INDIANA
DEPARTMENT OF
WORKFORCE
DEVELOPMENT

Eric J. Holcomb, *Governor*
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To:	Indiana's Workforce System
From:	Indiana Department of Workforce Development
Date:	June 09, 2020
Subject:	DWD Policy 2017-13
	Educational Functioning Level Assessment Policy, Change 1

Purpose

Change 1 updates DWD Policy 2017-13 to advise that local Adult Education programs may implement virtual test proctoring using the assessments identified in this policy, in accordance with the test publisher's procedures for virtual testing.

This policy continues to describe the standard assessment procedure for adult education providers and WorkOne office staff regarding measurement of educational functioning levels (EFLs), test administration, proctor training requirements, and acceptable testing accommodations.

It remains the case that although WorkOne office staff will not be required to administer EFL assessments, WorkOne office staff who choose to administer these assessments should adhere to this policy.

Rescission

- DWD Policy 2017-13 Educational Functioning Level Assessment Policy

References

- Workforce Innovation and Opportunity Act (WIOA), Section 203
- Department of Education (DOE) Regulations, Sections 462.1 through 462.4, 462.10 through 462.14, and 462.40 through 462.44
- National Reporting System (NRS) Guidelines, OMB Number 1830-0027
- The Rehabilitation Act of 1973 Section 504
- The Individuals with Disabilities Education Act of 1997, General Provisions
- The Americans with Disabilities Act of 1990, General Provisions
- Indiana Department of Workforce Development (DWD), Professional Qualifications and Development Policy

Content

Need for Assessment Testing

Educational gain reporting is required by the National Reporting System (NRS), the federal accountability system for the Adult Education and Family Literacy Act, Title II of WIOA. A state's EFL assessment is federally reviewed and approved to ensure that it is suitable to be used when measuring a student's EFL in alignment with NRS guidelines. The state of Indiana has chosen the

Tests of Adult Basic Education (TABE) as its approved assessment for measuring and reporting EFLs, and is the only test to be used for this purpose.

One overarching goal of adult education programs is to improve the literacy skills of participants, and one way to demonstrate program effectiveness is through educational gain. Ongoing assessment is essential to ensure that all students are placed in the appropriate levels of instruction and are proficient. Standardized assessments measure a student's progress, certify mastery at specific levels of instruction, and drive program quality, professional development, and performance targets. Additionally, the implementation of a uniform policy allows for comparability across programs, and with the implementation of performance-based funding, a uniform policy helps ensure this standardization.

In order to accurately measure progress, the assessment must be valid and reliable. Validity is related to the accuracy of measurement; the extent to which the instrument measures what it is intended to measure. Reliability is the degree of consistency in performance on an assessment; the extent to which a student would be expected to perform similarly during multiple administrations of the instrument or under different conditions.

Purposes and Use of the Assessment

Standardized administration and scoring of the assessment, which specify score ranges tied to EFLs, allow for placement and reporting educational gains. (Links to the NRS EFLs are at https://nrsweb.org/training-ta/ta-tools/assessment.) Furthermore, EFLs are used by adult education providers to evaluate a student's academic progress through regular testing. This progression is then used to evaluate an adult education provider's success in achieving student skill gains. Additionally, TABE results are used by WorkOne office staff to gauge a customer's basic skills deficiencies, readiness for training, and/or need for referral to adult education.

The NRS approach to educational gains is to define a set of EFLs at which students are initially placed based on their abilities to perform literacy-related tasks in specific content areas. After a set number of attendance hours in adult education, students are again assessed to determine their skill levels. If a student's skill levels have improved sufficiently to be placed one or more levels higher, the student has achieved a measurable skill gain. Additionally, informal assessments such as teacher-made tests, unit tests, and student observations are encouraged to monitor learning and to inform instruction on an ongoing basis.

Summary and Overview of Assessment Testing

Tests for Adult Basic Education

TABE 11 & **12** is the DWD approved assessment for all students in the state adult program beginning July 1, 2018. TABE 9 & 10 assessments will not carry over after June 30, 2018. TABE 11 & 12 measures EFLs in three subjects: math, reading, and language.
TABE consists of five test levels (literacy, easy, medium, difficult, and advanced), two test forms (11 & 12), and a locator test.

In rare instances a student may not need to be assessed in all areas; however, programs should decide the skill areas most relevant to each student's needs or the program's curriculum and assess the student in these areas. Adult education programs will document the rationale for doing so in the student file and WorkOne office staff will document in the DWD case management system.

- **WorkOne:** For valid reporting of EFLs, eligible test candidates should complete the entire test suite (reading, language, and math) as a pre-test. Testing should be completed within eight (8) consecutive calendar days.

- **Adult Education:** Eligible adult education students should complete the entire test suite (reading, language, and math) as a pre-test. Testing should be completed within eight (8) consecutive calendar days. Students who have not attended adult education classes for more than ninety (90) consecutive calendar days should be administered a new pre-test.
- **Youth:** Title I eligible youth requirements mandate that programs serving WIOA Title I eligible youth should administer TABE beginning with the locator test.

Table 1 lists the valid content grade level ranges for each test level. The range for each test is approximately valid plus or minus two grade levels. For example, a student taking the Level M test would receive valid results if his or her score corresponded to an approximate grade level between 2.0 and 7.9. Scores falling outside of the valid ranges (invalid scores) are not reliable. In the case of invalid scores, retesting with a more appropriate level is required within thirty (30) calendar days from the original test date. Students only need to be retested in the subject(s) for which they received an invalid score.

Table 1 – TABE 11 & 12 Test Levels

Test Level	Content Grade Level Range	Grade Level Range for Valid Scores
Level L (Literacy)	0–1.9	0-3.9
Level E (Easy)	2.0–3.9	0-5.9
Level M (Medium)	4.0–5.9	2.0-7.9
Level D (Difficult)	6.0–8.9	4.0-10.9
Level A (Advanced)	9.0–12.9	7.0-12.9

Source: https://nrsweb.org/training-ta/ta-tools/assessment

TABE Complete Language Assessment System - English (TABE CLAS-E)
TABE CLAS-E measures the language proficiency of adult English Language Learner (ELL) students in the areas of reading, listening, writing, and speaking. Adult education programs will assess ELL students in *at least one* or more of the following subjects: reading, writing, or listening. Programs may choose to assess students in speaking; however, gains made in this subject will <u>not</u> count as gains for NRS or Indiana's performance metrics. The TABE CLAS-E is for non-English speakers and those with limited English proficiency. Table 2 lists the valid content grade level ranges for each CLAS-E test level.

Table 2 – TABE CLAS-E Assessment Levels

Test Level	ELL **Proficiency**
1	Beginning ELL 1
2	Beginning ELL 2
3	Intermediate ELL
4	Advanced ELL

Source: https://nrsweb.org/training-ta/ta-tools/assessment

General Assessment Requirements
TABE should be administered to all adult education students by the time of official enrollment, defined by NRS as twelve (12) hours of attendance. Before administering TABE, providers should administer the locator test to determine which level of TABE is appropriate.

- **WorkOne:** The test suite (reading, language, and math) should be completed within eight (8) consecutive calendar days. Individuals who have not made contact for more than ninety (90) consecutive calendar days should be administered a new pre-test;

otherwise, with regular contact, the TABE pre-test results can be used by WorkOne office staff for six (6) months to gauge readiness for training.

- **Adult Education:** The test suite (reading, language, and math) should be completed within eight (8) consecutive calendar days. Students who have not attended adult education classes for more than ninety (90) consecutive calendar days should be administered a new pre-test.
- **Youth:** Title I eligible youth requirements mandate that programs serving WIOA Title I eligible youth should administer TABE beginning with the locator test.

Guidelines for Administering the Assessment

TABE should be taken online or, as a last resort, in paper-and-pencil format. (Level L is only available as paper-based.) Local programs may implement virtual test proctoring using the assessments identified in this policy, in accordance with the test publisher's procedures for virtual testing. Prior to administering TABE, as noted in the General Assessment Requirements, providers should administer the locator test to determine which level of the assessment is appropriate.

If multiple skill areas are assessed and the student has different abilities in different areas, the program should place the student according to the lowest functioning level. For example, if a student is at the beginning level in reading and the low intermediate level in numeracy, then the student would be placed in the beginning level.

Adult education providers will measure and report measurable skill gains (raw scores) based on educational functioning levels into InTERS (the DWD adult education database). WorkOne office staff, working as partners with adult education, will measure and report EFLs in the DWD case management system.

> **TABE Test –** Adult education providers will enter all required data points from TABE in InTERS, and WorkOne office staff will enter all required data points in the DWD case management system after the student completes each test.

DWD strongly recommends that data be entered into InTERS on a weekly basis at a minimum. Timely data entry will allow program staff and DWD to analyze data on a regular basis and use it for program planning and continuous program improvement. However, DWD requires that all monthly data be entered by the **10th of the consecutive month** and data should be available for review at all times.

DWD staff monitors adult education programs across the state and maintains the InTERS system. Responsibilities include providing technical support; monitoring data at least quarterly (more frequent if warranted); monitoring program data entry errors monthly or when notified by an adult education program; working with programs to fix data entry errors; and producing and submitting NRS tables to the federal government. Adult education coordinators also utilize InTERS to monitor the performance of all programs within their region(s).

While data checks and error reports are built into InTERS, local programs should make every effort to ensure accurate data by identifying errors and missing data soon after entry. DWD encourages programs to monitor student progress and attendance through InTERS on a daily basis. Furthermore, program data entry personnel will work with DWD on data entry errors/issues, and at least two staff members should be trained and have access to the system at all times.

Job descriptions should include staff roles and responsibilities for data collection, and ongoing training is provided. If DWD determines that a program has a pattern of data entry discrepancies beyond occasional errors, the program will be monitored and may be required to submit additional documentation.

See the Adult Education Data Collection and Reporting policy for details on data quality. The state's risk-based monitoring process, Adult Education Program Monitoring and Improvement Policy, will review errors within InTERS to determine if more intensive monitoring is necessary.

Table 3 lists the *approximate* alignment between TABE scale scores and NRS EFLs. This alignment is not identical across all TABE tests levels (TABE L-A) or forms (11 and 12).

Table 3 – TABE 11 and TABE 12 Scale Score Conversions to NRS Levels

NRS ABE/ASE Level	Grade Level Equivalent	Reading	Math	Language
1. ABE Beginning Literacy	0-1.9	300-441	300-448	300-457
2. ABE Beginning Basic	2.0-3.9	442-500	449-495	458-510
3. ABE Intermediate Low	4.0–5.9	501-535	496-536	511-546
4. ABE Intermediate High	6.0-8.9	536-575	537-595	547-583
5. ASE Low	9.0-10.9	576-616	596-656	584-630
6. ASE High	11-12.9	617-800	657-800	631-800

Source: https://nrsweb.org/training-ta/ta-tools/assessment

Scores falling outside of the valid ranges (invalid scores) may not be reliable. In the case of invalid scores, retesting with a more appropriate level is required within thirty (30) calendar days from the original test date. Students only need to be retested in the subject(s) for which they received an invalid score.

Similarly, Table 4 lists the *approximate* alignment between TABE CLAS-E scale scores and NRS EFLs. This alignment is not identical across all TABE CLAS-E tests levels (1-4) or forms (A and B). The table also lists which TABE CLAS-E test levels can be used to measure attainment of each NRS EFL. For example, the Level 1 test can only measure attainment of NRS EFLs 1-3. To measure attainment of NRS EFLs 4 or higher, the student should take a higher TABE CLAS-E test level.

Table 4 – TABE CLAS-E Reading Scale Score Conversions to NRS Levels

NRS ELL Level	Test Levels	Reading	Writing	Total Reading &Writing	Listening
1	1, 2, 3, 4	250-392	200-396	225-394	230-389
2	1, 2, 3, 4	393-436	397-445	395-441	390-437
3	1, 2, 3, 4	437-476	446-488	442-482	438-468
4	2, 3, or 4	477-508	489-520	483-514	469-514
5	3 or 4	509-557	521-555	515-556	515-549
6*	4 only	558-588	556-612	557-600	550-607

*If a student is at this level, transition him/her to ABE and administer TABE 11 and TABE 12.

Source: https://nrsweb.org/training-ta/ta-tools/assessment

Adult education programs should continually post-test the student to determine educational gains after a required number of attendance hours, or after a student has demonstrated enough progress to merit a post-test. TABE guidelines recommend a set number of attendance hours in adult education between the administration of TABE and TABE CLAS-E pre- and post-tests. These hours, summarized in Table 5, vary based on NRS level and the form of the administered test (same or alternate). DWD has set a goal of 70 percent of students to be post-tested.

Post-tests should be issued each time a student reaches the required amount of attendance hours. Students will post-test in the same subject areas (pre-test scores less than 12.9) as

initially assessed. In the event of an invalid score, providers have thirty (30) calendar days from the original test date to retest the student and record the score.

Table 5 – Recommended Attendance Hours between Pre- and Post-test

Test	NRS Levels	Same Test Form or Alternate Test Form for Post-test	Recommended Attendance Hours
TABE 11 & 12	ABE EFLs (Levels 1-4)	Alternate Example: Pre-test 11M, Post-test 12M	50 - 60 (Minimum 40 hours)
TABE 11 & 12	ASE EFL (Level 5/6)	Alternate	30 - 59
TABE 11 & 12	ABE & ASE EFLs (Levels 1-5)	Same Example: Pre-test 11M, Post-test 11M	60-80
TABE CLAS-E	All ELL Levels	Alternate Example: Pre-test with A, Post-test with B	50 - 60 (Minimum of 40 hours)
TABE CLAS-E	All ELL Levels	Same Example: Pre-test with A, Post-test with A	60-80

Hours toward a post-test begin counting the next attendance day after the student completes the pre-test, and end the day the student completes the post-test. These include all adult education attendance hours, including distance learning, which may comprise orientation, instruction, and the time a student spends on the post-test.

Post-tests may be administered sooner than the recommended hours of attendance only if a student receives intense instruction or plans to exit the program. Documentation of early test administration will be maintained in InTERS.

The instructor may consider administering the next level of TABE or TABE CLAS-E test if the student shows the potential to score higher than the valid score range if given the same level test that was given as a pre-test.

For example, if the student was administered the TABE 11M pre-test, the instructor could administer the student the TABE 11D post-test if the student shows significant skill progress.

Proctor Training Requirements

Local adult education providers and WorkOne staff who administer or score assessments are responsible for participating in TABE/TABE CLAS-E assessment training at least annually and following all DWD issued guidance. New adult education or WorkOne staff should review all training materials available on DWD's website as well as attend locally provided training prior to administering any educational functioning level assessments.

Regionally designated training staff will be responsible for providing ongoing training for new staff and refreshing the skills of previously trained staff at a local level. All designated regional TABE training staff will be required to attend annual refresher training provided by DWD.

Training will include NRS policy, accountability policies, data collection process, definitions of measures, how to conduct the assessments, and discussion on best practices. Staff who attend these trainings must record who has attended, the trainer(s), and the date of the trainings at a local level. The attendance records should be available to DWD staff when asked to ensure training is being conducted and attended per policy.

Accommodations

Fulfilling learner requests for reasonable accommodations, at no cost to the individuals, is the responsibility of the provider delivering the assessment. To determine if an individual is eligible for accommodations, follow the test publisher's (Data Recognition Corporation [DRC]) guidance. Individual students with disabilities are responsible for providing information and documentation for their disability. Provider staff should review documentation, consider needed accommodations, offer counseling to the student, and establish accommodations, when eligible. Accommodations include extended time, no time limits, pausing, and other reasonable accommodations suggested by a medical professional. These accommodations apply to TABE 11 & 12 and TABE CLAS-E.

The Rehabilitation Act of 1973 Section 504, the Individuals with Disabilities Education Act of 1997, and the Americans with Disabilities Act of 1990 have provisions related to reasonable testing accommodations for learners with disabilities. Additionally, programs may contact the DRC for full accommodation guidelines for TABE 11 & 12 and TABE CLAS-E.

Effective Date

Immediately

Ending Date

Upon rescission

Contact for Questions

policy@dwd.in.gov

Action

Those using TABE to assess educational functioning levels shall follow the contents of this policy and update any local policies to be in alignment.