

2014

Maine Department of Education, Adult Education

Intake and Assessment Guidelines

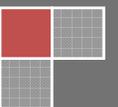


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Introduction

This document provides Maine's guidelines for carrying out the student intake process and for implementing a comprehensive state and local assessment policy using the Comprehensive Adult Student Assessment System (CASAS) for Adult Basic Education (ABE), English Language Learners (ELL) and Adult Secondary Education/High School Equivalency (ASE/HSE programs, including workforce and family literacy programs). This document also identifies key assessment policies that comply with Maine Department of Education (MDOE) and federal accountability requirements. The information that MDOE collects will help educators inform instruction, monitor progress, and demonstrate program performance.

These policy guidelines also include staff training and test security requirements for all staff that administer CASAS assessments and use the results from these assessments.

Training is essential for quality administration of the assessments. CASAS assessments cannot be administered by agencies that have not had a staff member attend training.

Intake and Goal Setting

It is the state's requirement that programs will have an established student centered intake and goal-setting process aligned with the state's adult education standards and performance indicators.

Programs are required to use the MDOE approved Intake form. This form collects the data required by MDOE. Each program's intake process should be outlined in writing as a required component of a state approved career pathways plan and should include how the required form will be filled out, how student's long term and short term goals will be established, and when assessment will occur.

Program standards address setting of short-term goals for instruction and should be developed cooperatively with the teacher and learner. In setting these goals, it is important that a means of assessing the goal is identified to assure that the learner understands the target. Instructional goals should be re-evaluated on an on-going basis as the learner progresses. These goals should be on file with the instructors and adjusted as needed, and students should be tracking their goals. This can be accomplished in form of a student portfolio.

Long term goals should be set as part of the Intake process. Long term goals should be based on the students identified post-secondary, career, or life goals. For example: get a HS credential and get a job, or go to college, get training to get a better job. These goals should be recorded as a part of intake. These goals should be monitored, modified, and narrowed as the student becomes more aware of what their life goals are. For instance, originally a goal might be to go to college, but then the student realizes s/he wants to be an accountant. The long term goals should be adjusted accordingly. Do not change original goal just add date and the modifications as the student zeros in on what they want to accomplish.

Overview of the Purpose and Use of Assessment

A learner is assessed at critical times during the educational process to:

- Help the learner understand their strengths and deficiencies and explore the available education options;
- Determine the appropriate program and instructional level for placement;
- Establish the learner's baseline skill level at the start of class;
- Identify learner's strengths and gaps so as to inform instruction;
- Monitor student learning in class and target instruction based on the learner's evolving need;
- Monitor skill gain after a period of instruction;
- Examine classroom and program performance for planning and improvement purposes;
- Promote program successes in the community;
- Evaluate the performance of programs across the state;
- Report data for state and federal accountability.

Use of Formal Assessments

The MDOE requires local adult education agencies to assess all non-enrichment students using CASAS assessments. These tests are administered in a standardized fashion, and assessment results provide the basis for state and federal accountability reporting. See Appendix C for validity and reliability of CASAS assessments.

Use of Informal Assessments

The MDOE encourages local adult education agencies to use a variety of informal assessments to assist in informing instruction. The use of teacher-made tests, unit tests, portfolios, applied performance assessments, and learner observations are encouraged to monitor learning and to inform instruction on a regular, ongoing basis.

Introduction to the CASAS

Programs funded by the Maine Department of Education are required to utilize standardized assessments developed by CASAS and encouraged to supplement their use with informal assessments. The Department prescribes the use of CASAS because:

- It is a comprehensive system that connects curriculum, assessment, and instruction – it is much more than a test and the results from assessment directly inform instruction;
- The CASAS curriculum framework is based on competencies and content standards that youth and adults need to function effectively in society;
- CASAS assessments measure an individual’s ability to apply basic literacy, numeracy, and communication skills to perform the competencies – an overall improvement in literacy ability and not just gain within one facet of a basic skill is expected;
- CASAS assessments yield valid and reliable results and are approved for reporting progress through the National Reporting System (NRS) educational functioning levels (Division of Adult Education and Literacy, 2005);
- It offers selected response, constructed response, and performance-based assessment options for native and non-native speakers in modalities including reading, math, listening, writing, and speaking;
- It serves as the common assessment framework for providers funded through the adult education and the workforce-development systems;
- CASAS’ consortium approach offers training and support to member states, and provides practitioners with opportunities for involvement in the test development process.

Training Requirements for Administering CASAS Assessments

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. CASAS requires that minimally one person from each agency using the CASAS system successfully complete CASAS Implementation training. MDOE requires this initial training must be in-person with a state trainer. Online training can be used as a supplement but cannot replace the face-to-face training. Once trained, this individual can train others within his or her respective agency but may not train outside that agency.

All local agencies funded by the Maine Department of Education (MDOE) are required to comply with a CASAS recertification process to ensure that local personnel are current relative to assessment and product availability and are familiar with MDOE policy, guidelines, procedures, and accountability issues. **At a minimum, designated representatives from local programs must attend refresher training on CASAS every three years.** This can be done through either face-to-face or online training.

Separate CASAS Implementation trainings have been developed for ABE/ASE, ESL, and Employability Skills. These trainings focus on teaching participants to administer, score, and interpret CASAS reading and math assessments. Implementation trainings also address how to use the CASAS competency system as well as how to use CASAS resources, such as Quick Search, to facilitate instruction.

The Maine Department of Education requires all local agencies to comply with the CASAS training policy presented above. For more information on the next training, please contact the state office at 207-624-6752.

Purchasing Procedures for Each Assessment: The Maine Department of Education requires programs to order CASAS assessments authorized for use in Maine directly from CASAS. The Maine Department of Education provides CASAS with a list of approved assessments to ensure that local adult education programs order appropriate materials.

Test Security Agreements

The Maine Department of Education requires that all programs it funds sign an annual test security agreement. This agreement includes the following stipulations:

- The local adult education program director assumes responsibility for safeguarding all CASAS-developed assessment materials, including test administration manuals, and answer sheets (which contain marks or responses) and for the proper administration of CASAS assessments;
- All CASAS materials should be stored in a locked, preferably fireproof, file cabinet accessible to the program director or the director's designee(s);
- Staff who administer assessments should return all materials immediately after use to the program director or the director's designee(s);
- All answer sheets and writing samples are treated as confidential until destroyed;
- No duplication of any test form or any portion of any test form is permitted for any reason;
- Inventory information concerning CASAS materials will be supplied to the Maine Department of Education when requested;
- Defaced materials may not be destroyed unless authorized by the Maine Department of Education;
- Agencies may not use displays, questions, or answers that appear on any CASAS test to create materials designed to teach or prepare learners to answer CASAS test items. Instead, programs should use instructional resources provided by CASAS, such as Quick Search, sample test items and other support materials, to link curriculum, assessment and instruction.

Assessments for Different Types of Learners

The Maine Department of Education requires agencies to select the test series based on a learner's goals and the instructional focus of the program (general life and work skills, employability, and workplace).

Table 1

CASAS Series Approved for Use by Maine DOE

	Life and Work	Life Skills	Beginning Literacy	
What basic skills are assessed in each series?				
Reading	✓		✓	<i>Standardized Multiple Choice</i>
Math		✓		
Listening	✓			
Which programs use what series?				
ESL			✓	
ABE	✓	✓		
ASE	✓	✓		

The Appraisal

In order to assess the student at an appropriate level, MDOE requires the appraisal be used to determine the pre-test to be administered. The Maine Department of Education requires local adult education agencies to use one of the following appraisals in the skill areas indicated in Table 2A and Table 2B or, if using the etest, the locator is required in lieu of an appraisal.

Table 2A

CASAS Appraisal Tests for ESL

Form 80	
Reading	✓
Listening	✓

Table 2B

CASAS Appraisal Tests for ABE/ASE

<i>Skills Areas</i>	<i>Employability Form 130</i>	<i>Form 80</i>	<i>Life Skills Form 30</i>
Reading	✓	✓	
Math	✓		✓

If it is determined that a student is unable to comprehend the appraisal, they should be given the CASAS Beginning Literacy assessment Form 27 or 28. This will count as both their appraisal and pre-test.

If using the computerized CASAS etest, the locator is required in lieu of an appraisal. The locator seamlessly moves an examinee into the correct pre-test. It provides immediate results and selects the next test automatically.

Appraisals may not be used as a pretest or to measure learner progress. Each CASAS test administration manual includes specific recommendations about which level of pretest to administer, based on the appraisal test score (see Suggested Next Test Charts). CASAS provides appraisals for reading, math, listening comprehension, writing, and speaking.

Accommodations for Learners with Disabilities or Other Special Needs

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 Adult Education Agencies

Local agencies 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. The need to use an accommodation should be documented in official learner records, such as the Individual Program Education Plan (IPEP) or Individualized Plan for Employment (IPE). The documentation must show that the disability interferes with the learner's ability to demonstrate performance on the test. The information can come from a doctor's report, a diagnostic assessment from a certified professional, and other clinical records. Agencies can often contact the local division of vocational rehabilitation or a secondary school to request documentation of a disability.

Accommodations in Test Administration Procedures

Local test administrators may provide or allow some accommodations in test administration procedures or environment for documented disabilities without contacting CASAS. Examples include accommodations in test time, giving supervised breaks, or providing a sign language interpreter for test administration directions only. It is not an appropriate accommodation in test administration procedures to read a CASAS reading test to a learner with low literacy skills or blindness.

Use of Appropriate CASAS Test Forms

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- and post-tests, and tests with enhanced print such as the Life Skills Beginning Literacy Reading Assessment. CASAS Functional Auditory and Braille tests in Levels A and B to measure basic literacy skills for learners who are blind or have a visual impairment are available.

The paper *Guidelines for Providing Accommodations Using CASAS Assessment for Learners with Disabilities* provides more detailed information on providing accommodations. This document is available at www.casas.org.

General Assessment Requirements

Learners to be assessed

All learners, including distance learners (see Appendix D for definition of a distance learner), enrolled in an academic program must be assessed using CASAS standardized assessments presented in Table 3. The only exception to this *may be* Maine College Transition (MCT) students. If an ACCUPLACER score determines a MCT student does not need remediation, they do not need to take a CASAS assessment. However, if the score shows the student needs remediation in math/reading or both, a CASAS assessment should be given in the area remediation is needed. It is strongly recommended that certificate, adult transition and workforce training students also be assessed to ensure they are receiving any additional adult education services needed to meet their goals (see learner definitions in Appendix D) Students who are under 16 or a credit recovery student do not qualify for adult education services and therefore do not need to be assessed.

Programs must pre-and post-test at least 60% of their enrolled students each fiscal year. Programs will need to consider past performance in this area and develop an assessment process to address this requirement.

Assessments & eCASAS

All assessments listed in Table 3 CASAS Series and in documentation related to Computer Based Assessments are approved for use and meet NRS requirements. Programs are encouraged to use the computer based eCASAS assessments. The eCASAS increases accuracy and reduces learner test time. It also allows programs to accurately target learner instruction by tracking learner progress and identifying learner goals and skills needed for improvement. If using the computerized CASAS e-test, the locator is required in lieu of an appraisal. The locator seamlessly moves an examinee into the correct pre-test. It provides immediate results and selects the next test automatically.

Pre-Post Test Administration

Following appraisal administration, learners should take a pretest as soon as possible upon entry into the program, within the first 12 contact hours, or before the occurrence of any substantial instructional intervention. For Distance Learners, direct contact hours to meet the teacher and staff, to verify identity and for orientation, goal setting and assessment are preferred. However, these twelve hours can also be a combination of actual contact (such as in-person classroom or one-on-one or small group instruction) and contact through telephone, video, teleconference or online communication, as long as these communications have an instructional purpose. These twelve hours must be verifiable and local programs must ensure they have the proper documentation of these twelve hours on file and must enter them into MaineSTARS.

Learners should be assessed in the areas that are the focus of instruction using the appropriate CASAS standardized test in reading, math, or listening comprehension. Students may be assessed in both reading and math, but it is only necessary to appraise and assess in their area of study.

Agencies should administer post-tests, using an alternate test form, after 70-100 hours of instruction or at the end of an educational term, whichever comes first. Research shows that it is within this time

frame that learners are most likely to demonstrate academic gains. Students in distance education should be post-tested after the same amount of instructional time as other students. The instructional time will be determined based on proxy contact hours. Depending upon the curriculum, proxy contact hours may follow a Clock Time Model, Teacher-Judgment Model, or Learner Master Model. (See Appendix E)

When post-testing, stay within the same series (Life and Work or Life Skills) and only post-test at the same instructional level or no more than one instructional level higher than the pre-test (i.e. Life and Work level A pre-test must be followed by Life Work Level A post-test **or** by a Life and Work Level B post-test). Programs should follow the **Suggested Next Test** protocol.

Programs may assess individual learners who indicate they are leaving the program before the scheduled post-test time to maximize collection of pre and post-test data. Learners who have completed their High School Equivalency Test (currently the HiSET) may post-test after 24 intake, advising, and instructional hours upon the completion of the Post-testing Exception form. (Appendix B) For learners in other academic programs, testing should not occur before at least 40 hours of instruction and then only in extenuating circumstances i.e. for very high-intensity programs (meeting 15 hours/week or more) or in cases of documented exceptional student progress or for Distance Learning students, upon completion of the defined curriculum.

Please Note: to post-test learners with only 24 attendance hours, the learner must meet one or more of the requirements on the post-testing exception form, the form must be completed, and documentation must be kept in the learner's file. Under no circumstances should learners be post-tested with less than 24 attendance hours in a program.

Students who are post-tested between 5/15 and 6/30 of the current fiscal year may have their assessments used as pre-tests for the next fiscal year if the student returns to the program by October 1st of that fiscal year. **Example:** A student who is assessed on 5/18/12 and leaves the program to work during the summer, returning September 15, 2012 does not need to be reassessed in September.

Rationale for Use of the Pre and Post Tests

Longitudinal data shows that students placed in an instructional level above or below their ability level leads to lack of engagement and retention. Learners who take an inappropriate level pretest may "top out" or score below the accurate range of the test level, and agencies will not have accurate baseline pretest information to inform instruction and monitor progress. Learners who have low skill levels and identify secondary diploma or high school equivalency as a goal will not achieve their goal within a reasonable timeframe and may become discouraged. Establishing short-term goals in addition to long-term goals enables the learner to document success leading to the long-term goal.

Federal reporting is based on learning gains and achievement of learner goals within a program year, although some longer-term learner goals are not reported until the learner exits the program. Factors that affect learning gains include intensity and duration of instruction, motivation of learners, competence of instruction, the link between learner goals and instruction, and other instructional factors.

"Stop outs" who return within 3 months of their most recent assessment do not need to be reassessed. However, any student who has been "stopped out" for more than 3 months needs to be reassessed. The only exception to this is the person who stopped out over the summer or the

program was closed during the summer. The 3 month rule does not apply to students who have tested after 5/15 of the prior fiscal year when they come back in September.

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 learner’s absence or over the summer recess a significant learning intervention occurred that may invalidate the learner’s previous assessment results. In such circumstances, retesting is always an option.

Required Pre-/Post-Match Percentages

The Maine Department of Education requires that local adult education providers have a pre-post-match of no less than 60 percent each program year.

Guidelines for Each CASAS Assessment

Test Administration Manuals

The Maine Department of Education requires that local adult education programs follow the test administration guidelines in each Test Administration Manual (TAM) published by CASAS for each test series used. All local adult education agencies must maintain copies of TAMs onsite for all assessments used. Test administration manuals provide quality control guidelines to ensure proper test use, administration, scoring, and interpretation of results. These manuals typically contain information about the following:

- The CASAS Assessment System
- Overview of CASAS Progress Testing
- Description of Tests
- Determining Pre- and Post-Test Level
- Test Security
- Instructions for Administering Tests
- Scoring
- Data Collection
- Interpretation of Results
- Curriculum Planning, Instruction, and Assessment
- Resources
- Testing Accommodations
- Skill Level Descriptors
- Suggested Next Test Charts
- Answer Keys and Score Conversion Charts (for converting raw scores to scale scores)
- Learner Profile Sheets
- Learner Performance by Competency
- Class Profile by Competency

Testing for all students should take place in a quiet, non-threatening, proctored environment. The area should have appropriate lighting and be free of distractions, preferably in a place that is separate from instruction. For Distance Learning students, it is permissible to arrange for remote testing locations that are more convenient as long as all other state requirements concerning assessment are met.

Information Included for Each Assessment

Table 3 A-C CASAS Series approved for use by MDOE Funded programs provides information about which assessments are appropriate for which learner populations. Tables 3A through 3C — CASAS Test Forms by Skill Areas, Levels, and Series — are presented below. At each level multiple forms are listed; these are alternate forms for post-testing. In some instances an “X” follows a test form number (e.g., 81RX). These tests are extended range tests and may be used as an additional post-test within that specified level (for example, 81 and 81RX are alternative forms for 81 all at level A). This table also lists the appropriate appraisal test(s) to accompany different CASAS test series.

Tables 3A -3C: CASAS Test Forms by Skill Areas, Levels, and Series

Table 3A

Reading (R) (ABE/ASE/ESL)

<i>Level</i>	Life & Work Series	Beg. Literacy Series
Beg. Literacy		27 28
A	81 82	
AX	81 X 82 X	
B	83 84	
C	185 186	
D	187 188	

Appraisals	Form 80 ECS Form 130
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Table 3B

Math (M) (ABE/ASE)

<i>Level</i>	Life Skills Series
A	31 32
B	33 34
C	35 36
D	37 38

Appraisals	ECS Form 130 Life Skills Form 30
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Table 3C

Listening (L) (ESL)

<i>Level</i>	Life and Work Series
A	981
	982
B	983
	984
C	985
	986
Appraisal	80

Guidelines for Raw Score Conversion to Scale Scores and Using Scale Scores to Place Learners into NRS Levels

Each CASAS Test Administration Manual (TAM) provides charts and guidelines for converting raw scores to scale scores. MDOE requires adult education agencies to use these as reference points. The CASAS scale has been subdivided into ranges that correspond to the NRS levels. When setting the EFL for students, NRS guidelines prescribe that learners whose pretests place them in different instructional categories (for example, reading and math) be placed in the area with the lower score, if the learner is to receive instruction in the skill related to the lower instructional level. **All students should be assigned an EFL based on the pre-test not the appraisal.**

Table 4A

Educational Functioning Levels

English as a Second Language

CASAS Scale	ESL Level	ESL Name	ABE Comparison
180 and below	1	ESL Beginning Literacy	ABE Beginning Literacy
181-190	2	ESL Beginning Low	
191-200	3	ESL Beginning High	
201-210	4	ESL Intermediate Low	ABE Beginning Basic Education
211-220	5	ESL Intermediate High	ABE Intermediate Low
221-235	6	ESL Advanced	ABE Intermediate High

If an ESL student scores above 235 they are no longer an ESL student they are an ASE student.

Table 4B

Adult Basic Education

CASAS Scale	ABE Level	ABE Name
200 and below	1	ABE Beginning Literacy
201-210	2	ABE Beginning Basic Education
211-220	3	ABE Intermediate Low
221-235	4	ABE Intermediate High
236-245	5	ASE Low
246 or higher	6	ASE High

Appendix B has the descriptors for each of these Educational Functioning Levels

Quality Control Procedures

Entry of Assessment and Attendance Data

The Maine Department of Education requires data be entered into MaineStars the Maine Adult Education data system at least monthly. For recording attendance of distance learners, refer to the Distance Learning Policy.

Quality Control Procedures

The Maine Department of Education has quality control procedures in place to ensure that appropriate assessment procedures have been followed. These include data integrity checks and system logic to prevent inappropriate assessments being counted, resulting in incorrect scale score gains.

Appendices

Appendix A

State intake form



Updated: _____

Adult Education Learner Intake Form

ALL REGISTRATIONS Student Bio Information

* Full Name: _____ (Previous Name) : _____

* Date of Birth: _____ * Gender: Male Female

* Address: _____

* City/State/Zip: _____ * County: _____

Phone Numbers:

*Home: _____ Cell: _____ Work: _____

Emergency phone #: _____ Email: _____

* Do you give us permission to release your Social Security Number for Data Matching ONLY: YES NO

(Please note: Programs must keep signed forms on file for all releases.)

(If applicable) HiSET ID # _____

How did you learn about this program? (circle one)

- Relative Friend Previously Attended Advertisement Educational Institution
- Career Center Workplace Military Recruiter Court Newspaper Website
- Catalog/Brochure Agency Referral Other None (N/A)

ALL REGISTRATIONS Student Enrollment

FOR OFFICE USE ONLY:

* Enrollment Date: _____

* Program Type: (check all that apply)

- NRS Registration Date: _____
- Adult Transitions Date: _____
- Certificate Program Date: _____
- College Transitions Date: _____
- Credit Recovery Date: _____
- EL Civics Date: _____
- Enrichment Date: _____
- Family Literacy Date: _____
- HSD/HSE Date: _____
- Work Force Training Date: _____
- Work Ready Date: _____

NRS Reg.

*Contact Type: ABE/ASE ESL

ALL BUT ENRICH. & C.R. Student Demographics

* SSN: _____

* Ethnicity: Hispanic/Latino Non-Hispanic/Latino

- American Indian or Alaskan Native
- Black or African American
- Asian
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races

* Employment Status: (Must choose one)

- Full Time
- Part Time
- Not in Labor Force (not looking for work)
- Unemployed (looking for work)

Are you registered with a Career Center? YES NO

CREDIT RECOVERY ONLY: High School Currently Enrolled In: _____

Student Demographics Continued

* Last Grade Completed in a US School:

- No Schooling
- Unknown
- Grades 1 – 5
- Grades 6 – 8
- Grades 9 – 12 (no diploma)
- GED/HSE
- High School Diploma or alternate credential
- Some college, no degree
- College or professional degree

Last US School Attended:

* Last Calendar Year Attended: _____

* Last Grade Completed in a Non-US School:

- No Schooling
- Unknown
- Grades 1 – 5
- Grades 6 – 8
- Grades 9 – 12 (no diploma)
- GED/ HSE
- High School Diploma or alternate credential
- Some college, no degree
- College or professional degree

* **Adult Education History:**

- Currently enrolled
- Earned GED / HSE
- Earned Diploma
- Earned credits at current program
- Earned credits at other adult ed program
- Earned credits at 2 or more adult ed programs
- None (N/A)
- Previously Enrolled
- Earned a Certificate

WORK FORCE TRAINING:

(Must be one of the following to be in Workforce Training.)

Participant is a:

- Preparatory Learner
- Supplementary Learner
- Certificate Learner
- Documentation for this status is in program files.

Demographics Continued

* **Citizenship:**

- US Citizen
- Lawfully admitted alien
- No response

* **Native Language:**

- English
- Chinese
- German
- Somalia
- Cambodian
- French
- Spanish
- Korean
- Other

If not from the United States:

Country of origin: _____

Date of Arrival in US: _____

Are you a Refugee? Yes No

Support Services?

- * Living in Rural Area? Yes No
- * Single Parent? Yes No
- * Low Income? Yes No
- * Displaced Homemaker? Yes No
- * Dislocated Worker? Yes No
- * In program for homeless? Yes No

* **On Public Assistance?**

- Yes No
- (choose all that apply)
- None (N/A)
- Social Security
- Maine Care
- Unemployment
- WIC
- TANF
- Aspire
- Food Stamps
- Other
- Migrant Worker

(Optional)

- Physically Disabled?**
- Yes No
- Learning Disabled?**
- Yes No

Student Demographics Continued

Corrections: INMATE # _____

- * In correctional facility Yes No
- * In other Institutional setting Yes No
- * In a Community Correctional Program Yes No

Miscellaneous Information:

- * Have a Driver's License? Yes No
- * Reliable Transportation? Yes No
- * Registered to vote? Yes No

- * Permission to release academic records Yes No
- * Permission to release information (FERPA) Yes No

Do you have children in the local school system? Yes No

DISTRICT PAYER QUESTIONS: Required for all learners ages 16 – 20 years old.
 Are you attending the adult education program in the same district in which you live? Yes No

FOR OFFICE USE ONLY:

If 'NO' is there a Superintendents' agreement in place? Yes No

FOR OFFICE USE ONLY:

*Intake Counselor: _____ *Intake Hours: _____ *Referring Agency: _____

Student Demographics Continued

* Learned of CT Program?

- Post-Secondary Institution
- Adult Education
- Social Services
- Career Center
- Other

* Post-Secondary Experience?

- None (N/A)
- Currently Enrolled
- Previously Enrolled

* Did Either of your Parents Earn a 4-year Degree?

- Mother
- Father
- Both
- None (N/A)

* Have You Taken the ACCUPLACER Tests?

- Have Not Taken Accuplacer Tests
- Taken at an Adult Ed.
- Taken while in High School
- Taken at a Community College
- Taken at a University

Student Demographics Continued

Number of Total Adults in Family _____

Number and Names of Adults Participating in Family Literacy Program:

Number of Total Children in Family _____

Number, Names, and Ages of Children Participating in Family Literacy Program:

Appendix B

Post-testing Exception Form

Maine Adult Education Post-testing Exception Form

(A signed copy with the director's signature must be kept in the student file for monitoring and/or auditing purposes.)

Provider Information

Date: _____

Program Name: _____

Person Submitting: _____

Student Information

Student DOB: _____

Student Name: _____

Student's number of attendance hours: _____

PLEASE NOTE: YOU MUST PROVIDE BOTH A REASON FOR THE REQUEST AS WELL AS EVIDENCE OF POSSIBLE GAIN TO BE IN COMPLIANCE WITH THE MDOE ASSESSMENT POLICY.

Reason for Request documented in student file

- Student has received at least 24 hours of contact and instruction, is ready to take his/her last High School Equivalency test, and has stated that he/she will not return to class after completing the test
- Release from prison with a Planned Release Date before 45 hours of instruction will be acquired
- Student has accrued 45 or more hours between program years and since last test
- Other, please explain: _____

Evidence of possible gain that has been placed in student file

- A passing High School Equivalency Test score, (8 on the subject test or 45 on the battery) or a HiSET Official Practice Test with a result of "adequately prepared" or higher
- Classroom assessments that indicate a significant skill gain
- Student has accrued 45 or more hours between program years and since last test, so evidence is not required
- Other, please explain: _____

Director's signed approval has been placed in student file

- Director has approved this request

Director's Signature: _____ Date: _____

Appendix C

CASAS Validity and Reliability

Validity

The Standards for Educational and Psychological Testing (1999) states that validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores. There are various evidences of validity, with construct validity encompassing the overriding issue of proper use and construction of test items, and with content-related and criterion-related validity as subcomponents. Item content evidence is a measure of the extent to which test items measure what they are intended to measure. For a detailed discussion of CASAS content validity evidence, see the *CASAS Technical Manual*.

Criterion-related validity, sometimes referred to as predictive validity, assesses the ability or effectiveness of an instrument in predicting something it should theoretically be able to predict. CASAS created ABE Skill Level Descriptors (reading, math, and writing skills) to show a continuum of skills from beginning ABE through advanced adult secondary levels; CASAS also created ESL Skill Level Descriptors (listening, reading, writing, and speaking skills) for ESL from beginning literacy/pre-beginning ESL through proficient skills. Skill Level Descriptors provide general content information on how an adult learner's numerical scale score on a CASAS test in a specific skill area corresponds to the job-related and life skills tasks a person can generally accomplish.

Results from most CASAS tests are reported on a common numerical scale. This scale has been used successfully with more than three million adult and youth learners. The CASAS scale is divided into five broad levels: A (beginning literacy) to E (advanced secondary), each encompassing a range of scores. Levels A and B have been further subdivided to guide instructional placement and to monitor learner progress. Each level is defined by a CASAS scale score range with corresponding competency descriptors of performance in employment and adult life skills contexts.

The CASAS Skill Level Descriptors have been validated by expert teachers, members of the CASAS National Consortium, as well as through external validation studies. See the ***CASAS Technical Manual***, pages 57–70. During the late 1990s staff from the Center for Applied Linguistics and CASAS worked together to review and update the correlation between Student Performance Levels (SPLs) and CASAS levels to ensure that the NRS Skill Level Descriptors used for reporting learner gains were consistent with research already done in the field. Large-scale CASAS implementing states such as California, Connecticut, and Oregon participated in a national-level NRS advisory committee and provided guidance in the initial development and implementation of the NRS.

Once the NRS educational functioning levels were finalized, CASAS conducted a review and confirmed that the CASAS Skill Level Descriptors align with the skill levels of the NRS. The relationship among CASAS levels and score ranges and NRS Performance Levels is presented in Table 1 -. This table also shows how CASAS, the National Adult Literacy Survey (NALS), SPLs, and years of schooling completed are related:

Reliability

The *CASAS Technical Manual* provides data on the reliability of the item bank (Chapter 3) and specific test series (Chapters 4 and 5). The test administration manuals for each test series also contain information about reliability.

Reliability (test accuracy) has two major subcomponents — consistency and stability. For each scale score attained on a CASAS test, a standard error 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. However, 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. In addition to the SEMs, the Test Information Function is displayed for each of the test forms in Chapters 4 and 5 of the *CASAS Technical Manual*.

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 unidimensionality of the item bank ensuring items all measure the same underlying construct. See pages 29 through 50 of the *CASAS Technical Manual* for results of these analyses. Traditional item statistics, including item point biserial correlations and their p-values, are presented for all the test series.

The test for item stability is found under “parameter invariance” (pages 51–52) and “differential item functioning” (pages 52–56). Parameter invariance analyses test whether the item difficulties have changed over time. The 2002 findings show that the item difficulties have maintained their relative difficulties since their original calibrations in the 1980s. Differential item functioning (DIF) tests whether the item difficulties change in the measurement of different kinds of learners, such as learners of different gender and different ethnicity. The findings show that the item difficulties have remained stable regardless of gender or ethnicity.

Studies Conducted

Three claims of CASAS implementation were evaluated and upheld by the Program Effectiveness Panel, U.S. Department of Education (1993) for evaluating the effectiveness of educational programs. Each claim centered on adult learners in adult and alternative education programs. The degree of program implementation was determined by the adoption of key elements of the CASAS system. These key elements include identifying CASAS Competencies necessary for learners to meet their goals, linking these competencies to instructional materials using the CASAS Instructional Materials Quick Search, and linking these competencies to appropriate CASAS assessment tools. Learners within education programs that adopted the key elements demonstrated:

1. Significant learning gains
2. Increased hours of participation
3. Achievement of higher goal attainment compared to programs that have not adopted the key elements

Numerous studies such as the National Evaluation of Adult Education Programs (1991) have repeatedly confirmed this claim. In addition, two California studies, an Oregon study as well as a North Carolina study, among others, confirm these three claims (For a detailed literature review, refer to the CASAS Technical Manual.)

Another important study examined the relationship of CASAS to the 2002 version of the GED. This study used data from California, Iowa, Oregon, Kansas, and Hawaii (n = 4801). A clear monotonic increasing relationship was found between CASAS reading scores and GED reading scores and CASAS math scores and GED math scores. Moreover, a similar relationship was found between CASAS reading and overall GED results averaged across the five test content areas. (See the **CASAS Technical Manual**, pages 63–65.)

There have been a number of recent studies conducted across the United States to reaffirm that the content and competencies addressed in the initial development of the item banks are still valid and relevant to the current needs of learners, instructors, administrators, employers, and social service agencies:

- The Iowa Basic Skills Survey (IABSS), 1995
- Validation of Foundation Skills (Indiana Department of Education), 1996
- Targeting Education: The Connecticut Basic Skills Survey, 1997
- CABSS Report: California Adult Basic Skills Survey, 1999

Readers should refer to the *CASAS Technical Manual*, pages 24–26 and Appendix C, pages 213–225 for more detailed information about these validation studies.

For the past two years CASAS has undertaken the development of a content standards framework on behalf of CASAS National Consortium states. The project uses the expertise of adult education professionals across the country to determine the essential content standards in reading and math for ABE and ASE and in reading and listening for ESL. The project identifies the basic skills content standards at each NRS level embedded in CASAS Competencies and links them to appropriate CASAS assessments.

Appendix D

Educational Functioning Level Descriptor

Exhibit 2.1 Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Beginning ABE Literacy</p> <p>Test Benchmark: TABE (9–10) scale scores (grade level 0–1.9): Reading: 367 and below Total Math: 313 and below Language: 389 and below</p> <p>CASAS scale scores: Reading: 200 and below Math: 200 and below Writing: 200 and below</p> <p>Wonderlic GAIN scale scores: English: 200-406 Math: 200-314</p>	<p>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p>	<p>Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p>
<p>Beginning Basic Education</p> <p>Test Benchmark: TABE (9–10) scale scores (grade level 2–3.9): Reading: 368–460 Total Math: 314–441 Language: 390–490</p> <p>CASAS scale scores: Reading: 201–210 Math: 201–210 Writing: 201–225</p> <p>Wonderlic GAIN scale scores: English: 407-525 Math: 315-522</p> <p>MAPT scale scores: All tests: 200-299</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.</p>

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • TABE = Test of Adult Basic Education • MAPT= Massachusetts Adult Proficiency Tests • Wonderlic GAIN = Wonderlic [General Assessment of Instructional Needs](#)

Exhibit 2.1 (Continued) Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Intermediate Basic Education</p> <p>Test Benchmark: TABE (9–10) scale scores (grade level 4–5.9): Reading: 461–517 Total Math: 442–505 Language: 491–523</p> <p>CASAS scale scores: Reading: 211–220 Math: 211–220 Writing: 226–242</p> <p>Wonderlic GAIN scale scores: English: 526-661 Math: 523-669</p> <p>MAPT scale scores: All tests: 300-399</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.</p>
<p>High Intermediate Basic Education</p> <p>Test Benchmark: TABE (9–10) scale scores (grade level 6–8.9): Reading: 518–566 Total Math: 506–565 Language: 524–559</p> <p>CASAS scale scores: Reading: 221–235 Math: 221–235 Writing: 243–260</p> <p>WorkKeys scale scores: Reading for Information: 75–78 Applied Mathematics: 75–77</p> <p>Wonderlic GAIN scale scores: English: 662-746 Math: 670-775</p> <p>MAPT scale scores: All tests: 400-499</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.</p>

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • TABE = Test of Adult Basic Education • MAPT: Massachusetts Adult Proficiency Tests • Wonderlic GAIN = Wonderlic [General Assessment of Instructional Needs](#)

Exhibit 2.1 (Continued) Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Adult Secondary Education</p> <p>Test Benchmark: TABE (9–10): scale scores (grade level 9–10.9): Reading: 567–595 Total Math: 566–594 Language: 560–585</p> <p>CASAS scale scores: Reading: 236–245 Math: 236–245 Writing: 261–270</p> <p>WorkKeys scale scores: Reading for Information: 79–81 Applied Mathematics: 78–81</p> <p>Wonderlic GAIN scale scores: English: 747–870 Math: 776–854</p> <p>MAPT scale scores: All tests: 500–599</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multiparagraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.</p>
<p>High Adult Secondary Education</p> <p>Test Benchmark: TABE (9–10): scale scores (grade level 11–12): Reading: 596 and above Total Math: 595 and above Language: 586 and above</p> <p>CASAS scale scores: Reading: 246 and above Math: 246 and above Writing: 271 and above</p> <p>WorkKeys scale scores: Reading for Information: 82–90 Applied Mathematics: 82–90</p> <p>Wonderlic GAIN scale scores: English: 871–1000 Math: 855–1000</p> <p>MAPT scale scores: All tests: 600–700</p>	<p>Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.</p>	<p>Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.</p>

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • TABE = Test of Adult Basic Education • MAPT: Massachusetts Adult Proficiency Tests • Wonderlic GAIN = Wonderlic [General Assessment of Instructional Needs](#)

Exhibit 2.1 (Continued) Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>Beginning ESL Literacy</p> <p>Test Benchmark: CASAS scale scores: Reading: 180 and below Listening: 180 and below</p> <p>BEST Plus: 400 and below (SPL 0–1) BEST Literacy: 0–20 (SPL 0–1)</p> <p>TABE CLAS-E scale scores: * Total Reading and Writing: 225-394 Total Listening and Speaking: 230-407</p>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.</p>
<p>Low Beginning ESL</p> <p>Test benchmark: CASAS scale scores Reading: 181–190 Listening: 181–190 Writing: 136–145</p> <p>BEST Plus: 401–417 (SPL 2)</p> <p>BEST Literacy: 21-52 (SPL 2)</p> <p>TABE CLAS-E scale scores: * Total Reading and Writing: 395-441 Total Listening and Speaking: 408-449</p>	<p>Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.</p>	<p>Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.</p>	<p>Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.</p>

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • BEST= Basic English Skills Test • TABE CLAS-E = Test of Adult Basic Education Complete Language Assessment System—English

* Refer to the TABE CLAS-E Technical Manual for score ranges for individual reading, writing, listening and speaking tests. Table shows total scores.

Exhibit 2.1 (Continued) Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>High Beginning ESL</p> <p>Test benchmark: CASAS scale scores Reading: 191–200 Listening: 191–200 Writing: 146–200</p> <p>BEST Plus: 418–438 (SPL 3) BEST Literacy: 53–63 (SPL 3)</p> <p>TABE CLAS-E scale scores:*</p> <p>Total Reading and Writing: 442-482 Total Listening and Speaking: 450-485</p>	<p>Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.</p>	<p>Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading.</p> <p>Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.</p>	<p>Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.</p>
<p>Low Intermediate ESL</p> <p>Test Benchmark: CASAS scale scores: Reading: 201–210 Listening: 201–210 Writing: 201–225</p> <p>BEST Plus: 439–472 (SPL 4) BEST Literacy: 64– 67 (SPL 4)</p> <p>TABE CLAS-E scale scores:*</p> <p>Total Reading and Writing: 483-514 Total Listening and Speaking: 486-525</p>	<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.
CASAS = Comprehensive Adult Student Assessment System • BEST= Basic English Skills Test • TABE CLAS-E = Test of Adult Basic Education Complete Language Assessment System—English

* Refer to the TABE CLAS-E Technical Manual for score ranges for individual reading, writing, listening and speaking tests. Table shows total scores.

Exhibit 2.1 (Continued) Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>High Intermediate ESL</p> <p>Test Benchmark: CASAS scale scores: Reading: 211–220 Listening: 211–220 Writing: 226–242</p> <p>BEST Plus: 473–506 (SPL 5) BEST Literacy: 68-75 (SPL 5)</p> <p>TABE CLAS-E scale scores: * Total Reading and Writing: 515-556 Total Listening and Speaking: 526-558</p>	<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.</p>
<p>Advanced ESL</p> <p>Test Benchmark: CASAS scale scores: Reading: 221–235 Listening: 221–235 Writing: 243–260</p> <p>BEST Plus: 507–540 (SPL 6) BEST Literacy: 76-78 (SPL 6) **</p> <p>TABE CLAS-E scale scores: * Total Reading and Writing: 557-600 Total Listening and Speaking: 559-600</p>	<p>Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.</p>	<p>Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.</p>	<p>Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.</p>

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.
CASAS = Comprehensive Adult Student Assessment System • BEST= Basic English Skills Test • TABE CLAS-E = Test of Adult Basic Education Complete Language Assessment System—English

* Refer to the TABE CLAS-E Technical Manual for score ranges for individual reading, writing, listening and speaking tests. Table shows only total scores

** Students can be placed into advanced ESL using Best Literacy but the test does not assess skills beyond this level so students cannot exit Advanced ESL with this test. Retesting of students who enter this level with another assessment is recommended.

Appendix E

Learner definitions

MDOE Learner Definitions

Adult Basic Education:	Learners who are working on Basic Literacy and Numeracy skills.
Adult Transitions:	Learners working on one or more classes to increase skills for post-secondary enrollment, who is not part of a comprehensive CT program.
Maine College Transitions:	Learners enrolled in a Grant funded comprehensive program leading to enrollment in post-secondary training
Certificate Program:	Learners working towards an industry recognized certificate
Credit Recovery:	Learners still enrolled in K-12
Distance Learner:	Learner separated by time and/or distance from an instructor for the majority of the instructional period. If a student takes both distance learning and classroom-based courses during the year, a student is classified as a distance learning student if, at the end of the program year, 61% or more of the hours he/she participated in were through distance learning.
Enrichment:	Learner enrolled in classes for personal development
ESL	Learners who are working on English language acquisition skills.
EL Civics:	ESL students enrolled in a grant funded program working towards citizenship
Family Literacy:	Adults enrolled in a comprehensive Family Literacy program
HSE	Student working toward a High School Equivalency Credential (currently the HiSET test.)
HSD:	Student working towards a credit based HS credential
Refugee:	Any person who is outside any country of such person's nationality or, in the case of a person having no nationality, is outside any country in which such person last habitually resided, and who is unable or unwilling to return to, and is unable or unwilling to avail himself or herself of the protection of, that country because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion.
Workforce Training:	Learners categorized as either Preparatory Learners or Supplemental Learners (for definitions see MDOE Sec C-3. 20-A § 8601-A, sub-§14) attending one or more classes to increase skills for career and technical purposes.
WorkReady:	Student enrolled in a state approved WorkReady Program.

Appendix F

Measuring Contact Hours for Distance Education

Measuring Contact Hours for Learners in Distance Education

Students in distance education (defined below under Student Participation Measure #2) must have at least 12 hours of contact with the program before they can be counted for federal reporting purposes. Contact hours for distance learners can be a combination of actual contact and contact through telephone, video, teleconference or online communication, where student and program staff can interact and through which learner identity is verifiable.

Optional Reporting of Proxy Contact Hours

States may, *but are not required*, to report proxy hours of time students spent on distance learning activities. States providing distance education that want to measure and report proxy contact hours for these students must develop a state distance education policy that describes the following.

The model or models used to assign proxy contact hours for each type of curriculum. States must develop proxy contact hours using one of the following models.¹

- **Clock Time Model**, which assigns contact hours based on the elapsed time that a learner is connected to, or engaged in an online or stand alone software program that tracks time.
 - **Teacher Verification Model**, which assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a learner engaged in, or completed, the assignment.
 - **Learner Mastery Model**, which assigns a fixed number of hours of credit based on the learner passing a test on the content of each lesson. Learners work with the curriculum and materials and when they feel they have mastered the material, take a test. A high percentage of correct answers (typically 70%-80%) earns the credit hours attached to the material.
- The proxy contact hours assigned for completing requirements for each type of curriculum used (teacher verification model) or the proxy contact hours assigned for completion of units of material comprising the curriculum (learner mastery model). The state must use the proxy contact hour model appropriate for the distance education curricula. The state may use the clock time model with curricula that track time student spends interacting with instructional material and disconnects after a preset period of inactivity; and must describe the procedures the state used to develop proxy contact hours.

¹ See Project Ideal (2005), *Working Paper No. 2 Measuring Contact Hours and Learner Progress in Distance Education Programs*, Institute for Social Research, University of Michigan, for further information on the use and development of these models.