2023-2024
Florida Adult Education Assessment Technical Assistance Paper

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YOUR WAY
Florida Adult Education

FLORIDA DEPARTMENT OF EDUCATION
CAREER AND ADULT EDUCATION

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SECTION I: INTRODUCTION

This technical assistance paper provides policy and guidance to individuals with test administration responsibilities in adult education programs. Rule 6A-6.014, Florida Administrative Code (F.A.C.), titled, General Requirements for Adult General Education Programs, requires adult education programs to report student measurable educational gains and demographic information to Florida's reporting system. Policies in this technical assistance paper apply to assessments approved by the U.S. Department of Education (USDOE) and Florida Department of Education (FDOE) to report educational gains to both the state and National Reporting System (NRS). The NRS is the accountability system for the federally funded adult education program, mandated by the Workforce Innovation and Opportunity Act (WIOA).

There are four important reasons for creating a data-driven accountability system for adult education programs:

1. USDOE requires each state to establish and utilize performance measures for making continued funding decisions for federal grant programs. Each state is expected to institute a system for program monitoring and technical assistance centered on program enrollment and performance.
2. Local eligible providers must measure the educational gain of all students who receive 12 hours or more of instruction in the state's adult education program with a test that has been determined suitable for use in the NRS.
3. FDOE has enhanced its monitoring processes by instituting a data-driven system for determining program performance. In addition, overall monitoring visits are provided by a dedicated compliance and monitoring team.
4. The FDOE program administrators can focus their attention on establishing program performance targets and program improvement.

Florida's data reporting system and the NRS are uniform and compatible for measuring student's educational gains established by approved USDOE and FDOE assessments. The NRS data reporting system measures student progress by Measurable Skills Gains (MSG).

Table 1: Adult General Education Programs and Educational Functioning Levels
The table below identifies the Educational Functioning Levels (EFL) in Adult General Education (AGE) programs that report accountability measures to both FDOE and NRS. The ESOL levels are lower than those for ABE.

Adult General Education Programs	FDOE EFLs	NRS EFLs
Adult Basic Education (ABE)	1-4	1-4
Adult English for Speakers of other Languages (ESOL)	1-6	1-6
General Education Development (GED)® Preparation	5-6	5-6
Academic Skills Building (ASB)	5-6	5-6

The Florida assessment policies and guidelines presented in this technical assistance paper are appropriate for state and federal reporting. Therefore, guidance and procedures regarding the selection

and use of appropriate student assessment are included in this technical assistance paper. The following important information for adult education programs is provided:

- Definition of key terms and acronyms;
- Selection of appropriate assessments by student and program type;
- Appropriate student placement into program and instructional level;
- Verification of student learning gains, EFL, and/or program completion;
- Accommodation for students with disabilities;
- Assessment procedures for Distance Education;
- Training for all staff who administer the standardized assessments.

Overview of State and Federal Policy
Florida offers various programs for adult students, and all programs require accountability reporting within a specified timeframe or reporting window. The programs listed below are adult education programs adopted in Rule 6A-6.0571, F.A.C., titled, Programs listed as WIOA eligible are included in NRS accountability measures.

Table 2: Adult Education Programs
The table below lists the courses offered in the adult education program by funding source and reporting eligibility. Pre-tests and post-tests using assessments approved by the USDOE and FDOE are required for any courses reported to the NRS and funded by WIOA- Adult Education and Family Literacy Act (AEFLA) and the State of Florida.

Program Name	Program or Course Code	Classification of Instructional Program Code (CIP)	WIOA Funded and Eligible for NRS Reporting	State Funded and Eligible for FDOE Reporting
Adult Basic Education (ABE)	9900000	1532010100	Yes	Yes
Adult High School (AHS)	9900010	1532010500	Yes	Yes
GED® Preparation	9900130	1532020207	Yes	Yes
GED® Preparation Integrated (GED®I)	9900136	1532020207	Yes	Yes
Academic Skills Building (ASB)	9900500	1532010101	Yes	Yes
Adult English for Speakers of Other Languages (ESOL)	9900040	1532010900	Yes	Yes
English Literacy for Career and Technical Education (ELCATE)	9900050	1532010901	Yes	Yes
Adult High School (Co-Enrolled)	9900099	1532019900	No	Yes
Adult ESOL College and Career Readiness (CCR)	9900051	1532010902	No	Yes
Adult ESOL Literacy Skills	9900300	1532010903	No	Yes
Applied Academics for Adult Education (AAAE)	S990001	1532010503	No	Yes

*Florida College System agencies should report enrollment in GED®I using course numbers GEX0100 to GEX0199.

Overview of State and Federal Assessment Policies

Adult Education
Florida's adult education program includes a range of instructional programs that help adults get the basic skills they need to be productive workers, family members, and citizens. The major program areas are Adult Basic Education, Adult High School, GED® Preparation, and English for Speakers of Other Languages (ESOL). These programs emphasize basic skills such as reading, writing, math and English language competency. Adult education programs also help adult learners gain the knowledge and skills needed to improve employability in the state's workforce and transition to higher levels of educational attainment and postsecondary training.

- Adult Education programs eligible for state and NRS reporting are required to test students with assessments approved by USDOE and FDOE.
- Programs are required to pre-test adult education students enrolling in WIOA-funded programs with a state-approved assessment within the first 12 hours of enrollment activity.
- Programs should comply with test publishers' recommended timeframes between pre-testing and post-testing on Table 5.
- Students are eligible for Adult Basic Education with a NRS Level 1-4. Students may be in preparation for earning the high school equivalency diploma or may have already received a high school diploma or its equivalent.
- For purposes of reporting the EFL of students to the NRS, students pre-tested in more than one subject area are reported in the lowest initial EFL.
- For purposes of reporting MSGs to the NRS, students who post-test may earn an MSG in any skill area, regardless of the lowest functioning level initially reported to the NRS.
- Programs should develop and maintain local written assessment procedures and test security policies that conform to USDOE and FDOE policies.
- Programs must report assessment results in accordance with state and federal reporting timeframes and procedures to ensure state compliance with WIOA and NRS reporting.
- In addition to the general assessment policy statements above, the statements below are specific to the adult education program.

Adult Basic Education
Adult Basic Education (ABE) is a program designed for an individual who is at least 16 years of age, beyond the age of compulsory school attendance under state law and designed for the student to increase basic literacy skills in mathematics, reading and language at the NRS Level 1-4 to improve employability in the state's workforce and transition to higher levels of educational attainment and postsecondary training.

- Provide basic skills instruction NRS ABE Level 1-4 (GE 0.0 – 8.9) and critical thinking skills to prepare students for GED® preparation NRS ABE Level 5-6 (GE 9.0 – 12.9), postsecondary education and employment.
- Students are eligible for ABE with a NRS Level 1-4. Students may be in preparation for earning the high school equivalency diploma or may have already received a high school diploma or its equivalent.

Adult Secondary Education

Adult Secondary Education (ASE) is a program that provides instruction at NRS ABE Level 5-6 (GE 9.0 and above) through which a student either prepares to take the GED® or receives high school credits that will lead to a high school diploma being awarded. This includes Adult High School, Adult High School Co-enrolled and GED® Preparation.

Adult High School

Adult High School (AHS) students are not required to pre-test or post-test; however, AHS students are subject to the block tuition of AGE programs. Placement in NRS Level 5 or 6 is determined by the number of high school credits the student has earned in the traditional high school previously attended or transcripts documenting that the student has successfully completed the 8th grade and is eligible for promotion to the 9th grade. For more information, please see the AHS Technical Assistance Paper at http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml.

Adult High School Co-Enrolled

AHS Co-enrolled students are currently enrolled in K-12 high school (not withdrawn from K-12) and are simultaneously taking high school core credit courses in the AHS program per s. 1011.80, F.S. Appropriate documentation, as specified by the institution, shall be obtained prior to enrollment. The AHS Co-enrolled program is not eligible for federal funding. Students are not subject to pre-test or post-testing requirements and are exempt from the block tuition for AGE programs. Educational functioning levels are also not required when reporting AHS Co-enrolled students.

GED® Preparation

GED® Preparation students must pre-test within the first 12 hours of enrollment activity. Students are not required to post-test, but programs may choose to post-test to measure progress. Completion is determined by earning the high school equivalency diploma through passing all subject areas of the GED® test. Initial placement for GED® Preparation for social studies or science should be based on the reading assessment. A student may be placed in the GED® Comprehensive course number if the student scores at or above a NRS Level of 5 or higher on an eligible test subject area (Reading and/or Mathematics). Once a student passes a GED® test, the test score should be reported as a GED® test. See Table 3 for a summary of the placement policy for each GED® course type.

Table 3: 2023-2024 GED® Placement Policy for NRS Reporting Purposes

GED® Course	2023-2024 Placement Policy for NRS Reporting Purposes
Math	Student pre-tests at NRS Level 5 or higher on an eligible math subtest
Reasoning Through Language Arts	Student pre-tests at NRS Level 5 or higher on an eligible reading subtest
Science	Student pre-tests at NRS Level 5 or higher on an eligible reading subtest
Social Studies	Student pre-tests at NRS Level 5 or higher on an eligible reading subtest
GED® Comprehensive	Student pre-tests at NRS Level 5 or higher on an eligible reading or math subtest *If a student is testing at two different levels (i.e., GED® level in one content area and ABE level in another content area), the student should be enrolled in both GED and ABE programs for instruction.*
GED® -I	Student pre-tests at NRS Level 5 or higher on an eligible reading or math subtest

GED® Preparation Instructional Guidance

If Adult Education funds are used to purchase official GED® Ready practice tests, students must:

1. Be enrolled in an FDOE-funded Adult Education program.
2. Achieve a minimum scale score of EFL 3 or greater in the subject the student plans to test prior to issuing the free GED® Ready practice test. For example, to qualify for a free GED® Ready practice test in Reading/Language Arts, Science or Social Studies, the student must have scored into NRS Reading level 3, 4, 5 or 6 prior to issuing the free practice test. To take a free GED® Ready practice test in Math, the student must have scored in NRS Math level 3, 4, 5 or 6 prior to issuing the free practice test.
3. The GED® test, Spanish version, is an acceptable test for earning a High School Equivalency (HSE) credential and may be accepted for the follow up outcome of Attained Secondary Credential.

Students should be encouraged to take the GED® test if they pass the GED® Ready practice test regardless of NRS level.

Adult ESOL

The Adult English for Speakers of Other Languages (ESOL) program is designed for non-native English speakers to improve their English skills in reading, writing, speaking, and listening. Students are required to test in reading and listening subject areas. Reading and listening scale scores are submitted to the FDOE in accordance with FDOE instructions for reporting. Section II details the placement for instruction and measurement of educational gains for ESOL students.

Academic Skills Building

Academic Skills Building (ASB) is a non-credit adult education program designed to develop the literacy and math skills necessary for students to enter the job market, upskill to earn a better job, or enter postsecondary education. This program is eligible for federal funding under WIOA Title II, Section 203(4) and addresses s. 1004.92(1)(b), F.S., titled, program. The ASB Program comprises two courses, ASB Math and ASB Reasoning through Language Arts. Students in the ASB program may enroll in either course or both courses. The program is for students who have earned a diploma or high school equivalency but need additional skill building in math or literacy to be successful workers, citizens, and partners of their children's education. ASB provides additional instruction at NRS 5 and 6 (GE 9.0- 12.9). ASB may be used for students in an Integrated Education and Training (IET) or Career and Technical Education (CTE) program.

Applied Academics for Adult Education

Applied Academics for Adult Education (AAAE) is a state-funded adult education program available to remediate adult career and technical education certificate students. AAAE is not a WIOA-funded program and is not eligible for NRS reporting. In accordance with State Board of Education Rule 6A-10.040, F.A.C., titled, Basic Skills Requirements for Postsecondary CTE Certificate education, adult students enrolled in clock hour certificate programs of 450 hours or greater must complete a basic skills assessment within the first six weeks after admission into the program, unless otherwise exempt. Students who do not meet the prescribed basic skills levels in mathematics, reading, and/or language arts should be provided with an opportunity to remediate and correct the deficiencies while remaining enrolled in the clock hour certificate program. AAAE may be used to remediate students who have tested at the equivalent of 9th grade and above but lack the required level of basic skills for completion of the CTE program. Students enrolled in AAAE are simultaneously enrolled in a clock hour

certificate program and working toward meeting the prescribed basic skills level of their CTE program. Students complete the AAAE program when they are post-tested and achieve the basic skills levels required by the CTE program. The AAAE program will be scheduled for deletion as of July 1, 2023, with a one-year period teach-out before ending. All reporting for this course should be completed as of June 30, 2024. Students may enroll in the Academic Skills Building (ASB) program as of July 1, 2023.

Curriculum Changes for 2023-2024

The following programs and courses will end in 2023-2024 reporting year.
- GED®-I
- English Literacy for Career and Technical Education (ELCATE)
- Adult ESOL Literacy Skills
- Applied Academics for Adult Education (AAAE)
- Adult ESOL College and Career Readiness (CCR)
- Adult Basic Education (ABE) Reading course 9900002/ABX 0200–ABX0299 and Language course 9900003/ABX 0300–ABX0399

Local agencies should not enroll new students in the above-noted courses. The students currently enrolled in these programs should finish by the end of the 2023-2024 reporting year. FDOE aims to streamline Adult Education instruction and processes for both our students and program providers. In reviewing the Adult Education programs offered, it was determined that Adult Education's current program offers included duplication in curriculum in some areas. Therefore, the following curriculum changes are proposed for July 1, 2023.

GED®-I course was duplicative of the GED® Comprehensive and IET efforts. Since there are now assigned IET program codes for each approved IET program, the GED®-I program is scheduled for deletion as of July 1, 2023, with a one-year period of teach-out before ending. All reporting for this course should be completed as of June 30, 2024. Students should be reported with the appropriate GED® program and course number along with the assigned IET program code.

It was determined that FDOE could serve all Adult English to Speakers of Other Languages (ESOL) students (NRS Levels 1-6) under one program by developing a more robust curriculum framework for Adult ESOL. The standards and learning outcomes for the ELCATE and Adult ESOL Literacy Skills have been included in the updated Adult ESOL program curriculum framework. Both the ELCATE and Adult ESOL Literacy Skills courses is scheduled for deletion as of July 1, 2023, with a one-year period of teach-out before ending. All reporting for this course should be completed as of June 30, 2024. All Adult ESOL students testing into NRS levels 1-6 will be placed in the Adult ESOL program and instructed at the level of their assessment results.

To serve students who meet the WIOA definition of "basic skills deficient," FDOE has developed the Academic Skills Building (ASB) program. Students in this program already hold a diploma or high school equivalency, and they have reading and math skills appearing in NRS Levels 5 and 6 (GE 9.0-12.9). The program is designed for students who need to address gaps needed to get a job, upskill or enter postsecondary education. The two courses offered in ASB are ASB Math and ASB Reasoning through Language Arts (RLA). ASB is eligible for federal funding and requires a pre-test within 12 hours of instruction. TABE 11/12 or CASAS GOALS should be used for a pre-test. Students should be instructed at the level of their assessment results and must follow publisher guidelines for post-testing outlined

Table 5. Students enrolled in ASB may also be in an IET program. IET program numbers must be reported, if applicable. Students complete the program by earning an industry certification or completing postsecondary credit through an approved IET program, testing out of Level 6 on an NRS/FDOE approved assessment, or exiting Adult Education and enrolling in a post-secondary program.

The Applied Academics for Adult Education (AAAE) program is scheduled for deletion as of July 1, 2023, with a one-year period of teach-out before ending. All reporting for this course should be completed as of June 30, 2024. Programs may use the ASB course beginning July 1, 2023. Transitioning students out of the AAAE course will need to pre-test with TABE 11/12 or CASAS GOALS test.

The Adult ESOL College and Career Readiness program is scheduled for deletion as of July 1, 2023, with a one-year period of teach-out before ending. All reporting for this course should be completed as of June 30, 2024. Programs may use the ASB course beginning July 1, 2023. Transitioning students out of the CCR course will need to pre-test with TABE 11/12 or CASAS GOALS test.

With the addition of 9900023/ABX 0400 Reasoning Though Language Arts, the courses 9900002/ABX 0200 Reading and 9900003/ABX 0300 Language is scheduled for deletion as of July 1, 2023, with a one-year period of teach-out before ending. All reporting for this course should be completed as of June 30, 2024.

State and NRS Requirements and Accountability
The implementation of state assessment policies and guidelines for assessment in adult education programs is imperative for uniform and comparative assessment results. FDOE state assessment policies are designed to place students in appropriate educational functioning levels, identify academic strengths and weaknesses, guide instruction, measure student learning gains, determine readiness for college and career programs and measure program effectiveness. To ensure accuracy and consistency, programs must use standardized assessments approved by the USDOE and FDOE, follow test security protocols and administer each testing session according to publishers' guidelines. Publisher resources can be found on Table 12.

Publishers submit standardized assessments to the USDOE for review to be used by adult education programs. Once the list is released by USDOE, FDOE reviews and the assessment is submitted to the Florida State Board of Education for approval in accordance with Rule 6A-6.014, F.A.C.

Program Uses of Assessment
Programs use assessments for various reasons including instruction and accountability reporting. For educational purposes, assessments are used to determine the educational functioning level of a student in a subject area when first enrolling in the program and to determine learning gains after participating in the program for a specified period of instruction. Results guide instruction by identifying instructional strengths and weaknesses in the respective subject areas. For accountability purposes, pre-tests establish the student's EFL at the time of the initial assessment, while post-tests measure educational gains from scale scores and the completion of the program.

Assessment for Instruction
Assessment of student learning is an essential component of an adult education program. Administering assessments approved by the USDOE and FDOE in the classroom is beneficial to the program administrator, instructor, and student.

Instructors use assessment results to:

- Measure the initial EFLs of students to place them in instructional levels.
- Diagnose the educational strengths and weaknesses of students accurately.
- Measure the learning gains of students as they progress through functioning levels.
- Assist students in setting educational and career goals.

Assessment for Accountability
The list of approved assessments used for reporting student assessment scores can be found in Appendix D. The FDOE uses the results obtained from assessments to:

- Evaluate programs, measure performance and set future performance standards for programs and the state.
- Provide comparability across Florida's programs.
- Make decisions on professional development, technical assistance and monitoring.
- Implement program improvement strategies.
- Negotiate statewide performance levels with the USDOE.

SECTION II: GENERAL ASSESSMENT REQUIREMENTS FOR ADULT EDUCATION

In this section, general information regarding reporting pre-test and post-assessment results, defining new and continuous students and measuring student learning gains is presented for all adult education programs. In addition, specific information for the NRS is provided.

Assessing Students for NRS Reporting
According to WIOA and NRS accountability guidelines, adult education programs must pre-test students during the first 12 hours of enrollment to determine placement for instruction, then post-test students following instructional intervention to measure and report learning gains. Rule 6A-6.014, F.A.C., provides state guidelines for pre- and post-testing adult education students.

Establishing the NRS Initial Educational Functioning Level and Measurable Skills Gains Based on Assessment Scores
For NRS reporting purposes, programs establish an initial EFL for every adult education student for placement in an NRS level.

- When students are pre-tested in more than one subject area and placed into different initial EFLs in the subject areas, the lowest functioning level is used for measuring gains for NRS purposes. For example, an ABE student who scores at ABE Level 1 in reading and ABE Level 2 in mathematics would be reported in NRS ABE Level 1. An ESOL student who scores at ESOL Level 2 in reading and ESOL Level 3 in listening would be reported in NRS ESOL Level 2. Students should receive instruction at the level which matches their assessment results.
- For NRS reporting purposes, ABE students can earn MSGs in the subject areas of reading, language, and math. Adult ESOL students can earn MSGs in the subject areas of reading and listening, including one for completing Level 6 and testing over the NRS level 6 in both reading and listening.

General Pre-test and Post-test Guidelines
All program assessments must meet WIOA NRS guidance https://nrsweb.org/policy-data/nrs-ta-guide, in addition to Florida statutes and rules: s. 1008.31, F.S., Rule 6A-10.0381, F.A.C. and Rule 6A-1.0014, F.A.C. This section summarizes these guidelines according to each adult education program area.

Pre-Test Guidelines
- Pre-test all students in the ABE, GED® preparation, ESOL, and ASB programs within the first 12 hours of enrollment activity.
- Record test scores in the local management information system (MIS) immediately following every assessment event.
- Follow state guidance on out-of-range scores.

Post-Test Guidelines
- The state target is to post-test a minimum of 70 percent of students pre-tested.
- Post-test within the timeframe specified by the test publisher on Table 5.
- Determine educational gains by comparing the student's pre-test and post-test scale scores.
- Always use alternate forms of the same test for pre-testing and post-testing.
- Create a system that tracks instructional hours and alerts for post-testing.
- The EFL and MSG must occur within seven days of course exit date.

Post-tests are necessary to measure the student's academic strengths and weaknesses, the precise EFL of the student upon completion of a significant block of instruction and if the student has completed an EFL.

New and Continuous Enrollment Students
Definitions and guidelines on enrolling and measuring EFL gains of new and continuous students are found below. Note these definitions and guidelines apply only to students in the ABE, GED® Preparation, ASB and Adult ESOL programs.

New Enrollment Students are defined as:
- Students who have not enrolled at your agency in the current reporting year or in the year immediately prior.
- Students currently enrolled at another agency in Florida but have not enrolled at your agency in the current reporting year or in the year immediately prior.

Enrollment Guidelines for New Enrollment Students
- Pre-test new enrollment students in all subject area(s) applicable to their instructional needs and academic goals.
- Use the pre-test score of each subject area to determine the initial EFL of the subject area(s) tested. Report all initial EFLs in the subject areas to FDOE.
- If the student obtains a score below range on the lowest level test in one or more subject areas after retest, report the initial EFL in that subject area as NRS Level 1.
- If an Adult ESOL student obtains a score that exceeds the scale-score range in both reading and listening, the provider should encourage the student to move to ABE or ASB based on placement tests.
- If a student was in a non-NRS reportable program, such as Adult ESOL Literacy Skills or Applied Academics for Adult Education and wants to enroll in an NRS eligible program for the first time, the student would be considered a new student as it would be the first time the student was enrolled in an NRS program. The student must be pre-tested for placement into a NRS eligible program.

Continuous Enrollment Students are defined as:
- Students who enrolled at your agency at some point in the current reporting year.
- Students who enrolled at your agency at some point in the year immediately prior to the current year.

Enrollment Guidelines for Continuous Enrollment Students
- Students are placed for instructional purposes based on the highest EFL from the previous term or year.
- Programs may use the student's highest post-test from the previous program year as the pre-test used for placement and instruction in the next reporting year.
- Students who complete an EFL in one reporting period are placed in the next highest EFL in the next reporting period. It is possible for a student to complete more than one EFL in a reporting period. For state reporting purposes, the program must report all post-tests and associated EFLs completed. For NRS reporting purposes, the FDOE reports only whether a student earned at least one EFL gain.

- Students testing out of the program should be exited from the course that reflects the qualifying score date.
- If a student is enrolled in your agency as a continuous student in one program and wants to take classes in another program, the student should be pre-tested for those courses.
  - If a student was enrolled in Adult ESOL and wants to take ABE courses for the first time, the student would be considered a continuous student but new to the ABE program. This student should be pre-tested for placement in ABE courses.

Table 4: Examples of New or Continuous Enrollment Students

STUDENT	ENROLLMENT REPORTED 2021-2022	ENROLLMENT REPORTED 2022-2023	NEW OR CONTINUOUS 2023-2024
A	NO	NO	NEW
B	YES	NO	NEW
C	NO	YES	CONTINUOUS
D	YES	YES	CONTINUOUS

Post-Testing Guidelines
To meet and exceed the state target, Adult Education programs should post-test a minimum of 70 percent of the students pre-tested and ensure post-tests are given within the timeframe specified by the test publisher on Table 5. It is important to note that if a student is not post-tested, the EFL, academic strengths and weaknesses, and level completion cannot be determined. Post-testing must be within seven days of course exit for the MSG to be achieved in that term. If the MSG is earned more than seven days after the course exit date, it should be reported with the next term's enrollment.

Use of Test Scores from Previous Instructional Periods
Post-test scores of continuous enrolled students from the previous year, term or semester may be used for placement in the next instructional period. Gaps in program attendance are likely to affect the student's EFL. FDOE recommends that programs retest for students that have been out of the program for more than six months unless outlined by the test publisher.

The publisher of TABE and TABE CLAS-E neither provides a recommended timeframe for when test scores can be used nor for what purposes. Local programs are allowed to determine a timeframe that test scores can be used and for what purposes. FDOE recommends retesting if a student has been out of a program for more than six months.

The publisher of BEST Plus recommends if there is a significant gap in attendance (e.g., for longer than one month) due to student absence or a break in the instructional program, the student should be retested. FDOE recommends following the publisher guidelines of retesting if a student has been out of a program more than one month.

The publisher of CASAS states that post-test scores of continuing students obtained at the end of a reporting year may serve as a pre-test for the next reporting year. Programs may wish to retest these students if the interim is more than four months and there is reason to believe that during the student's absence a significant learning intervention occurred that may invalidate the student's previous

assessment results. FDOE recommends following the publisher guidelines of retesting if a student has been out of a program more than four months.

FDOE recommends that local programs establish a local written policy addressing previous post-test scores and their use for students re-enrolling or transferring into their adult education programs.

Summary Table of all State Approved Assessments

A summary of FDOE, USDOE and publisher policies is provided in the following tables. Included are TABE, BEST, CASAS and TABE CLAS-E. Please see Appendix D for a list of approved versions and test forms.

Table 5: State and NRS Approved Assessments and Publisher's Pre-test and Post-test Policies

Name of Test	Programs	Pre- and Post-Test Guidelines	Test Forms/Notes
Basic English Skills Test (BEST) Literacy	ELCATE Adult ESOL	• Pre-test within the first 12 hours of enrollment activity. • Post-test after 80-100 hours of instruction; minimum of 60 hours of instruction. • Approval by administrator required for post-testing at less than 80 hours of instruction. • Administer alternate forms for pre-test and post-test. • Post-test scores from one instruction period may be used for placement in the next one. • All pre-test and post-test scores must be reported. • BEST Literacy does not use a locator. • Publisher recommends retesting if there is a gap in attendance (1 month or more). • FDOE recommends retesting if there is a gap of 1 month or more in attendance.	This test can place students into, but not exit ESL level 6. Forms B, C, D approved for paper.
BEST Plus 2.0	ELCATE Adult ESOL	• Pre-test within the first 12 hours of enrollment activity. • Post-test after 80-100 hours of instruction; minimum of 60 hours of instruction. • Approval by administrator required for post-testing at less than 80 hours of instruction. • Post-test scores from one instruction period may be used for placement in the next one. • All pre-test and post-test scores must be reported. • BEST Plus does not use a locator. • Publisher recommends retesting if there is a gap in attendance (1 month or more). • FDOE recommends retesting if there is a gap of 1 month or more in attendance.	Forms D, E and F approved for paper and computer.

Name of Test	Programs	Pre- and Post-Test Guidelines	Test Forms/Notes
Comprehensive Adult Student Assessment System (CASAS) GOALS Series	ABE GED® Preparation ASB	• Pre-test within the first 12 hours of enrollment activity. • Pre-test and post-test ABE students with CASAS GOALS Series Reading and/or Math. • Pre-test GED® Preparation students with CASAS GOALS Series Reading and/or Math. • Pre-test and post-test ASB students with CASAS GOALS Series Reading and/or Math. • Pre-test and post-test in the same subject area. • Administer alternate forms for pre-test and post-test. • Post-test after 70-100 hours of instruction; minimum of 40. • Agencies providing instruction to students enrolled in ABE or ASB Math and Reading may post-test students after 40 hours of instruction. This is for testing on CASAS GOALS in ABE and ASB programs, not for testing on CASAS Life and Work in Adult ESOL programs. • Approval by administrator for post-testing at less than 70 hours of instruction required. • Post-test scores from one instruction period may be used for placement in the next one. • All pre-test and post-test scores must be reported. • CASAS recommends retesting if the student has been out for more than four months. • FDOE recommends retesting if the student has been out for more than four months.	▪ GOALS Math forms 913/914 and 917/918; ▪ GOALS Reading forms 901/902, 903/904, 905/906 and 907/908. All forms approved for paper and computer.

Name of Test	Programs	Pre- and Post-Test Guidelines	Test Forms/Notes
Comprehensive Adult Student Assessment System (CASAS) Life and Work Series	ELCATE Adult ESOL	• Pre-test within the first 12 hours of enrollment activity. • Pre-test and post-test students in Adult ESOL and ELCATE with CASAS Life and Work Reading and Listening Series. • Pre-test and post-test in the same subject area. • Administer alternate forms for pre-test and post-test. • Post-test after 70-100 hours of instruction; minimum of 40. • Approval by administrator for post-testing at less than 70 hours of instruction required. • Post-test scores from one instruction period may be used for placement in the next one. • All pre-test and post-test scores must be reported. • CASAS recommends retesting if the student has been out for more than four months. • FDOE recommends retesting if the student has been out for more than four months.	▪ Life and Work Listening forms 981L/982L, 983L/984L and 985L/986L; ▪ Life and Work Reading forms 27/28, 81/82, 81X/82X, 83/84, 85/86, 185/186 and 187/188.
Tests of Adult Basic Education (TABE)	AAAE ABE GED® Preparation ASB	• Pre-test within the first twelve (12) hours of enrollment activity. • TABE 11&12 Locator required for initial testing. • Post-test ABE NRS levels 1-4 after 50 to 60 hours of instruction when testing with an alternate form. Post-testing allowed on the same level and same form after 60-80 hours of instruction. • Approval by administrator for post-testing at less than publisher-recommended hours of instruction must be approved by the site administrator or designee. • Post-test in the same skill area as the pre-test. • Post-test scores from one instruction period may be used for placement in the next one. • The publisher of TABE does not provide a recommended timeframe that test scores can be used and for what purposes. Local programs are allowed to establish a timeframe. FDOE recommends retesting if scores are more than six months old. • GED® Preparation students may pre-test in Reading, Language and/or Math for instructional purposes.	Forms 11 and 12 approved for paper and computer.

Name of Test	Programs	Pre- and Post-Test Guidelines	Test Forms/Notes
		• Reading and Math tests should be used for course enrollment in GED® Preparation. • GED® Preparation students at or above NRS Level 5 are not required to post-test. • All pre-test and post-test scores must be reported.	
Tests of Adult Basic Education Complete Language Assessment System – English (TABE CLAS-E)	ELCATE Adult ESOL	• Pre-test within the first twelve (12) hours of enrollment activity. • Pre-test students in Adult ESOL and ELCATE in reading and listening with CASAS Life and Work Series. • Post-testing at 50-60 hours of instruction allowed when testing with an alternate form, with a minimum of 40 hours of instruction. • Post-test at 60-80 hours of instruction when testing with the same form. • Approval by administrator or designee for post-testing at less than 60 hours of instruction. • Post-test in the same skill area as the pre-test. • Post-test scores from one instruction period may be used for placement in the next one. • All pre-test and post-test scores must be reported. • Publisher does not recommend a timeframe that test scores can be used and for what purposes. • FDOE recommends retesting if scores are more than six months old.	Forms A and B approved for paper.

State Remote Testing Policies

The Division of Career and Adult Education (DCAE) of the Florida Department of Education provides this guidance to local programs on the state's policies regarding the remote testing of adult education students. Agencies may administer remote testing for distance education in accordance with the test publisher's procedures for remote testing in Table 6.

Test Administration The following test administration policies apply to pre-test and post-test administration:

- Agencies must maintain a specific test security policy that describes the proper handling and use of test materials to ensure that test materials are not compromised.
- The proctor must check that the technology and environment requirements are met, and the test takers are prepared for the testing process before testing begins.
- Proctors must actively monitor for:
  - Actions that may indicate the test taker is cheating (e.g., eyes looking at something off screen, hands doing something out of view, etc.)
  - Technical problems that arise (e.g., frozen computers, slow internet, etc.). Proctors must end the test if there are signs of cheating or if any technical issues arise that cannot be quickly resolved.
- Testing personnel must follow all test administration directions as directed in the remote testing instructional document and test administration manual.
- Scores obtained by remote testing, for pre-test or post-test, may be used for FDOE and NRS reporting purposes.

Table 6: State Remote Testing Policies

Assessment	Technical Requirements	Training Requirements	Test Security	Student Identification
Center for Applied Linguistics (CAL) BEST Plus 2.0 Website: http://www.cal.org/aea/bp/ Virtual Test Administration Guidance Document: http://www.cal.org/aea/pdfs/BEST_Plus_2_Virtual_Test_Administration_Guidance.pdf	• Computer: test administrators use two devices, one to display and second to run software • Print: test administrator and student use video-based connection	• Only trained BEST Plus 2.0 test administrators • BEST Plus 2.0 test administrators complete 6-hour training conducted by certified BEST Plus 2.0 trainer	• Test administrator and student complete the test in a private location • Links to sessions sent privately and not shared • Session not recorded • Process for identifying testing irregularities	• Remote administration of BEST Plus 2.0 conducted using a video conferencing program which allows the test administrator to identify the student using local procedures
Comprehensive Student Adult Assessment System (CASAS) ABE: GOALS Reading and Math Series for ABE, ASB, and GED. ESOL: Life & Work Reading and Listening Series Website: www.casas.org Remote Testing Guidelines: https://www.casas.org/product-overviews/remote-testing	• Refer to CASAS Remote Testing Guidelines for technical requirements. • Webcam or attached video camera • Microphone and speakers • Headphones not allowed • Video conferencing client application installed	• Proctors must be certified as eTest proctors and sign a Proctor Remote Testing Agreement • Agencies must ensure that remote testing protocols are followed	• Agencies sign Remote Testing Agreement • Computer registered with CASAS • Remote Testing Guidelines and Test Administration Manual required • Process for identifying testing irregularities	• Test taker identification verified by proctor at the start of each session • Refer to agency guidelines for acceptable forms of identification • Refer to CASAS Remote Testing Guidelines for steps to verify test taker's ID
Data Recognition Corporation (DRC)TABE 11&12 TABE CLAS-E	• Test administrators use a supported web conferencing platform	• Proctors are certified as test administrators in TABE Online and have user account in the DRC INSIGHT Portal	• Test materials must be kept secure • Tests must be proctored and taken as scheduled • Limit of 5 students	• Test administrator identifies student per local procedures uses Student Login Credentials to generate Test Ticket

Assessment	Technical Requirements	Training Requirements	Test Security	Student Identification
Website: https://tabetest.com/ Remote Testing Instructions: http://tabetest.com/PDFs/TABE_Remote_Proctoring_Guidance.pdf	• See remote testing guide for minimum web browser requirements • Remote testing via web temporary; no official end date in place		• See remote testing guide to invalidate a test • Implement a process for identifying irregularities	
GED® Testing Service Website: https://ged.com/ Remote Testing Instructions: https://ged.com/take-theged-test-online	• Requires test candidate use a laptop or computer with a camera and microphone and stable internet connection • Requires a closed, private/quiet room	• Proctors are employed, trained, and certified by OnVUE	• Room closed and occupied only by testing candidate • Monitored by OnVUE-certified proctor • Exam terminated immediately if prohibited behavior is detected • Sessions are recorded	• OnVUE check-in uses ID authentication protocols • Requires photo ID and scan of surroundings • Valid government-issued ID required

Communicating Post-Test Results
Programs should establish a written policy that states who will be responsible for communicating post-test results and when post-test counseling with the student will occur. A counseling session is a valuable practice for clarifying the student's educational goals, strengths, and areas for improvement.

Scale Scores
Scale scores measure educational gains over a phase of instruction and provide an equal-interval interpretation of a score that can be comparable across all levels and tests within a skill area. The number of items answered correctly is the raw score. The raw score converts to a scale score that provides a basis for comparing performance across levels and forms of the same test. All scale scores and their associated MSGs are listed in Tables 8 -11.

Out-of-Range Scores
The publishers of CASAS, TABE and TABE CLAS-E provide guidance regarding out-of-range scores.

Pre-test General Policies
New students must establish an in-range EFL within the first 12 hours of enrollment. It is recommended that local programs use their publisher's locator tests to reduce the potential of out-of-range (OOR) scores. There is no limit on re-testing when establishing the initial EFL of a student.

Per FDOE policy, initial pre-test scores below the accurate range are not usable for reporting the placement of new students in an EFL. Programs should re-test students by administering the next lower-level test to obtain an in-range scale score.

FDOE policy on pre-test scores above the accurate range is that they are also not usable for placement and reporting. Programs should administer the next higher-level test to obtain an in-range scale score.

Post-test General Policies
Students who post-test OOR low should be retested once on a lower test level to obtain an in-range score. If the student tests OOR low on two consecutive post-tests, the local program should report a leading 1 followed by the lowest scale score number attainable on the retest. Any additional attempts to post-test the student must occur within the test publisher's recommended hours of instruction between post-tests. See Table 5 for publisher guidance on post-test hours of instruction.

Per FDOE policy, post-tests scores that are above-range (often called out-of-the-range high) may be reported as a post-test score and for MSGs. OOR high scores should be reported to the state with a leading '9' followed by the scale score number shown on the student's report.

Continuous students are placed based on their highest post-test score from the prior term.

Out-of-Range Scores Policies for Programs Using CASAS

Below-Range Scores
CASAS does not provide scores below the scale score range. An asterisk (*) will be found in the place where the scale score would appear and a NRS level will not be identified.

Example of CASAS Below-Range Score

Most Recent	Form	Date	Scale Score	NRS Level	Form Level	Number of Items		
						Total	Correct	Attempted
Reading	907R	08/12/2022	*		D	40	7	40

Pre-test scores below the scale score range: Students who score OOR low on a CASAS assessment must be re-tested on a lower-level test of that series. If a student tests OOR low on the lowest level test of a series, that student must be retested using an alternate form of the same test level.

If a student pre-tests OOR low on both forms of the lowest level assessment of a CASAS test series, an OOR score may be used for placement. See Table 7 below for placement instruction and scale score reporting.

Post-test scores below the scale score range: If a student scores too low to receive a scale score on a Level B, C, or D post-test, CASAS recommends retesting immediately on the next lower-level test. Any additional attempts to post-test a student after one retest must occur within the test publisher's recommended hours of instruction between post-tests. See Table 5 for publisher guidance on post-test hours of instruction. If a student tests OOR low on two consecutive post-tests, the local program should report the lowest scale score number possible with a leading '1'.

Above-Range Scores

Scores at the high end of the scale score range are denoted with a diamond (♦) and are considered a conservative estimate of the ability of students who performed well on a test form.

Example of CASAS Above-Range Score

Most Recent	Form	Date	Scale Score	NRS Level	Form Level	Number of Items		
						Total	Correct	Attempted
Math	917M	01/13/2023	233	5	C/D	40	7	40
Reading	907R	01/13/2023	263♦	6	D	40	38	40

Pre-test scores above the scale score range: If a student scores a conservative estimate score on a pre-test, the agency should re-test the student at the next higher level. Only in-range scores can be used for establishing a student's initial EFL.

Post-test scores above the scale score range: Per FDOE policy, post-test scores that are above-range (often called out-of-the-range high) may be reported as a post-test score. Post-test scores must be reported to the state regardless of whether a Measurable Skills Gain was made for NRS reporting purposes.

Post-test diamond scores above the exit score for the program: This indicates the student has completed the program. In these cases, agencies may use the conservative estimate score as a basis for reporting the student has completed the program.

Post-test diamond scores below the exit score for the program: In these cases, the agency may re-test the student immediately on a test form at the next higher level. If the student re-enrolls in the next period of instruction, agencies may use the conservative estimate score as a basis for placement of the

student in an EFL. OOR high CASAS scores should be reported with a leading '9' followed by the scale score shown on the student's report.

Table 7: Out-of-Range Scenarios

Scenario	Placement for Instruction	Reporting for Pre-Test ID only
Student takes a CASAS 900 Goals Series 913/914 M Level A in Mathematics and receives * in the place of a scale score.	Level 1 Math course	Out-of-Range Low Score is reported with a value of 1178.
Student takes a CASAS 900 Goals Series 901/902 R Level A in Reading and receives a * in place of a scale score.	Level 1 RLA course	Out-of-Range Low Score is reported with a value of 1165.
Student takes the CASAS Life & Work 27/28 R Series in Reading and receives an * in place of a scale score.	Level 1 ESOL course	Out-of-Range Low Score is reported with a value of 1153.
Student takes the CASAS Life & Work 981/982 L Series in Listening and receives an * in place of a scale score.	Level 1 ESOL course	Out-of-Range Low Score is reported with a value of 1169.

Out-of-Range Scores for TABE 11 & 12 and TABE CLAS-E
Data Recognition Corporation, the publisher of TABE 11 & 12 and TABE CLAS-E, recommends using the locator to determine which pre-test to administer to reduce the number of out-of-range scores. Programs should follow the recommendations of Data Recognition Corporation for TABE and TABE CLAS-E on when to retest following an out-of-range score.

Per TABE, the Out-of-Range is termed (O/R) and plus/minus (+/-) symbols on the TABE 11 & 12 score reports indicate that the student scored at least one full level above or below the targeted level.

Example of TABE Out-of-Range (O/R) and Plus/Minus (+/-) Scores

Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level
			Total	Obtained				
Reading	11/04/2022	D	50	16	40	501-	16	3
Mathematics	11/04/2022	D	37	35	35	656+	77	5
Language	11/04/2022	D	40	10	34	N/A	N/A	O/R

N/A Not Appliable   O/R Out-of-Range for NRS Reporting

- A student will be classified as "Out of Range" (O/R) if they performed more than one NRS level below the targeted level. They will not receive a scale score of an NRS level, and they will need to take a lower TABE level test.
- Scale scores with a minus (-) sign next to them are indicators that the student performed at the lower end of the performance range of that level of TABE and the student will likely need to have extended instruction to be ready to demonstrate an NRS Gain on a post-test. Note that the 501- is a valid, reportable score and the "-" is only an indicator showing the student scored at the bottom of the scale.

- If a student scores more than one NRS level above the targeted level, then a (+) sign will appear next to the scale score and their score will be set to the highest possible scale score, which is one above the targeted level.

Below Range Scores
Pre-test scores below the scale score range: Per FDOE policy, initial pre-test scores below the accurate range are not usable for reporting the placement of new students in an EFL. Local programs must re-test students on a lower-level test of that series. Scale scores reported as (O/R) cannot be used to establish a student's initial EFL.

Post-test scores below the scale score range: If a student scores OOR and receives an N/A for scale score and O/R for their NRS level, the local program should re-test the student immediately by administering a lower-level test. If a student tests OOR low on two consecutive post-tests, the local program should report the lowest scale score number possible on the re-test with a leading '1'. Any additional attempts to post-test the student after one retest attempt must occur within the test publishers recommended hours of instruction between post-tests. See Table 5 for publisher guidance on post-test hours of instruction.

There are no out-of-range low scores on TABE CLAS-E Level 1 or TABE 11&12 Levels E and L.

Above Range Scores
Pre-test scores above the scale score range: Per FDOE policy, initial pre-test scores above the accurate range are not usable for reporting the placement of new students in an EFL. Providers must re-test students on a higher-level test of that series. Scores reported with a (+) cannot be used to establish a student's initial EFL.

Post-test scores above the scale score range: Per FDOE policy, post-tests scores that are OOR high are reportable as a post-test score. Any additional attempts to post-test the student must occur within the test publisher's recommended hours of instruction between post-tests. See Table 5 for publisher guidance on post-test hours of instruction. Post-test scores must be reported to the state regardless of whether an MSG was made for NRS reporting purposes. OOR high TABE scores should be reported with a leading '9' followed by the scale score shown on the student's report.

There are no out-of-range high scores on TABE CLAS-E Level 4 or TABE 11&12 Level A.

SECTION III: ACCOUNTABILITY AND DATA REPORTING

Reporting academic achievement is a requirement under WIOA, NRS, and State Board Rule 6A-10.0381(16), F.A.C. All adult general education programs are required to collect and maintain information at the time of registration that is sufficient for location of the student upon termination and to determine appropriate placement in a program in accordance with Rule 6A-10.0381(4), F.A.C. Required registration information includes:

- Name, permanent address, date of birth, Florida Education Identifier (FLEID), social security number (if available), and Florida student number identifier;
- Whether the student has a high school diploma or equivalent certificate at entry into the program.
- The program of enrollment; and
- The course title and course number.

In addition to the mandatory registration information outlined above, agencies are required to collect and maintain enrollment and attendance information on students enrolled in adult general education programs based on minimum enrollment requirements for funding and mandatory withdrawal procedures for students for non-attendance. A sample student intake form is provided on the Adult Education Program & Accountability Performance Resources website.

Enrollment information is additionally inclusive of student outcome data such as pre-test scores, post-test scores, instructional hours, EFLs, and program completions. A comprehensive list of all adult general education data expected during state reporting can be located in each state reporting system's respective database handbooks/data dictionaries.

State Data Reporting Systems
The state collects and analyzes data reported by adult general education programs during set survey reporting periods to view annual performance, trends, and the potential need for corrective action. Additionally, data reported to FDOE from an eligible program are used to generate the annual federal report to USDOE via the National Reporting System (NRS).

The following state data reporting systems and their associated data handbooks must be used to report Adult General Education program students and outcomes to the state.

- The school district Workforce Development Information System (WDIS) Handbook can be found at https://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/database-handbooks.stml.
- The Florida College Community College Technical Center Management Information System (CCTCMIS) Data Dictionary can be found at https://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml.
- The Community Based Organization (CBO) Handbook can be found at https://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/cbohandbook/.

Test Score Reporting
The EFL and MSG learning gain date must occur within seven days of course exit date. If the MSG was earned more than seven days after course exit date, it should be reported with the next term's enrollment.

Out-of- Range Test Score Reporting
State reporting allows OOR test scores to be reported in the following manner.
- OOR high scores should be reported to the state with a leading '9' followed by the scale score.
- OOR low scores should be reported to the state with a leading '1' followed by the scale score.

In-Range Test Score Reporting
- In range test scores should be reported to the state with a leading '0' followed by the scale score.

Reference element *Adult Test Score* and Appendix *Adult Test Reporting* for a comprehensive list of all test scores and reporting guidance.

Data Reporting Changes Effective for 2023-2024

Literacy Completion Points (LCP)
Starting reporting year 2023-2024, LCPs will no longer exist and therefore will no longer be reported or used as a method to obtain an MSG. LCPs were a state-created unit of measurement established for purposes that are no longer intended for determining learning gains. In alignment with WIOA and NRS, MSGs will be awarded based on more appropriate program-specific data collection that measures expected outcomes for the students in the program.

Data Collection Changes
Significant data collection changes are effective beginning the 2023-2024 reporting year. Changes largely impact the structure, data elements, formats/record types and edits related to the reporting of assessments and related outcomes. The purpose of these changes is to establish a relational data system that allows for stronger accuracy and accountability. The revised data collection system now allows, for example, the state to determine pre-test and post-test MSGs using assessment reporting that is situated in edits requiring correct test names, forms, subject areas, and score ranges, per test publishers, to be accepted. Additionally, with the establishment of pre-test and post-test identification numbers, streamlined tracking of a student's educational journey is now possible.

Office of Research and Evaluation
The Research and Evaluation Unit plays a distinctive role within the Division of Career, Technical and Adult Education. Central functions of the unit include the management of data reporting policies and procedures, state and federal accountability reporting, responding to data requests, and sharing public-facing data for research and evaluation projects related to career technical education and adult education programs, students, and outcomes.

Visit the [Research & Evaluation website](#) for
- Office contact information;
- Adult Education Test and Performance Data Structure changes resource documents;
- NRS statewide reports;
- Data dashboards;
- Data reporting guidance; and
- Additional information on adult education data reporting and accountability.

SECTION IV: NRS ADULT EDUCATIONAL FUNCTIONING LEVELS

Scale Score Reporting Requirements
Scale scores are used when reporting adult education student's academic gains in EFLs. Most data reporting systems used by eligible local programs use scale scores when communicating and reporting results of assessments.

NRS Educational Functioning Levels for ABE and ESOL with Scale Scores
The following tables show the scale scores for each of the NRS levels for students in ABE and ESOL Programs. EFL completions are determined when the scale score exceeds the highest score of the range in an EFL.

Table 8: ABE Educational Functioning Levels

Subject	EFL Levels	TABE 11&12	CASAS GOALS
Reasoning Through Language Arts **Reading**	ABE Level 1	300-441	165-203
	ABE Level 2	442-500	204-216
	ABE Level 3	501-535	217-227
	ABE Level 4	536-575	228-238
Reasoning Through Language Arts **Language**	ABE Level 1	300-457	N/A
	ABE Level 2	458-510	N/A
	ABE Level 3	511-546	N/A
	ABE Level 4	547-583	N/A
Math	ABE Level 1	300-448	178-193
	ABE Level 2	449-495	194-203
	ABE Level 3	496-536	204-214
	ABE Level 4	537-595	215-225
Reading	ABE Level 1	300-441	165-203
	ABE Level 2	442-500	204-216
	ABE Level 3	501-535	217-227
	ABE Level 4	536-575	228-238
Language Arts	ABE Level 1	300-457	N/A
	ABE Level 2	458-510	N/A
	ABE Level 3	511-546	N/A
	ABE Level 4	547-583	N/A

Table 9: GED® Educational Functioning Levels

Subject	EFL Levels	TABE 11&12	CASAS GOALS
Math	ABE Level 5	596-656	226-235
	ABE Level 6	657-800	236-249
Reading	ABE Level 5	576-616	239-248
	ABE Level 6	617-800	249-262
Language Arts	ABE Level 5	584-630	N/A
	ABE Level 6	631-800	N/A

Table 10: Adult ESOL Educational Functioning Levels

EFL Levels	BEST		CASAS Life and Work Series			TABE CLAS-E	
	BEST Plus 2.0	BEST Literacy	Reading 27/28	Reading 80R	Listening 980L	Reading A & B	Listening A & B
ESL Level 1	88-361	0-20	153-180	170-180	169-180	250-392	230-389
ESL Level 2	362-427	21-52	N/A	181-190	181-189	393-436	390-437
ESL Level 3	428-452	53-63	N/A	191-200	190-199	437-476	438-468
ESL Level 4	453-484	64-67	N/A	201-210	200-209	477-508	469-514
ESL Level 5	485-524	68-75	N/A	211-220	210-218	509-557	515-549
ESL Level 6	525-564	76-78	N/A	221-235	219-227	558-588	550-607

Table 11: ELCATE Educational Functioning Levels

EFL Levels	BEST		CASAS Life and Work Series		TABE CLAS-E	
	BEST Plus 2.0	BEST Literacy	Reading 80R	Listening 980L	Reading A & B	Listening A & B
ESL Level 5	485-524	68-75	211-220	210-218	509-557	515-549
ESL Level 6	525-564	76-78	221-235	219-227	558-588	550-607

See WDIS Appendix R at https://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/database-handbooks.stml.

See CCTCMIS Appendix A at https://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/database-handbooks.stml.

SECTION V: REPORTING ASSESSMENT SCORES FOR STATE AND FEDERAL REPORTING

Test data should be entered into the local program's management information system when the student completes the pre-test during the first 12 hours of enrollment activity. Likewise, all post-tests should be entered into the program database upon student completion of the post-test and included in the state reporting.

Training modules on state and federal reporting are available on the FDOE website at
http://www.fldoe.org/academics/career-adult-edu/professional-dev.stml.

Policies on Student Placement Based on Test Series
Pre-tests and post-tests must be on the same test series. For new enrollment students, the program will pre-test the student to establish an initial educational functioning level with an approved assessment and post-test with the same test series to determine learning gains.

When the agency changes test series (CASAS to TABE, TABE to CASAS, CASAS Life and Work to CASAS GOALS, TABE 11&12 to TABE CLAS-E), new EFLs must be established and reported by testing students on the new series. Report the student's EFL in accordance with the results the student obtained on the new test series. The EFL may be lower or higher than the EFL the student was in prior to being tested on the new series. If the test results indicate the student has exited the program, the student should be enrolled in a higher-level program as appropriate for the student's academic and career goals.

Data Checks and Quality Control Procedures
Frequent checks of a program's data submissions for quality will save administrators valuable time in the long run. It is easier to control the quality and catch the data problem early than it is to correct months of incorrect data submissions.

FDOE recommends local programs put in place data quality control procedures to address the following:
- Student scores are entered immediately after testing.
- Data integrity checks.
- System logic to prevent inappropriate assessments being entered.
- Incorrect score gains.
- Data verification procedures.
- Records of trained test administrators (required).
- Orientation to tests for students.

SECTION VI: FDOE REQUIREMENTS TO MAINTAIN ASSESSMENT INTEGRITY

Training Program Staff Involved in NRS Reporting Activities
FDOE provides training for program staff involved in gathering, analyzing, compiling, and reporting data. Training topics may include:

- Using Data Reports for Program Improvement
- Validating Adult Education Data Submissions
- NRS policy, accountability policies and data collection process

Maintenance of Test Security
Rule 6A-10.042, F.A.C., includes Florida's requirements for maintenance of test security. For more information, refer to Appendix E. Additionally, all test administrators must follow the security protocol outlined by test publishers. For more information on publisher requirements of test security, see Table 12 for contact information.

Section 1008.24, F.S., states that violations of test security guidelines are a first-degree misdemeanor punishable by a fine of up to $1,000, up to a year in jail and may result in the loss of their teaching certificate. Any suspected violations of test security must be reported to the local assessment director's office and the FDOE, Adult Education office. The FDOE will communicate the incident to the test publisher.

All test security compromise incidents should be documented by the program and include a summary of the incident and statements from the parties involved. Programs should also stipulate what steps, if any, will be taken to prevent a similar occurrence in the future.

Use of Test Administration Manuals
The publishers of BEST, CASAS, TABE 11&12 and TABE CLAS-E require local programs to follow the test administration guidelines in each Test Administration Manual (TAM) to ensure a fair and consistent testing environment. Section 1008.24(1), F.S., also stresses the importance of following the publisher's TAM for each test administration, a test administration and security protocol and the consequences if not followed. All local programs should maintain copies of TAMs on site for all assessments used with the program. TAMs provide quality control guidelines to ensure proper test use, administration, scoring and interpretation of results.

Local Program Assessment Procedures Manual
It is recommended that all programs develop an assessment procedures manual(s) for BEST, CASAS, TABE 11&12 and TABE CLAS-E to ensure that all program staff are aware of FDOE policies and adhere to the program's assessment procedures. Any procedures developed by the local program must be in alignment with FDOE assessment policies.

The assessment procedures should include a minimum:

- A statement that persons who administer state-approved assessments must adhere to the test publisher's guidelines and complete all publisher-required training prior to administering tests to students.
- A statement that all students enrolled in ABE, GED® Preparation, ASB and Adult ESOL must be pre-tested with a state-approved assessment within the first 12 hours of enrollment activity.
- A statement on retest policy for out-of-range scores.
- A statement about length of time post-test scores can be used for re-enrollment.
- A statement on how pre-test scores will be used to establish the student's initial EFL.
- A statement on how post-test scores will be used to measure the student's progress from one EFL to another and to report MSGs.
- A copy of the EFL table from the NRS with the scale scores of each test for reference when placing students and reporting any gains.
- A statement on the number of hours of instruction between pre-test and post-test.
- A procedure for recording testing data in a timely manner and to verify that correct data reporting procedures have been followed (see previous section on areas to be addressed).
- A procedure on the steps the local adult education program director and staff will take to review and verify the accuracy of data reports prior to being submitted to the state.
- A procedure for documenting and reporting test security compromises, incidents, and loss of testing materials to FDOE.
- A procedure for destroying damaged or obsolete test materials.

SECTION VII: ACCOMODATIONS FOR ADULT EDUCATION STUDENTS WITH DISABILITIES AND OTHER SPECIAL NEEDS

Accommodations refer to adjustments made in either instruction or assessment that enable adults with disabilities to participate fully in an academic setting. Accommodations are made to allow the student with a disability to demonstrate his or her skills and abilities more accurately than if no accommodation was made. Any accommodation must meet the needs of the examinee without changing what the test intends to measure.

Procedures to Identify Adult Education Students with Disabilities
Adult education students with disabilities are responsible for self-identifying and requesting any accommodation they may need. Adult education students are also responsible for submitting documentation of their disability.

A documented disability means that the individual can present a formal record of disability, such as a doctor's report or Individual Education Plan (IEP), which includes:

1. A diagnosis of the disability;
2. An evaluation of the impact of the disability on areas of functioning; and
3. Recommendations for specific strategies and accommodations in education required by the disability.

Once students self-identify their disability, documentation of the disability is essential to obtain for the staff to provide optimal advice. Documentation may include a variety of records, including a diagnostic assessment by a licensed medical professional (e.g., psychologist, psychiatrist, and neurologist), other relevant records that confirm the diagnosis, a diagnostic evaluation by the Division of Vocational Rehabilitation, or records from the Division of Blind Services. It is recommended that staff work closely with students with disabilities to develop current education plans and monitor their progress, interests, and abilities, see the Rehabilitation Act of 1973, Section 504 and 34 C.F.R. Part 104.

As part of a system that promotes open communication of available services, including providing contacts to service agencies, adult education agencies should provide ongoing counseling to all adult general education students with disabilities. It is also important to encourage students who may require accommodation to seek out the type of assistance that will aid in academic success.

Approved Assessments for Adult Education Students with Disabilities
The following state-approved tests may be used in accordance with Rule 6A-6.014, F.A.C., General Requirements for Adult Education Program:

- Basic English Skills Test (BEST) Literacy and BEST Plus
- Comprehensive Adult Education Student System (CASAS)
- Tests of Adult Basic Education (TABE) 11&12
- Tests for Adult Basic Education, Complete Language Assessment System – English (TABE CLAS-E)

Alternative Assessments for Students with Disabilities
Rule 6A-6.014, F.A.C., states that if an adult student has a documented disability and the assessments identified in Rule 6A-6.014, F.A.C., with accommodations are not an accurate measure of the student's ability, one of the following tests may be used for diagnostic purposes. Note that these tests are not

approved for pre-testing or post-testing in an adult general education program or for FDOE and NRS reporting.

1. Brigance Employability Skills
2. Brigance Life Skills
3. Comprehensive Test of Adaptive Behaviors (CTAB)
4. Kaufman Functional Adult Student Assessment System Test (K-FAST)

If an adult student has a documented disability and the instruments listed in this guidance are not an accurate measure of the student's ability, documentation must be kept showing an attempt was made to assess the student and the results of this attempt should be kept in the student's record for audit purposes. The results to be kept for audit purposes are not intended to be used for NRS reporting purposes.

Procedures to Administer Assessments to Students with Disabilities
Accommodations during the assessment process must provide a framework that allows the student with a disability to demonstrate the skills and knowledge the test is designed to measure. Upon receiving a request for specific types of accommodations from a student with a documented disability, the program should consider the accommodations requested by the student. Many test accommodations are based on those used by the student during instruction. The accommodation should be documented in the student's career plan, 504 or another educational plan.

Records Retention on Adult Education Students with Disabilities
Appropriate types of documentation should be kept by local adult educational programs for students with disabilities who require accommodation. Documentation for specific testing accommodations must be maintained in the student's confidential records and be discussed only to individuals with authorization (Family Educational Rights and Privacy Act).

Accommodations Allowed During Assessments for Students with Disabilities
In addition to the state policies previously described, the following is a brief description of Florida's approved assessments and general information on the publisher's permissible accommodations for BEST, CASAS, TABE 11&12 and TABE CLAS-E for students with disabilities.

BEST Literacy
The Center for Applied Linguistics (CAL) provides a range of research-based information, tools and resources related to language and culture. Assessments available through CAL include BEST Literacy and BEST Plus 2.0.

BEST Literacy is a one-hour test that assesses reading and writing skills. It is administered individually or to groups. Examinees write directly on the test booklets and a test administrator scores the responses on the answer sheet. The BEST Literacy Test Manual is needed to administer and score the test. The raw scores received on all three forms are scaled using the tables provided in the Test Manual.

BEST Literacy Accommodations for Students with Disabilities

Users of BEST Literacy are responsible for providing accessible services and ensuring that requests for accommodation are considered and handled consistent with applicable laws and regulations. Program and test administrators may provide and allow accommodation in test administration procedures or in

the testing environment for individuals with disabilities, provided it does not compromise the test's purpose or results. The test is not designed to assess the functional literacy skills of visually impaired students unless reasonable accommodations can be made that will not interfere with the measurement of functional literacy skills and therefore invalidate the test results. For example, the test administrator cannot read the question to the examinee as BEST Literacy is a test of reading and writing, not listening. Permissible accommodations related to test administration procedures include the use of eyeglasses or magnifying glasses, earplugs, color overlays or rulers. Testing environment accommodations might include frequent breaks or individual administration.

BEST Plus 2.0
BEST Plus 2.0 assesses the oral English proficiency of adult ESOL students. Oral proficiency is defined as the underlying competency that enables the performance of communicative language functions that integrate both listening and speaking skills. BEST Plus 2.0 assesses the ability to understand and use unrehearsed, conversational, everyday language within topic areas covered in adult ESOL courses.

BEST Plus 2.0 is designed to assess the English language proficiency of adult (16 years of age or older) nonnative English Language Learners who may or may not have received an education in their native language or in English, but who need to use English to function in day-to-day life in the United States. It is designed for the population of adult ESOL students typically found in adult educational programs.

BEST Plus 2.0 Accommodations for Students with Disabilities
Users of BEST Plus 2.0 are responsible for providing accessible services and for ensuring requests for accommodations are considered and handled in a manner consistent with applicable laws and regulations. Program and test administrators may provide and allow accommodations in test administration procedures or in the testing environment for individuals with disabilities, provided the accommodation does not compromise the purpose or results of the test. For example, the test administrator cannot explain the content of the picture cue prompts to a person with a visual impairment because BEST Plus 2.0 is not designed to assess the communicative language skills of students with hearing or speech disabilities. A permissible accommodation for BEST Plus 2.0 would be the use of hearing aids.

BEST Plus 2.0 can be used with students who can see the photographic stimulus (picture cue prompts) with appropriate accommodations (e.g., the use of a magnifying glass to enlarge the image). BEST Plus 2.0 is not appropriate for use with individuals whose visual impairment prevents them from seeing the picture cue prompts even when enlarged or otherwise enhanced.

Comprehensive Adult Student Assessment System (CASAS)
The CASAS assessment system has tests that measure basic reading, mathematics, listening, speaking, and writing skills in functional contexts. The system provides for tests that measure levels from beginning literacy and numeracy to GED® preparation.

CASAS Accommodations for Students with Disabilities
The CASAS Assessment Policy Guidelines state, "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."

Accommodations for CASAS procedures are applicable to all CASAS tests and include:
- Accommodations in test time
- Giving supervised breaks
- Providing a sign language interpreter for test administration directions only
- Testing in an alternate room
- Using a colored overlay
- Large-print test booklets and answer sheets
- Allowing extended time

Additionally, CASAS test forms that may be appropriate for students with a disability include CASAS eTests©, computer-adapted and computer-based tests and large-print tests. CASAS large-print tests are available upon request. Large-print answer sheets are also available. A Life and Work test form in Braille format measures basic literacy skills for students who are blind or have a visual impairment.

It is not an appropriate accommodation in test administration procedures to read a CASAS Reading test to a student with low literacy skills or blindness. The paper Guidelines for Providing Accommodations Using CASAS Assessment for Students with Disabilities provides more detailed information on providing accommodations. This document is available at www.casas.org.

Tests of Adult Basic Education (TABE)
TABE 11&12 assesses the basic literacy and numeracy skills that will help a person function well in society. These tests provide information about the relative ranking of examinees against a norms group and specific information about their instructional needs. In addition, results provide prescriptive information about individual students that allows instructors to easily identify and implement meaningful remediation strategies.

TABE 11&12 tests enable teachers and administrators to evaluate and successfully place examinees in ABE programs. Other uses of TABE 11&12 scores include pre-testing and post-testing to measure educational growth, determine correct placement of new examinees in instructional programs and the evaluation of adult educational programs.

TABE Accommodations for Students with Disabilities
TABE offers a variety of accommodations to students with disabilities including formats. TABE 11&12 is available in large print, braille, and audio. TABE 11&12 also offers Text-to-Speech functionality on-line. TABE outlines a framework with assessment accommodations in three categories:

> 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. Scores from examinees in this category should be interpreted and reported in the same way as scores of examinees who take the test under standard conditions. No notation of accommodation(s) is necessary.

> 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 may alter 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. The test scores and any consequences or decisions associated with them should be interpreted not only considering the accommodation(s) used, but also how the accommodation(s) may alter what is measured.

For additional information, refer to the TABE Guidelines to Inclusive Testing Accommodations.

Tests for Adult Basic Education, Complete Language Assessment System – English (TABE CLAS-E)
TABE CLAS-E assesses English proficiency levels to measure accurately students' reading, listening, writing, and speaking skills. TABE CLAS-E may be administered to students enrolled in the Adult ESOL Program 9900040 and the English Literacy for Career and Technical Education Course 9900050, which are reported to the NRS. It is also approved for use in the following courses funded with State Workforce Education funds: College and Career Readiness for Adult ESOL.

TABE CLAS-E Accommodations for Students with Disabilities
TABE CLAS-E provides large-print editions to accommodate examinees with special needs:
- Large-Print Edition Locator Test
- Large-Print Edition Language Proficiency Tests, Forms A and B
- Expository Writing Folios are incorporated in Large-Print Edition Test Books.

For further information on FDOE policies and procedures regarding accommodations for adult students with disabilities or other special needs, programs may contact the adult education office.

SECTION VIII: TRAINING REQUIREMENTS FOR ADMININISTERING ASSESSMENTS

FDOE requires that testing personnel administering BEST, CASAS, TABE 11&12 and TABE CLAS-E assessments receive training to ensure test security, reliability, and validity. Publishers and FDOE provide professional development activities related to assessment throughout the program year.

Timelines and Procedures for Training of Local Program Test Administration Staff
 All persons who administer state-approved assessments must first receive training on how to administer them. The local program is responsible for ensuring all test administrators are trained prior to administering any state-approved assessment. The test publishers are responsible for the content and the training materials. Certification training for TABE is online at http://www.floridaipdae.org. CASAS training is available at https://www.casas.org/training-and-support.

The FDOE requires that programs follow test publishers' guidelines regarding the initial training and the length of time before test administrators or staff take refresher training. The FDOE recommends that test administrators and persons who report NRS data receive supplemental training, as appropriate, when new instruments or forms are added to the acceptable assessments list. Local programs may include staff members that interpret test scores for students and staff members that analyze, compile and report data be trained on assessment.

Table 12 describes the recommendations of each test publisher for each state-approved assessment and links to certification training.

Number of Local Staff Trained as Testers
The FDOE recommends that districts, colleges and community-based organizations (CBOs) plan appropriately to ensure that an adequate number of test administrators are available to administer pre-tests and post-tests to the students who need them. Certain times of the program year may require that more students be pre-tested or post-tested than at other times.

Training Topics
The FDOE, in partnership with the assessment publishers, conducts training upon request. Through a train-the-trainer process, some local programs have a trainer on staff. FDOE's primary goal is to ensure consistent information is presented at every training event. To that end, all BEST, CASAS, TABE 11&12 and TABE CLAS-E assessment trainings must follow a publisher and FDOE approved and scripted PowerPoint, include approved handouts and address state and federal policies.

Best Practices for Remote Testing
The following information provides the guidelines for remote testing to ensure test security and accuracy of test results:

1. Programs must have a written standard operating procedure for remote testing which addresses test security, integrity, and protection of personally identifying information.
2. Testing proctors must be certified/trained to administer the specific assessment test, if applicable.
3. Programs must:
   a. provide a pre-screening to verify identity of student;
   b. orient students to remote online testing expectations;

    c. ensure students have the technology tools needed to test at home per publisher guidance;

    d. allow time for students to take practice tests on the publisher's website prior to entering the testing room session, if available.

4. Plan for how to respond to video or technical glitches and communicate plans clearly to students. The proctor must allow students into the remote testing room one at a time to ensure the identity of the student and check the environment if testing more than one student at a time.

5. Students should wear headsets and/or earbuds for test security and optimal success, if applicable for the test.

Table 12: Training Requirements for Administering Each Assessment

Requirements of Trained Test Administrators
The FDOE follows the test publishers' training requirements. The FDOE may impose stricter training requirements, as noted with the TABE, see Table 12. You may refer to the publishers' websites for more information about training requirements. Districts are required to maintain a copy of the certification of all testing personnel who administer, score, and interpret test results.

Assessment	Trainees	Initial Training	Refresher Training	Contact for more information or purchasing
Basic English Skills Test (BEST) Literacy For Adult ESOL Publisher: Center for Applied Linguistics (CAL)	See CAL website: www.cal.org	See CAL website: www.cal.org	See CAL website: www.cal.org	202-362-0700 www.cal.org
BEST Plus 2.0 For Adult ESOL Publisher: Center for Applied Linguistics (CAL)	See CAL website: www.cal.org	See CAL website: www.cal.org	See CAL website: www.cal.org	202-362-0700 www.cal.org
Comprehensive Adult Student Assessment System (CASAS) Life and Work Series For Adult ESOL **Greater Opportunities for Adult Learning Success (GOALS)** For ABE, ASB, GED® and CTE	See CASAS website: http://training.casas.org	See CASAS website: http://training.casas.org	See CASAS website: http://training.casas.org	800-255-1036 www.casas.org http://training.casas.org Laura Fetter, Program Development Manager 800-255-1036, ext. 111 lfetter@casas.org;
Tests of Adult Basic Education (TABE) 11&12 For ABE, ASB, GED® and CTE Publisher: Data Recognition Corporation (DRC)	All testing personnel who administer, score, and interpret the test.	DRC recommends test administrators be trained before purchasing materials or administering the test.	DRC and FDOE recommend trained test administrators take refresher training every two years.	http://tabetest.com Christine Kirk 904-864-0688 ckirk@datarecognitioncorp.com Mike Johnson, National Adult Education Director

Assessment	Trainees	Initial Training	Refresher Training	Contact for more information or purchasing
		The FDOE requires test administrators to be trained. Initial training available online www.floridaipdae.org.	Refresher training available online www.floridaipdae.org.	630-995-6712 mjohnson@datarecognitioncorp.com
Tests of Adult Basic Education Complete Language Assessment System – English (TABE CLAS-E) For Adult ESOL Publisher: Data Recognition Corporation (DRC)	All testing personnel who administer, score, and interpret the test.	DRC does not require but recommends that test administrators receive training before purchasing materials or administering the test. The FDOE requires all test administrators to be trained in TABE CLAS-E.	DRC and FDOE recommend trained test administrators take refresher training every two years.	http://tabetest.com Christine Kirk 904-864-0688 ckirk@datarecognitioncorp.com Mike Johnson, National Adult Education Director 630-995-6712 mjohnson@datarecognitioncorp.com

SECTION IX: DISTANCE EDUCATION

Requirements for Distance Education
Distance Education is a formal learning activity where students and instructors are separated by geography, time, or both for much of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs, and other online technology. Teachers support distance students through communications via mail, telephone, email, or online technologies and software. Students are considered enrolled as receiving instruction either in the classroom or by distance education. Per Rule 6A-10.0381, F.A.C., asynchronous online course activity must be reported separately from classroom and laboratory courses.

NRS Implementation Guidelines for Assessment of Distance Education Students
Programs must apply the same enrollment, reporting, policies, and guidelines detailed in this technical assistance paper in accordance with WIOA and Rule 6A-10.0381, F.A.C. To enroll a student for instruction and measure the educational gain of distance education students for NRS reporting, programs must administer all pre-tests and post-tests in person, at a proctored program site, in accordance with the FDOE policies outlined in this technical assistance paper. Assessments not conducted through face-to-face interaction with a trained test administrator in a secure setting are not allowed for NRS reporting. Students in distance education should be pre-tested within the first 12 hours of enrollment activity and post-tested after the same number of hours of instructional time recommended by publishers, the same as other students. See Appendix C for more information on instructional resources.

Proxy Contact Hours
Florida does not measure or report proxy contact hours as this is optional, and states may but are not required to report proxy hours of time that participants spend on distance learning activities. Proxy hours differ from direct contact hours in that the identity of the learner and/or the exact amount of time spent on a learning activity cannot always be verified directly.

NRS Reporting Procedures for Distance Education
Measurable Skills Gains (MSG) and other required indicators are the same as for students attending onsite instruction. The difference between distance education students and onsite students is instructional delivery. All intake, assessment and reporting requirements are required of all adult education students regardless of the instructional delivery mode. The procedures for instructional hour reporting are found in Rule 6A-10.0381, F.A.C. and a technical assistance paper is available at http://www.fldoe.org/core/fileparse.php/5398/urlt/TAP-AGE-InstHrsRptg.pdf.

APPENDICES

APPENDIX A: References

Code of Federal Regulations (Adult Education 34 CFR part 462), www.ecfr.gov

Center for Applied Linguistics (CAL), http://www.cal.org
- BEST Literacy Test Manual; 1984
- BEST Plus 2.0 Technical Report; 2015

Comprehensive Student Assessment System (CASAS), http://www.casas.org
- Test Administration Manual – Life and Work Listening; 2009
- Test Administration Manual – Life and Work Reading; 2005
- Test Administration Manual – Greater Opportunities for Adult Learning Success (GOALS) 900 Reading, Second Edition, 2019
- Test Administration Manual – GOALS 900 Math, Second Edition, 2019

Florida Administrative Code (F.A.C.), www.flrules.org

Florida Adult and Technical Distance Education Consortium (FATDEC), http://www.fatdec.com

Florida Division of Blind Services, https://dbs.fldoe.org/

Florida Division of Vocational Rehabilitation, https://www.rehabworks.org/

Florida Education and Training Placement Information Program (FETPIP), Workforce Education Reports for Colleges, http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/workforce-edu-reports.stml

Florida Statutes, www.leg.state.fl.us/statutes

GED®, https://www.gedtestingservice.com/educators/home

GED Ready®, https://www.gedtestingservice.com/educators/gedready

National Reporting System for Adult Education, https://www.nrsweb.org

Standards for Educational and Psychological Testing; American Education Research Association, American Psychological Association and National Council on Measurement in Education; 2014, http://www.apa.org/science/programs/testing/standards.aspx

Tests of Adult Basic Education (TABE 11&12), https://tabetest.com

Technical Assistance Paper: Adult Education Instructional Hours Reporting Procedures, http://www.fldoe.org/core/fileparse.php/5398/urlt/TAP-AGE-InstHrsRptg.pdf

Workforce Innovation and Opportunity Act, Public Law 113 – 128, Title II, Adult Education and Literacy, https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf

Workforce Development Information System (WDIS) Data Handbook, http://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/1819-WDIS/index.stml

APPENDIX B: Acronyms and Definitions

ACRONYMS and DEFINITIONS	
AAAE	Applied Academics for Adult Education is a program that provides basic skills remediation and the integration of academic skills in career and technical instruction. It is competency based and encompasses a combination of reading, language, mathematics, basic computer literacy and employability skills necessary to assist students to meet the CTE basic skills exit requirements. AAAE is scheduled to be deleted at the end of the 2023-2024 reporting year with one year for completion. No data reporting should occur after July 1, 2024.
ABE	Adult Basic Education is a program designed for an individual who is at least 16 years of age, beyond the age of compulsory school attendance under state law and designed for the student to increase basic literacy skills in mathematics, reading, and language at the NRS Level 1-4 to improve employability in the state's workforce, and transition to higher levels of educational attainment and postsecondary training.
AGE	Adult General Education is an umbrella term used to describe adult education programs. Adult Basic Education and Adult General Education are used interchangeably.
AHS	Adult High School is a program designed for adults who have not completed high school. It is intended for students over the age of 16 who wish to further their education. Graduation requirements for adults shall be the same as those for secondary students.
ASB	Academic Skills Building is a program for students who have earned a diploma or high school equivalency but need additional skills building in literacy or math to enter the job market or pursue postsecondary education. Academic Skills Building provides additional instruction at NRS Level 5 and 6 (GE 9.0-12.9).
ASE	Adult Secondary Education is a program that provides instruction at NRS ABE Level 5 and 6 (GE 9.0-12.9) through which a student either prepares to take the GED® or receives high school credits that will lead to a high school diploma being awarded.
BEST	Basic English Skills Test is published by the Center for Applied Linguistics. BEST Literacy and BEST Plus 2.0 provide assessment options that reliably demonstrate student progress. BEST Plus 2.0 measures speaking and listening skills and BEST Literacy measures reading and writing skills. Both assessments are aligned to the National Reporting System and the Student Performance Level ESL descriptors.
CASAS	The Comprehensive Adult Student Assessment System is a program used to assess the relevant real-world basic skills for youth and adults. It measures basic skills and the English language and literacy skills need to function effectively at work and in life.
CBO	A Community Based Organization is a public or private nonprofit organization that provides educational or related services to individuals in a community.
CFR	The Code of Federal Regulations is the codification of the general and permanent rules and regulations published in the Federal Register by the executive departments and agencies of the federal government of the United States.
CTE	Career and Technical Education are certificate programs at a technical institution or college that prepare for such career occupations and degrees.
DBS	The Division of Blind Services serves the blind and visually impaired. They offer Employer Services, the Braille and Talking Books Library and the Business Enterprise Program.
EFL	Educational Functioning Levels are used to determine the academic progress of adult education students. There are 12 levels, each describing the academic skills that an adult student should be able to perform: 6 levels for ABE and 6 levels for ESOL.

ACRONYMS and DEFINITIONS	
ELCATE	English Literacy for Career and Technical Education (ELCATE) is one of the two courses that are allowed for students to enroll in the Integrated English Literacy and Civics Education (IELCE) program of Florida's Integrated Education and Training (IET), in addition to the Adult ESOL course. To participate in IELCE, students must concurrently enroll in ELCATE or ESOL and a career and technical education (CTE) eligible program. It is not permitted to enroll students in both Adult ESOL and ELCATE at the same time. ELCATE is scheduled to be deleted at the end of the 2023-2024 reporting year with one year for completion. No data reporting should occur after July 1, 2024.
ESOL/ ESL	English for Speakers of Other Languages, sometimes referred to as English as a Second Language, teaches basic academic and conversation skills such as, reading, writing, speaking, listening and comprehension skills to English Language Learners. Grant activities may include understanding the American system of government and responsibilities of citizenship.
F.A.C.	The Florida Administrative Code is the official collection of the rules and regulations of Florida regulatory agencies.
FDOE	The Florida Department of Education is the state education agency that oversees public education and governs funding and testing for local education agencies.
FTE	Full Time Equivalency is a unit of measurement that indicates the workload of a student in a way that makes it comparable across various contexts.
GED®	The GED® is an equivalency test that requires a student to pass four subject test areas: Reasoning through Language Arts, Social Studies, Science and Mathematics. Once all four subject test areas are successfully passed, the student is awarded a high school diploma.
GED®I	GED®I is a course for adult GED® students that are enrolled simultaneously in a CTE clock hour course that is offered in Career and Technical Education (CTE). ELCATE is scheduled to be deleted at the end of the 2023-2024 reporting year with one year for completion. No data reporting should occur after July 1, 2024.
IELCE	Integrated English Literacy Civics Education (formerly known as English Literacy and Civics Education) is an educational program that provides English language instruction along with the rights and responsibilities of citizenship, naturalization procedures, civic participation and U.S. history and government. IELCE is designed to help adult students to attain the skills and knowledge to become informed parents, workers, and active members of a community. To participate in IELCE, students must concurrently enroll in ELCATE or ESOL and a career and technical education (CTE) eligible program.
LEA	Local Education Agency (public school districts, community colleges, state colleges and state universities)
MSG	Measurable Skills Gain is a term used by the NRS to measure adult student's progress in academic and other skills.
NRS	The National Reporting System is an outcome-based data reporting system for the State-administered, federally funded adult education program. This system helps demonstrate program effectiveness to improve student outcomes.
OCTAE	The Office of Career, Technical and Adult Education operates under the U.S. Department of Education. OCTAE is responsible for administering and coordinating programs that are related to adult education literacy, career and technical education and community colleges.
TABE	The Tests of Adult Basic Education is an integrated system of assessments used to assess both knowledge and skills of the adult learner. The test is multiple choice, pinpoints strengths, as well as weaknesses and covers expected knowledge a student would have learned in grades 1 through 12.

ACRONYMS and DEFINITIONS	
TABE CLAS-E	The Tests of Adult Basic Education, Complete Language Assessment System-English is an integrated system of assessments, instructional guidance and staff development materials designed to measure adult learners' English language proficiency and aid in transitioning learners into mainstream education programs and career paths.
VR	The Division of Vocational Rehabilitation serves as an employment resource for businesses and people with disabilities. It is designed to enable individuals with disabilities to obtain and keep employment.
USDOE	The United States Department of Education is the agency of the federal government that establishes policies relating to federal financial aid for education, collects data and oversees research on America's schools, identifies the major issues and problems in education and enforces statutes prohibiting discrimination in programs and activities receiving federal funds to ensure equal access to education for every individual.

APPENDIX C: Instructional Resources for Distance Education

Online Curricula for Distance Learning
FDOE provides the curriculum frameworks for all adult education programs on the state's adult education web page. In accordance with WIOA and Rule 6A-10.0381, F.A.C., all programs that provide adult educational services with state funding are required to use the state curriculum standards for instruction. A consortium of thirty- five member institutions (school districts and colleges), the Florida Adult and Technical Distance Education Consortium (FATDEC), delivers curricula in a web-based environment for adult education and career and technical programs in Florida.

All courses are 100 percent web-based, hosted securely and provide both students and instructors with technical support. Each school or district remains autonomous in its admissions and registration process. Appointed administrators or instructors in each school or district enroll students in the online courses and establish login credentials with unique usernames and passwords. Each learning management system can track student time in a course, as well as other completed tasks like assessment submitted and lessons viewed.

FATDEC Instructional Programs Available

FATDEC INSTRUCTIONAL PROGRAMS		
Program	**Course**	**Model**
Adult ESOL	English Discoveries Online	Actual time on task
ABE	Instruction Targeted for TABE Success (ITTS)	Actual time on task
GED® Preparatory	Aztec GED®: The Key to Success Educator	Actual time on task
Adult High School	Twenty-six (26) courses, including business technology, health, English, mathematics, science, social studies, and foreign language that are based on frameworks and standards approved by the FDOE	Actual time on task

Rule 6A-6.014, F.A.C., General Requirements for Adult General Education Program
In the operation of adult general education programs, the following general requirements shall apply:
   (1) Facilities. Instructional facilities should be consistent with the number and nature of adults served, as well as instructional methods and objectives.
   (2) Enrollment. Enrollment shall be limited to individuals who have legally left the elementary or the secondary school as specified in Section 1003.21(1)(c), F.S.; provided, however, that the high school may enroll individual students of compulsory school age who are at risk of not graduating with their 9th grade cohort to one (1) or more courses that are required for high school graduation and are offered in the established adult high school co-enrollment program as specified in Section 1011.80(10), F.S., where such students can more effectively be served by the adult high school program.
   (3) Teacher qualifications. Each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education programs per Section 1012.39, F.S.
   (4) Academic skills tests for adults.
       (a) Requirements for pre- and post-tests for adult general education students are as follows:
           1. All newly enrolled students must be pre-tested to determine educational functioning within the first twelve (12) hours of instruction.
           2. Programs must comply with test publishers' recommended timeframes for post-testing.
           3. In certain limited cases, instructors, and test administrators, based on their professional judgment, may request an exception to the test publishers' recommended timeframes for post-testing an adult learner, but the administrator or designee must approve and record the deviation and reasons, therefore.
           4. Students completing the required course work to earn the adult high school diploma or earning the State of Florida High School Equivalency Diploma in accordance with Rule 6A-6.0201, F.A.C., are not required to post-test upon earning this credential.
       (b) The following tests, English language versions only, are approved to pre-test students to determine educational functioning level and post-test for documentation of learning gains of a student enrolled in the adult general education program. The tests shall be used with appropriate accommodations for students with disabilities as specified in Section 1004.02(6), F.S. and with necessary accommodations for English Language Learners.
           1. Tests of Adult Basic Education (TABE) Forms 11 & 12;
           2. Comprehensive Adult Student Assessment System (CASAS);
       (c) The following tests, English language versions only, are approved to pre-test students to determine educational functioning level and post-test for documentation of learning gains of a student enrolled in the adult English for Speakers of Other Languages program and shall be used with appropriate accommodations for students with disabilities, as specified in Section 1004.02(6), F.S., and with the necessary accommodations for English Language Learners.
           1. Comprehensive Adult Student Assessment System (CASAS);
           2. Basic English Skills Test (BEST) Plus;
           3. Basic English Skills Test (BEST) Literacy;
           4. Tests for Adult Basic Education Complete Language Assessment System – English (TABE CLAS-E).
       (d) If an adult student has a documented disability and the instruments in paragraphs (4)(b) and (c), of this rule, with accommodations are not an accurate measure of the student's ability, one of the following tests may be used for diagnostic purposes but is not approved as a pre-test or post-test in an adult general education program:

1. Brigance Employability Skills;
2. Brigance Life Skills;
3. Comprehensive Test of Adaptive Behaviors (CTAB);
4. Comprehensive Adult Student Assessment (CASAS), or
5. Kaufman Functional Adult Student Assessment System (K-FAST).

(e) If an adult student has a documented disability and the instruments listed in this rule are not an accurate measure of the student's ability, documentation must be kept showing an attempt was made to assess the student, and the results of this attempt should be kept in the student's record for audit purposes.

(5) Student progress will be measured by progression through Literacy Completion Points (LCPs) using one or more of the following:

(a) Grade level and scale score improvements measured by an approved test.

(b) Attainment of State of Florida High School Equivalency Diploma or Adult Standard High School Diploma.

Rule 6A-10.042, F.A.C., Test Administration and Security

(1) Tests implemented in accordance with the requirements of Sections 1004.93, 1008.22, 1008.30, 1012.55 and 1012.56, F.S., shall be maintained and administered in a secure manner such that the integrity of the tests shall be preserved.

 (a) Test questions shall be preserved in a secure manner by individuals who are developing and validating the tests. Such individuals shall not reveal in any manner, verbally or in writing, the test questions under development.

 (b) Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test.

 (c) Examinees shall not be assisted in answering test questions by any means by persons administering or proctoring the administration of any test.

 (d) Examinees' answers to questions shall not be interfered with in any way by persons administering, proctoring, or scoring the examinations.

 (e) Examinees shall not be given answer keys by any person.

 (f) Persons who are involved in administering or proctoring the tests or persons who teach or otherwise prepare examinees for the tests shall not participate in, direct, aid, counsel, assist in, or encourage any activity which could result in the inaccurate measurement or reporting of the examinees' achievement.

 (g) Each person who has access to tests or test questions during the development, printing, administration, or scoring of the tests shall be informed of specifications for maintaining test security, the provisions in statute and rule governing test security, and a description of the penalties for breaches of test security.

 (h) During each test administration, school district and institutional test administration coordinators and contractors employing test administrators and proctors shall ensure that required testing procedures are being followed at all test administration sites. Officials from the Department are authorized to conduct unannounced observations of test administration procedures at any test administration site to ensure that testing procedures are being correctly followed.

 (i) In accordance with Section 1008.24, F.S., a school district may use district employees, such as education paraprofessionals as described in Section 1012.37, F.S., to administer and proctor statewide, standardized assessments required under Section 1008.22, F.S. All test administrators and proctors for the statewide assessments administered pursuant to Rule 6A-1.09422, F.A.C., must complete training requirements outlined in *Training Requirements for Administering and Proctoring the Statewide Assessments*, 2015, incorporated herein by reference. A copy may be obtained by contacting the Division of Accountability, Research and Measurement, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400. (http://www.flrules.org/Gateway/reference.asp?No=Ref-06180)

 (2) Test materials, including all test booklets and other materials containing secure test questions, answer keys, and student responses, shall be kept secure and precisely accounted for in accordance with the procedures specified in the examination program administration manuals and other communications provided by the Department. Such procedures shall include but are not limited to the following:

 (a) All test materials shall be kept in secure, locked storage prior to and after administration of any test.

 (b) All test materials shall be precisely accounted for and written documentation kept by test administrators and proctors for each point at which test materials are distributed and returned.

 (c) Any discrepancies noted in the number or serial numbers of testing materials received from

contractors shall be reported to the Department by designated institutional or school district personnel prior to the administration of the test.

(d) In the event that test materials are determined to be missing while in the possession of an institution or school district, designated institutional or school district personnel shall investigate the cause of the discrepancy and provide the Department with a report of the investigation within thirty (30) calendar days of the initiation of the investigation. At a minimum, the report shall include the nature of the situation, the time and place of occurrence, and the names of the persons involved in or witness to the occurrence. Officials from the Department are authorized to conduct additional investigations.

(e) In those cases where the responsibility for secure destruction of certain test materials is assigned by the Department to designated institutional or school district personnel, the responsible institutional or school district representative shall certify in writing that such destruction was accomplished in a secure manner.

(f) In those cases where test materials are permitted by the Department to be maintained in an institution or school district, the test materials shall be maintained in a secure manner as specified in the instructions provided by the Department. Access to the materials shall be limited to the individuals and purposes specified by the Department.

(3) In those situations where an employee of the educational institution, school district, or contractor, or an employee of the Department suspects a student of cheating on a test or suspects other violations of the provisions of this rule, a report shall be made to the department or test support contractor, as specified in the test administration procedures, within ten (10) calendar days. The report shall include a description of the incident, the names of the persons involved in or witness to the incident, and other information as appropriate. Officials from the Department are authorized to conduct additional investigations.

(4) Violations of test security provisions shall be subject to penalties provided in statute and State Board Rules.

(5) School districts and public educational institutions under Section 1003.49, F.S., may contract with third-party contractors to administer and proctor statewide standardized assessments required under Section 1008.22, F.S., or assessments associated with Florida approved courses under Section 1003.499, F.S.

  (a) School districts and educational institutions must require the contractor to provide a safe and comfortable facility that does not interfere with a student's ability to demonstrate mastery on the tests.

  (b) School district or educational institution use of third-party contractors (including contracted affiliates, such as franchises) shall not relieve the district or institution of its obligation to provide access to statewide testing for Florida Virtual School or virtual charter school students pursuant to Sections 1002.33(20), 1002.37 and 1002.45(6)(b), F.S.

  (c) The contractor must adhere to all test administration and security protocols as prescribed by the Department pursuant to Section 120.81(1)(c), F.S., and shall be subject to all provisions of this rule.

  (d) The contractor must not collect nor maintain any student's personally-identifiable information beyond that required for test administration.

  (e) All technology used to administer computer-based tests must meet assessment technology guidelines and online test security requirements as prescribed by the Department pursuant to Section 120.81(1)(c), F.S.

Rulemaking Authority 1001.02, 1003.49, 1008.23, 1008.24 FS. Law Implemented 1003.49, 1008.23, 1008.24 FS. History–New 7-5-87, Amended 10-26-94, 11-3-13, 1-7-16.