2022-2023 Assessment Policy

I. Introduction and Context

A. Need for the State Assessment Policy

The use of a standardized assessment policy is required by the Workforce Innovation and Opportunity Act for accountability in documenting student educational gains that are aligned with the National Reporting System (NRS) educational functioning levels (EFL). The State Assessment Policy provides guidelines and responsibilities pertaining to standardized assessment practices for Oklahoma Adult Basic Education (ABE) Programs and is based on guidance from the U.S. Department of Education, Office of Career, Technology, and Adult Education (OCTAE), and specific to NRS and state requirements.

The Oklahoma Department of Career and Technology Education's (ODCTE) approved assessments are standardized, valid, reliable, and approved for use by OCTAE and its' local grant providers. Standardized is defined as having directions, time limits, materials, and scoring procedures that are designed to remain constant each time the test is given. Valid is defined as the degree to which the assessment measures what it is intended to measure. Reliable is defined as the consistency with which an assessment produces results. Pre-assessment is defined as the initial assessment administered to a student when they first enroll in the program for the current fiscal year. Post-assessment is defined as an assessment administered to a student to measure learning gains since the pre-assessment or their last assessment in the current fiscal year.

The National Reporting System (NRS) educational functioning level (EFL) of a student is determined by NRS approved assessment scale scores. All students are placed into an appropriate EFL as determined by the student's scale score of the standardized assessments chosen by the state. State performance targets for the NRS educational functioning levels are negotiated between the state and OCTAE each fiscal year. Local Programs are responsible for meeting these state EFL targets. The state's aggregated pre- and post-assessment data collected from local programs determines whether the state meets its performance targets for a fiscal year.

The State Assessment Policy standardizes the process of determining student progress and completion of levels and allows for comparability across programs within the state. Programs must follow the assessment policy guidelines to provide fair and equitable access to services for adult learners, collect consistent data regarding learner placement and advancement, and maintain accurate data for program planning, improvement, and accountability. High quality data is required for accurate reporting and impacts continued program funding and growth. Every funded program is responsible and held accountable for the integrity of the data entered the state's management information system – Literacy, Adult, Community Education System (LACES). Uniform implementation of assessment is critical; therefore, all programs will adhere to the state's assessment requirements and guidelines.

B. Purpose and Uses of Assessment

Test of Adult Basic Education (TABE) and Comprehensive Adult Student Assessment Systems (CASAS) assessments are used to ensure accuracy in adult learner placement, to diagnose learner strengths and weaknesses, to inform instruction, to monitor progress, and to certify learner mastery. In addition to using required standardized assessments for NRS reporting and accountability, programs use assessments for instructional purposes. Accountability and reporting purposes of assessment include but are not limited to:

- Uniform measurement of learner gains that are aligned with the NRS educational functioning levels.
- Consistent comparison of the success of programs in meeting state performance targets.
- Consistent comparison of program data for performance-based funding.

Instructional purposes of assessment include but are not limited to:
- Determining the instructional needs of individual learners.
- Determining the effectiveness of instruction through learner gains.
- Providing information regarding local program and/or statewide professional development needs.

The state strongly encourages programs and adult basic education teachers to integrate alternate and/or informal assessment tools and strategies into instruction to:
- Encourage adult learners to self-assess their own learning.
- Provide ongoing guidance to the teacher and learner regarding instructional needs and the use of knowledge and skills in a variety of contexts.
- Avoid overuse of standardized assessments which can cause a "practice effect" to take place and result in invalid assessment data.
- Alternate or informal assessments are a useful supplement for directing instruction but do not substitute for the standardized assessments required for NRS reporting and educational gain measurement.

C. Summary and Overview

Local Adult Basic Education Programs will assess all enrolled students using the appropriate state-approved standardized assessment. Assessment data is required to report student educational gains for NRS reporting and for determining whether local programs meet the state's negotiated performance targets for all NRS educational functioning levels. Assessment data also provides critical information needed to inform and support effective instruction.

Oklahoma's Approved Assessments are:
- For ABE Classes.
- Test of Adult Basic Education 11/12 (TABE) –Reading, Language, Mathematics Skills
- For English as a Second Language (ESL) Classes.
- TABE Complete Language Assessment System – English (CLAS-E) – Reading, Listening, Writing, and Speaking Skills
- CASAS – Life and Work Reading and Listening

To ensure valid results, individuals administering these assessments will follow all assessment administration and scoring guidelines established by the publishers.

Pre-Assessment

ODCTE requires that students be assessed before the student is enrolled in a class and entered LACES for the current program year. The pre-assessment will be administered within the first 12 hours of orientation and/or instruction. Adult literacy providers should assess learners in the areas that are the focus of instruction, using an appropriate standardized test. Adult literacy providers should administer post-tests, using an alternate form, at the end of a semester, term, quarter, or other substantial block of instruction to document learning gains. Programs may push one assessment forward from the preceding fiscal year (FY) to be used as the new FY pre-assessment for a returning student if the pushed-forward assessment was administered 90 days or less prior to the student's current FY enrollment date.

The state's LACES system will automatically assign the student an NRS Entry Level in the subject area with the lowest EFL scale score. The assigned subject area will be tracked for learning gains when the student is post-assessed. However, those learning gains cannot occur nor be tracked within the same period of participation. For the student to get a

second EFL gain by means of an NRS assessment, they must leave the program for more than 90 days. If a student returns after 90 days of being absent, they will be re-enrolled and assessed with a new pre-assessment.

Programs can change the subject area, in which the student is being tracked. If the assigned subject area is manually changed for any reason, then the program must provide written documentation in the student's file as to why the subject area tracking change was made.

Post-Assessment

After being pre-assessed and receiving instructional hours, each student must be post-assessed using the following NRS-approved publisher guidelines:

TABE 11/12:   Minimum 40 hours of instruction (50-60 hours recommended)
TABE – CLAS-E: Minimum 40 hours of instruction (60-95 recommended)
CASAS Life and Work: Minimum 40 hours of instruction (70-100 recommended)

TABE 11 and 12 Scale Score Ranges for NRS Educational Functioning Levels			
National Reporting System Levels	*Reading*	*Total Math*	*Language*
ABE Beginning Literacy	300-441	300-448	300-457
ABE Beginning	442-500	449-495	458-510
ABE Low Intermediate	501-535	496-536	511-546
ABE High Intermediate	536-575	537-595	547-583
ABE Low Adult Secondary	576-616	596-656	584-630
ABE High Adult Secondary	617-800	657-800	631-800

TABE CLAS-E Scale Score Ranges for NRS Educational Functioning Levels							
National Reporting System Levels	*Reading*	*Writing*	*Total Reading & Writing*	*Listening*	*Speaking*	*Total Listening & Speaking*	*SPL*
1 ESL Beginning Literacy	250-392	200-396	225-394	230-389	231-425	230-407	0-1
2 ESL Low Beginning	393-436	397-445	395-441	390-437	426-460	408-449	2
3 ESL High Beginning	437-476	446-488	442-482	438-468	461-501	450-485	3
4 ESL Low Intermediate	477-508	489-520	483-514	469-514	502-536	486-525	4
5 ESL High Intermediate	509-557	521-555	515-556	515-549	537-567	526-558	5
6 ESL Advanced	558-588	556-612	557-600	550-607	568-594	559-600	6

CASAS Assessment Chart for Educational Functioning Level in Life and Works (ESL)		
Educational Functioning Level	*CASAS Level*	*Reading and Listening Score Ranges*
1 Beginning ESL Literacy	A	Reading: 180 and below Listening: 162-180
2 Low Beginning ESL	A	Reading: 181-190 Listening: 181-189
3 High Beginning ESL	A	Reading: 191-200 Listening: 190-199
4 Low Intermediate ESL	B	Reading: 201-210 Listening: 200-209
5 High Intermediate ESL	B	Reading: 211-220 Listening: 210-218
6 Advanced ESL	C	Reading: Placement 221-234 Completion 235 and above Listening: Placement 219-226 Completion 227 and above

D. Resources for Information and Assistance

TABE

For specific information about TABE assessments, contact Mike Johnson, National Adult Education Director, Data Recognition Corporation, by telephone at 1-630-995-6712, or e-mail at mjohnson@datarecognitioncorp.com.

CASAS

For specific information about CASAS assessments, contact Linda Taylor, Director of Assessment Development, at CASAS by telephone at 1-800-255-1036, extension 186, or e-mail at ltaylor@casas.org.

II. GENERAL ASSESSMENT REQUIREMENTS

A. Students to be Assessed

Adult basic education programs will assess all adult learners, including distance learning students. No adult learners will be exempt from assessment. All students that will be included in Oklahoma's NRS data submission will be tested. Exceptions may be made for students who are unable to understand or respond to the test due to low literacy or English proficiency or due to disability. However, programs must provide some alternative assessment for such students.
Once a student achieves a learning gain for the current fiscal year, programs can but are not required to enter additional post-assessments in LACES. Learning gains may occur in multiple subject areas. Additional post-assessments are encouraged as needed for instructional planning and guidance. For more information on authorized assessments, refer to section 3, Guidelines for Each Assessment.

B. Assessments Permitted

Assessments Allowed for NRS Reporting

Approved assessments for Adult Basic Education include the following:

- TABE 11 / 12

Approved assessments for English language learners include the following:

- TABE Complete Language Assessment System – English (CLAS-E)

- CASAS
- Life and Work Listening – Forms 981–986
- Life and Work Reading – Forms 81-86, 185-188

Name of Test	Subject Area(s) Assessed	Type of Student
TABE 11/12	Reading, Math, Language	Adult Basic Education
TABE CLAS-E	English Language Proficiency	English as a Second Language
CASAS Life and Work Reading and Listening	English as a Second Language	English as a Second Language

Uniform Time

Below are the Uniform Time guidelines:

- The TABE Locator and CASAS Appraisal tests must be administered first and used to determine the appropriate education level to administer in each subject area. Adult learners unable to complete the TABE Locator Test will be administered the TABE Literacy Level (L) Test. Level L is not approved to measure learning gains.
- Different Forms of the same Level of the TABE and CASAS will be used for the pre- and post-assessments. Example: If a student is pre-assessed using TABE Form 11, Level M, they would then be post-assessed using TABE Form 12, Level M.
- A student's lowest scaled score (unless another subject is designated) will be used for placement in an EFL and to document learning gains in accordance with NRS guidelines. Subject area scores to be used for measuring learner gain include reading, total math, or language. (See the TABE and CASAS scoring charts in the Introduction and Context section.)
- A pre-assessment will be completed within the first 12 hours of orientation and/or instruction. A post-assessment will be completed per the guidelines of TABE and CASAS:
  - TABE 11/12: Minimum 40 hours of instruction (50-60 hours recommended)
  - TABE – CLAS-E: Minimum 40 hours of instruction (60-95 recommended)
  - CASAS Life and Work: Minimum of 40 hours of instruction (70-100 recommended)
- Based on the test publisher DRC recommendations, and to avoid a possible "practice effect," the same TABE Form (11 or 12) should not be administered to a learner more often than every six months or 120 instructional hours.
- If a learner is absent from the program for 90 days or more, they should be marked as "left" in LACES. Learners should not be marked "left" before 90 days. If the student returns after 90 days, a new assessment should be administered from which to capture educational gain for that fiscal year.

Test Administration

Testing personnel must remain in the testing room throughout each entire test session to ensure that students follow all testing rules. Examinees must sit three to five feet apart and refrain from talking during the testing session or seeking help from others in any way, including use of electronic devices. Testing personnel must ensure that they follow all test administration directions and language as stipulated in the appropriate Test Administration Manual.

Other Assessment Requirements Applicable to Oklahoma ABE Providers

- All pre- and post-assessment scores will be included in LACES regardless of the number of hours of instruction. For example: If a student completes a pre-assessment but does not complete the minimum 12 hours of instruction, that individual's pre-assessment must still be included in LACES. Note that this data will count against the Measurable Skills Gain performance of the program.
- Pre-assessment scores will be recorded on the learner's enrollment form, entered the ODCTE-approved Management Information System, Literacy Adult Community Education System (LACES), and used to document

progress toward meeting program and state goals for the percentage of adults completing each of the NRS educational functioning levels.

- Post-assessment scores will be recorded on the monthly attendance forms, entered into LACES, and used to document learner progress according to NRS guidelines.
- All LACES data, which includes test scores, must be kept current monthly.
- A student's lowest scale score may be rolled over from one fiscal year into the next fiscal year one time only, and only if there is a 90-day or less   window of time between the student's last assessment date and the new fiscal year class enrollment date. The assessment that is rolled over will serve as the student's pre-assessment for the new fiscal year. Assessment scores should not be rolled over until the ODCTE has finalized the end-of-the-year NRS reports   for the fiscal year. Programs will be notified when the roll-over process can take place each new fiscal year.
- The state standard for the number of students receiving both a pre- and post-assessment is 60%. Programs will use local LACES attendance data to track student instructional hours and ensure that post-assessment is completed according to assessment guidelines of a minimum of 40 hours, but a recommended 60 to 100 hours of instruction.
- Programs should be aware of and implement research-based practices and strategies that encourage student persistence. Persistence is defined as a student attending the program long enough to capture learning gains and achieve goals.

Guidelines for Using HSE Passing Scores as a Post-Assessment

The NRS does not require negotiation of a learner-gain percentage goal for students entering at the High Adult Secondary Education (High ASE) level. It is expected that students functioning at this level who do not have a high school diploma will set the goal of obtaining an HSE Diploma. A student's achievement of the set goal of obtaining an HSE Diploma is validated through the ODCTE data match process. In LACES, HSE passing scores work differently than a post-assessment score when measuring learner gains. A program will receive credit in the Measurable Skill Gain for a student that only is pre-tested and then completes their high school equivalency without being post-tested.
The learner must have passed all HSE subject areas.

C. Training for Administering Assessments

Training in the assessment system is required to ensure accurate use of tests, appropriate interpretation of learner results, and to maintain the integrity and quality of the assessment process. For training purposes, instructors may examine assessment materials for review purposes only. It is essential that this occurs in a controlled, supervised environment with test security safeguards in place. Trainers should take special care to ensure the collection of all test booklets at the completion of training. Oklahoma requires that test administrators be properly trained, as recommended by the test publisher, before administering standardized assessments. Training documentation, including which local program staff received training, will be kept on file for review by ODCTE ABE staff. The ODCTE requires at a minimum, one person from each program using CASAS or TABE, to successfully complete implementation training for each respective assessment instrument used by the program.

Oklahoma contracts with TABE and CASAS to provide face-to-face and online training. Online training is available throughout the year. Face-to-face training sessions are provided each year. Only those individuals that have received TABE and/or CASAS, training may use the respective assessments. Once trained, this individual can train others within his or her respective program but may not train outside that program.

Program Director Responsibilities

Adult Learning Center (ALC) Directors will be held responsible for the following:

- Proper assessment procedures are followed.

- Persons administering the assessments have been properly trained and are able to meet the student demand for pre- and post-assessment.
- Accurate scale scores are reported in a timely manner to ensure local data entry is kept current monthly.
- Assessment materials are current, stored in a locked location, and inventoried annually.

D. Accommodating for Students with Disabilities or Other Special Needs

Adult learners who self-disclose a disability documented by a qualified professional and are eligible for accommodations under provisions of Section 504 of the Americans with Disabilities Act (ADA) may be granted appropriate testing accommodations. Proper accommodations meet the needs of examinees without changing what the test measures. Adult literacy providers are responsible for providing fully accessible services and for ensuring that these services meet reasonable criteria. Adult learners with disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after diagnosis. Adult literacy providers must document the need for learner accommodations in official learner records. The documentation must show that the disability interferes with the learner's ability to demonstrate performance on the test. The information may be obtained from a doctor's report, a diagnostic assessment from a certified professional, an IEP, or other clinical records. Adult literacy providers often can contact the department of rehabilitative services or a secondary school to request documentation of a disability.

CASAS

CASAS test forms that are appropriate for learners with a disability include computer-based tests and large-print tests, such as the Life and Work reading pre-test and post-tests, and tests with enhanced print such as the Life Skills Beginning Literacy Reading assessment test forms. CASAS functional reading tests in a Braille format are now available. They measure basic literacy skills for learners who have visual impairment. Detailed information on providing accommodations can be found in [Guidelines for Providing Accommodations Using CASAS Assessment for Learners with Disabilities](#).

Providing Accommodations Using CASAS Assessment		
Disability	*Accommodations*	
Specific Learning Disability and/or ADHD such as dyslexia, dyscalculia, receptive aphasia, hyperactivity, written language disorder, attention deficit disorder	Extended time (1.5) Alternate schedule Frequent breaks Scribe/writer/alternate room Computer — spelling and grammar check disabled Simple calculator for Level A/B only	Large-print forms and Answer Sheet for all CASAS tests CASAS eTests®
Deaf or Hearing Impairment	Sign language interpreter for test directions only Head phones for those taking a listening test	Level A/B Reading test in contracted Braille format Large-print CASAS tests CASAS Listening test series (Levels A, B and C)
Blind or Visually Impaired	Magnifier/Template Text-to-speech software Video magnifiers Scribe/reader	
Mobility impairment	Extended time	

	Alternate site/equipment Scribe/writer/communication board	
Emotional/Mental Disability such as bipolar disorder and major depression	Extended time Supervised breaks Private room Limit testing per day	
Intellectual Disabilities such as traumatic brain injury, autism, cerebral palsy, epilepsy, mental retardation	One-on-one administration Extended time	Adult Life Skills Color-Photo Forms 312 -352 POWER Forms 301- 307 Beginning Literacy Forms 27/28
NOTE: The accommodations listed above are suggestions only and in addition to use of regular CASAS tests. Accommodations are based on needs of individual learners and not on a disability category. Any testing accommodation should be consistent with documentation in the annual plan, such as an IPP. Alternate test forms developed by CASAS do not modify test standards.		

TABE

TABE test forms that are appropriate for learners with a disability include three categories of accommodation. Category 1 accommodations are not expected to influence examinee performance in a way that alters the interpretation of either criterion- or norm-referenced test scores. Both individual results and summaries can be treated in the same manner as those for examinees who do not use accommodations. Individual examinee scores can be interpreted directly, and examinee scores can be included in the aggregate score reports without special notation of the accommodations. Category 2 accommodations may influence examinee performance that should be considered when interpreting individual examinee criterion and norm-referenced test scores. In the absence of research demonstrating otherwise, test scores and any consequences or decisions associated with them should be interpreted considering the accommodation(s) used. Category 3 accommodations are likely to change what is being measured and have an effect that alters the interpretation of individual criterion- and norm referenced scores. This occurs when the accommodation is closely related to the knowledge, skill, or ability being measured (e.g., having a reading comprehension test read aloud). In the absence of research demonstrating otherwise, criterion- and norm-referenced test scores and any consequences or decisions associated with them should be interpreted not only in light of the accommodation(s) used, but also in light of how the accommodation(s) may alter what is measured. More information can be found at http://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf.

TABE Category 1 Accommodations

Presentation
- Use visual magnifying equipment
- Use a Large Print edition of the test
- Use audio amplification equipment
- Use markers to maintain place

Response
- Mark responses in test book
- Mark responses on Large Print answer document

- For selected-response items, indicate responses to a scribe
- Record responses on audiotape (except for constructed-response writing tests)
- For selected-response items, use sign language to indicate responses
- Use a computer, typewriter, Braille writer, or other machine (e.g., communication board) to respond
- Use a template to maintain place for responding
- Indicate responses with other communication devices (e.g., speech synthesizer)

Setting
- Take the test alone or in a study carrel
- Take the test with a small group or different class
- Take the test at home or in a care facility (e.g., hospital) with supervision
- Use adaptive furniture
- Use special lighting and/or acoustics

Timing/Scheduling
- Take more breaks (Note: breaks should not result in extra time for testing or opportunity to study information in a test already begun)
- Have flexible scheduling (e.g., time of day, days between sessions), which should not result in extra time for testing or opportunity to study information in a test already begun

TABE Category 2 Accommodations

Presentation
- Have directions read aloud
- Use a tape recording of directions
- Have directions presented through sign language
- Use directions that have been marked with highlighting
- Have stimulus material, questions, and/or answer choices read aloud, except for a reading comprehension test
- Use a tape recorder for stimulus material, questions, and/or answer choices, except for a reading comprehension test
- Have stimulus material, questions, and/or answer choices presented through sign language, except for a reading comprehension test
- Use communication devices (e.g., text-talk converter), except for a reading comprehension test
- Have computer presentation of a test that is not otherwise available for computer presentation
- Use a calculator or arithmetic tables, except for a mathematics computation test

Response
- Use graph paper to align work
- Use a spell checker, except with a test for which spelling will be scored
- For constructed-response items, indicate responses to a scribe, except for a writing test

Timing/Scheduling
- Use extra time for any timed test
- Take more breaks (Note: breaks may result in extra rime for any timed test)
- Extend the timed section of a test over more than one day, even if extra time does not result
- Have flexible scheduling that results in extra time

TABE Category 3 Accommodation

Category 3 accommodations are likely to change what is being measured and have an effect that alters the interpretation of individual criterion and norm-referenced scores. This occurs when the accommodation is closely related to the knowledge, skill, or ability being measured (e.g., having a reading comprehension test read aloud). In the absence of research demonstrating otherwise, criterion and norm-referenced test scores and any consequences or decisions associated with them should be interpreted not only in light of the accommodation(s) used, but also in light of how the accommodation(s) may alter what is measured.

An examinee taking the item under default conditions, without a calculator, must demonstrate the ability to subtract and apply the concept of "regrouping." An examinee using a calculator does not need to apply the concept of "regrouping," but instead must demonstrate the ability to perform subtraction on a calculator. The skill measured by this item is clearly different for examinees using a calculator than for those who do not, and both criterion and norm-referenced scores must be interpreted accordingly.

Most Category 3 accommodations are specific to the test content. DRC recommends caution when interpreting individual examinee scores obtained using Category 3 accommodations. Score interpretations should consider the accommodation-assessment combination and whether the accommodation(s) will change what is being measured.

Presentation
- Use Braille or other tactile form of print
- On a reading comprehension test, have stimulus material, questions, and/or answer choices presented through sign language
- On a reading comprehension test, use a text-talk converter, where the reader is required to construct meaning and decode words from text
- On a reading comprehension test, use a tape recording of stimulus material, questions, and/or answer choices
- Have directions, stimulus material, questions, and/or answer choices paraphrased
- For a mathematics computation test, use a calculator or arithmetic tables that change the construct being measured
- Use a dictionary when language conventions are assessed

Response
- For a constructed-response writing test, indicate responses to a scribe
- For a test for which writing will be scored, use a spell checker
- Use a dictionary to look up words on a writing test

III. Guidelines for Each Assessment

A. Information Included for Each Assessment
Sections I and II contain information on each of the following:
- The description of students for whom the assessment is appropriate
- Whether a locator or other pre-placement assessment or procedures are used prior to administering the actual assessment
- Assessment subtests
- Training requirements for administering the assessment
- Time when post-testing should occur
- Instructions on how to use scale scores from the assessments to place students into NRS educational functioning levels are performed by LACES.

- Alternative forms of the test are available for both TABE and CASAS. Section I contains information on approved assessments for Use by WIOA Funded Programs and provides information about which assessments are appropriate for which learner populations. The use of alternative forms will reduce over-assessing on the same assessment. If a program administers a pre-test to a student with one assessment, they must reassess the student subsequently with alternate forms.

TABE Complete Language Assessment System – English (CLAS-E)
- The TABE CLAS-E is used to assess non-native speakers' reading, writing, listening and/or speaking skills in English. All or one of the skill areas may be assessed.
- The TABE CLAS-E Locator should be administered in an appropriate manner according to publisher guidelines. The appropriate TABE CLAS-E Level (1, 2, 3, or 4) should be administered in each subject area as determined by the Locator.
- Different Forms (A or B) of the same Level of the TABE CLAS-E will be used for the pre- and post-assessments.
- A student's lowest TABE CLAS-E scale score will be used for placement in an EFL and to document learning gains in accordance with NRS guidelines. If this is not the case, written documentation is required as to why. Subject area scores to be used for measuring learner gain include reading, writing, listening, speaking, total reading/writing, or total listening/speaking. (See TABE CLASE scoring chart below)

CASAS Reading and Listening
- The CASAS Reading and Listening is used to assess non-native speakers' reading, writing, listening and/or speaking skills in English. All or one of the skill areas may be assessed.
- The CASAS Reading and Listening Appraisal should be administered in an appropriate manner according to publisher guidelines. The appropriate CASAS Level should be administered in each subject area as determined by the Appraisal.
- A pre-assessment will be completed within the first 12 hours of orientation and/or instruction. A post-assessment will be completed after a minimum of 40 individual instructional hours. The publisher recommends 70-100 hours.
- A student's lowest CASAS Reading and Listening scale score will be used for placement in an EFL and to document learning gains in accordance with NRS guidelines. If this is not the case, written documentation is required as to why. Subject area scores to be used for measuring learner gain include reading and listening.

Recommended Time per Test for 980LW Series			
CASAS Level	*Form Number*	*Number of Test Items*	*Time Per Test*
A	Form 981	38	49 minutes
A	Form 982	38	49 minutes
B	Form 983	38	52 minutes
B	Form 984	38	52 minutes
C	Form 985	38	51 minutes
C	Form 986	38	51 minutes

B. Quality Control Procedures
- All pre- and post-assessment scores will be included in LACES regardless of the number of hours of instruction. For example: If a student completes a pre-assessment but does not complete the minimum 12 hours of instruction, that individual's pre-assessment must still be included in LACES.
- Pre-assessment scores will be recorded on the learner's enrollment form, entered into the ODCTE-approved Management Information System, Literacy Adult Community Education System (LACES), and used to document

progress toward meeting program and state goals for the percentage of adults completing each of the NRS educational functioning levels.

- Post-assessment scores will be recorded on the monthly attendance forms, entered into LACES, and used to document learner progress according to NRS guidelines.
- Assessment scores will be entered into LACES during the month they are administered. All LACES data is to be kept current monthly.

C. Overall Assessment Practices

- The program director will ensure that all program staff involved in gathering, analyzing, compiling, and reporting data for the NRS will attend, at minimum, an annual in-service meeting addressing the following topics: (1) NRS policy, guidelines, updates, and definitions of measures; (2) state accountability policies, local program data collection processes; and (3) implementation of assessment for valid reporting purposes. While the above information can serve as a refresher for returning staff each year, it should also be included as part of the required in-service for new staff throughout the year.
- Program directors will attend state directors' meetings to stay abreast of state and NRS reporting updates. Programs are encouraged to take advantage of NRS online training as part of their annual Professional Development Action Plan.
- Local programs should maintain a list of trained assessment administrators and have on file certificates of training for each test administrator.
- The program director will ensure that an adequate number of staff is trained so that data collection, analysis, and reporting are valid and completed in a timely manner.
- Assessments must not interrupt instruction.
- Programs are expected to monitor assessment for compliance with standard assessment processes. The test publisher's guidelines for assessment always take precedence if there is a question regarding testing format.
- Test security is imperative; therefore, all testing materials will be inventoried no less than quarterly. Programs should maintain a written test inventory log. Test materials will be stored in locked files, accessible only to program directors and/or test administrators.
- The following procedures have been programmed in LACES to ensure correct assessment procedures are followed: (1) TABE CLAS-E forms cannot be entered consecutively in a student's LACES file; (2) Post-assessment scores cannot be entered when a student has less than the approved hours of individual instruction since their last assessment; (3) TABE CLAS-E levels cannot be lower for a post-assessment than was administered for a pre-assessment.
- ODCTE ABE staff will conduct desktop reviews annually of local program data to ensure the assessment policy is being followed and valid data is being reported. If the state determines a program's data to be invalid due to a lack of policy implementation or data entry procedures, they will be notified and asked to provide a corrective action plan. ODCTE ABE staff will follow up on the plan to ensure corrections have been made. Programs may not be eligible for performance-based funding if their data is deemed invalid.

Programs are responsible for ordering their own assessments for TABE paper-based tests and CASAS. Programs are responsible for contacting the testing publisher. TABE online assessments are provided by the ODCTE to ABE providers with no charge to the local program.

IV. General Distance Learning Requirements

Definition of Distance Education

Distance education is a formal learning activity where students and instructors are separated by geography, time, or both, for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to print, videotapes, DVDs, audio recordings, broadcasts, computer software, and Web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail, online technologies and software, or face-to-face instruction.

Definition of Distance Learners

Distance learners are students who receive distance education services as defined above. It is not uncommon for adult learners to receive both distance education and traditional classroom education during the program year. A student's hours in both distance learning and traditional classroom programs will be reported in Oklahoma's management information system, Literacy and Adult Community Education System (LACES). A student will be reported as a distance learner for federal reporting purposes if he/she received 51% or more of his/her instruction at a distance (proxy hours). This determination will be made at the end of the program year.

Measuring Contact Hours for Learners in Distance Education

The U.S. Department of Education, Office of Vocational and Adult Education, requires students in distance education to have at least 12 hours of direct contact with the adult education program before they can be counted as a fundable student in the National Reporting System (NRS). Direct contact hours involve interaction between the learner and program staff in real time where the identity of the learner can be verified. Direct contact hours may include face-to-face orientation, pre-assessment, post-assessment, goal setting, and instruction. In addition, direct contact hours may include contact through telephone, video, teleconference, or online communication. Live online discussions, telephone conference calls, and live video broadcast to remote locations are examples of direct contact hours that are countable under this definition.

Proxy Contact Hours

In addition to direct contact hours, adult education programs must report proxy contact hours to track the time students spend on distance learning activities. Proxy contact hours must be associated with one of the three approved distance learning models of instruction.

1. The Clock Time Model assigns contact hours based on time that a learner is engaged in a software program that tracks time.
2. The Teacher Judgment Model assigns a fixed number of hours based on teacher determination of the extent to which a learner engaged in, or completed, the assignment.
3. The Learner Mastery Model assigns a fixed number of hours based on the learner passing a test on the content of the lesson.

The model used in Oklahoma will vary depending on the curricula used. Currently, all state-approved DL curricula are web-based and use the Clock Time Model to assign proxy hours. The online programs track the time the student works in the program from logging in to logging out. Distance learning teachers will also maintain a record of student clock hours.

Proxy and direct contact hours will be recorded separately in LACES. This will determine whether the student will be reported as a distance student (51% or more hours of instruction via distance) or as a traditional classroom learner. Students who have received some distance instruction (50% or less of their total instructional hours) may not be reported as a distance learning student but may be counted as a traditional student as long as the student has twelve contact hours.

Assessing Distance Learners

Oklahoma's Adult Education and Literacy Assessment Policy will apply to all adult education students – distance and non-distance. Assessments will be conducted in a secure, in-person, proctored setting.

NRS Reporting of Students in Distance Learning

Distance learner data will be reported on NRS Table 4C and Table 5A. Proxy contact hours and actual contact hours for distance learning students will be reported on NRS Table 4C. Core follow-up outcome measures for distance learning

students will be reported on NRS Table 5A. Data entry personnel for distance learning programs must enter data for distance learning students monthly.

Funding for Distance Learning

Additional funding will not be available to programs approved to offer a distance learning program. Programs must be willing to incur any increased costs associated with distance learning. Hopefully any increase in costs will be offset by an increase in students served.

V. Contact Information

If you have any questions about Oklahoma's Adult Education and Family Literacy Distance Learning Policy or any of the requirements for reporting data about distance learners, contact the ODCTE Adult Basic Education team via abe@careertech.ok.gov or (405) 743-5556.