on is the only assessment entered into eData. A note explaining the reason must be included in the learner's file.

Rollover Assessments: Learners continuing with the program into the next program year or served by another program in a previous year must have their adult record rolled over in the eData system. As part of the adult record, the assessment for these learners may be rolled over if appropriate for the learner's course of study in the new program year. The rollover assessments must be approved for the current program year and dated within 150 days of the learner's first period of participation enrollment date to appear on the rollover screen.

Determining Educational Gain: The eData system allows entry of multiple administrations of multiple assessments. However, per Division of Adult Education policy, eData will automatically select the lowest EFL first administration subtest as the learner entry level. Scores entered in eData for follow-up administrations will determine an exit level for learners. The difference between entry level and exit level will determine educational gain, defined as completion of an EFL. Any EFL gain will be used for NRS reporting purposes and for agency performance purposes.

TOOLS

Table 1: Selection of Appropriate Assessment Instruments for ESL and ABE Learner Populations at Different NRS Functioning Levels

Approximate NRS EFL	ABE Levels 1 and 2	ABE Levels 3 and 4	ABE Levels 5 and 6	ESL Levels 1-4	ESL Levels 5 and 6
BEST Literacy	No	No	No	Yes	No
BEST Plus 2.0	No	No	No	Yes	Yes
CASAS Life and Work	No	No	No	Yes Reading, Listening	Yes Reading, Listening
CASAS Reading GOALS	Yes	Yes	Yes	No	No
CASAS Math GOALS	Yes	Yes	Yes	No	No
TABE 11/12	Yes	Yes	Yes	No	No

Table 2: Publishers' Recommended Timeframes for Posttesting

Note: These recommended timeframes are considered the ideal; however, programs may need to adjust these timeframes to meet learner needs.

Approved Assessments	Recommended Timeframes
BEST Literacy BEST Plus 2.0	60 hours minimum; 80-100 hours recommended
CASAS Life and Work CASAS Reading GOALS CASAS Math GOALS	40 hours minimum; 70-100 hours recommended
TABE 11/12 Alternate Form NRS ABE Levels 1-4	50-60 hours of instruction is recommended when testing with an alternate form (i.e., 11M to 12M) for learners with a minimum of 40 hours
TABE 11/12 Alternate Form NRS ABE Levels 5-6	30-59 hours of instruction is recommended when testing with an alternate form (i.e., 11M to 12M)

ADDITIONAL RESOURCES

[C.100 Adult Education and Family Literacy Performance Standards](#)

This policy explains the criteria for reportable individual and participant, defines exit criteria, and identifies program performance standards for adult basic and family literacy programs.

[C.130 Verifying and Reporting Data](#)

This policy includes information on requirements for NRS training for program staff and requirements and guidance for accurate and timely data collection and entry.

[C.135 Cohorts for the Primary Indicators of Performance](#)

This policy includes information on federal and state NRS performance indicator cohorts.

[D.130 Distance Learning Policy](#)

This policy establishes agency responsibilities for assessing learners in distance education.

[eData Manual and Glossary](#)

This document provides definitions of required and optional data elements and directions for entering data in the eData system.

[Test Benchmarks for NRS Educational Functioning Levels](#)

This document provides the scale score ranges for the NRS EFLs.