



Assessment Procedures Manual

for

*Career and Technical Certificate/Applied
Technology Diploma Programs
and
Adult General Education Programs*

August 2006



**Broward County Public Schools
Career, Technical, and Adult/Community Education**



The School Board of Broward County, Florida

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Introduction

The Florida Department of Education requires that local programs put into place the following quality control procedures to ensure that appropriate assessment policies are followed:

- Data integrity checks.
- System logic to prevent inappropriate assessments being entered.
- Incorrect score gains.
- Data verification procedures.
- Local assessment procedures manual.
- Procedures that will ensure that no state approved assessment materials or associated score sheets are purchased by an institution, school or agency unless the purchase of materials has been approved by an individual who has attended and completed the state and publisher sponsored certification training.
- Procedures for the disposal of obsolete, damaged and outdated assessment materials
- Reporting procedures, general training for test administration and accommodation requirements for assessing students with disabilities.

This Manual serves as the local standardized procedures and assessment plan for Workforce Education programs and is intended to provide staff with an understanding of the required state assessment policies and practices.

This section of the manual contains an overview of general testing requirements including test security requirements, testing guidelines, and testing accommodations. In addition, the approved assessment instruments for Workforce Education programs are also included.

Every standardized assessment has a protocol that must be followed to ensure accurate test results. All test administrators must familiarize themselves with the testing administration manual provided by the testing publishers and must have the most up-to-date testing administration manual for each test administered. Moreover, the state **requires** that each person who administers a state approved assessment instrument be trained on the administration of the instrument. Testing personnel are **required** to receive training provided by the Career, Technical and Adult/Community Education Department **prior** to administering the Tests of Adult Basic Education (TABE) and/or the Comprehensive Adult Student Assessment System (CASAS). Only after completing **all** components of the training will the testing personnel be authorized to administer the assessment as a Certified Tester. In addition, all testing personnel will be required to participate in Update Training, as necessary.

Approved Assessment Instruments Broward County Public Schools

Broward County Public Schools has adopted two instruments for assessment of students enrolled in career, technical, and adult education programs. The Tests of Adult Basic Education (TABE) is the approved instrument for assessing the Basic Skills Requirement for Certificate/ATD programs, unless otherwise stated in this Manual. For Adult General Education, two instruments—The Tests of Adult Basic Education (TABE) and the Comprehensive Student Assessment System (CASAS)—have been adopted and should be used as prescribed in the following Matrix .

Matrix of Assessment Instruments for Adult General Education

Program	Course	Program/ Course #	Placement/ Pre-Test	Post-Test/Promotion
ABE	Math	9900001	TABE	TABE
ABE	Reading	9900002	TABE	TABE
ABE	Language	9900003	TABE	TABE
ABE	Comprehensive	9900004	TABE	TABE
ABE	Workplace Readiness Skills for ABE	9900060	TABE	Progress Report
GED	Pre-GED Writing	9900121	TABE (6.0 – 8.9 on D or A level)	TABE (9.0 or above on D or A level)
GED	Pre-GED Reading	9900124	TABE (6.0 – 8.9 on D or A level)	TABE (9.0 or above on D or A level)
GED	Pre-GED Social Studies	9900122	TABE (6.0 – 8.9 in reading on D or A level)	9.0 or higher on TABE 9 & 10 Social Studies subtest
GED	Pre-GED Science	9900123	TABE (6.0 – 8.9 in reading on D or A level)	9.0 or higher on TABE 9 & 10 Science subtest
GED	Pre-GED Math	9900125	TABE (6.0 – 8.9 on D or A level)	TABE (9.0 or above on D or A level)
GED	Pre-GED Comprehensive	99000126	TABE (6.0-8.9 on D or A level)	TABE (9.0 or above on D or A level)
GED	GED Writing	9900021	TABE (9.0+ in all subjects on D or A Level)	GED
GED	GED Science	9900023	TABE (9.0+ in all subjects on D or A Level)	GED
GED	GED Reading	9900024	TABE (9.0+ in all subjects on D or A Level)	GED
GED	GED Math	9900025	TABE (9.0+ in	GED

Program	Course	Program/ Course #	Placement/ Pre-Test	Post-Test/Promotion
			all subjects on D or A Level)	
GED	GED Social Studies	9900022	TABE (9.0+ in all subjects on D or A Level)	GED
GED	Comprehensive	9900026	TABE (9.0+ in all subjects on D or A Level)	GED
ESOL	Literacy A, B & C	9900300	CASAS Oral Screening Tool & Native Language Literacy Screening Device	Progress Report and Exit Tests
ESOL	ESOL	9900040	CASAS	CASAS
ESOL	English Literacy Academic Skills	9900051	CASAS	Progress Report
ESOL	Workplace Readiness Skills for ESOL	9900080	CASAS	Progress Report
ELCATE	ELCATE	9900050	ECS	ECS
Citizenship	Citizenship	9900090	CASAS	Progress Report
VPI	VPI	S9900001	TABE	TABE
VPI	Workplace Readiness Skills for VPI	9900070	None	Progress Report
Adult High School	General Education Promotion (not co-enrolled)	9900010	TABE	Diploma

<p>Contact Information for CASAS Linda Taylor Director of Assessment Development CASAS 5151 Murphy Canyon Road, Suite 220 San Diego, CA 92123-4339 800-255-1036, ext. 186 ltaylor@casas.org www.casas.org</p>	<p>Contact Information for TABE Brenda Bartholomew CTB McGraw Hill (863) 944-1169 Brenda.Bartholomew@ctb.com www.ctb.com</p>
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Testing Guidelines

The minimum time between testing should always follow the testing publisher's guidelines outlined in the testing administrator's manual. The Department of Education, Office of Workforce Education requires that **after** students complete **60 hours of instruction (actual attendance)**, post-testing should occur on the same level, but alternate form of the test or the next higher level, as appropriate.

A student should **always** be post-tested on the **alternate form** of the **same level** of the test used in pre-testing unless the pre-test score achieved was at the high end of the content range. Then the **next higher level** post-test can be administered.

Test scores are valid for two (2) years. The test scores remain valid as long as the student is enrolled (even if the length of the program keeps the student in school for longer than two years). If the student has a break in service of more than one year, the student must be retested.

TABE scores should be accepted from one public institution to another provided they are less than two (2) years old, are transmitted electronically or in a sealed envelope from the institution that administered the test, and it is known that proper testing procedures were followed. The information should include the date the test was taken, the level of the TABE administered and the scores from each subtest. For more information, see page 13 of this Manual.

TABE testing allows for the use of calculators in Applied Mathematics. Test sites should provide calculators and instruction on the use of those calculators for testing purposes. This ensures equality for all students.

Appropriate testing accommodations should be provided to adult students who self-identify and show evidence of the need for accommodations (see page 8 of Overview).

Only Broward approved/certified testers should administer the TABE and/or CASAS to students. Testers must participate in a training conducted by one of the locally approved/certified TABE and/or CASAS trainers. The state requires that this certification is renewed at least every two calendar years to ensure individuals keep up with the changes/updates in testing materials and administration procedures.

For more information or to schedule training, contact the Adult and Community Education Division of the Career, Technical and Adult/Community Education Department at 754-321-2620.

Validity and Reliability

It is vital (and required) that assessment instruments used are both valid and reliable and are only used with the students with whom they were designed to be used. The state of Florida has approved standardized tests to meet the requirement of Florida Statute and Florida School Board Rules.

Validity refers to the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of the tests. Validity is the most fundamental consideration in developing and evaluating tests. The process of validation involves accumulating evidence to provide a sound scientific basis for the proposed score interpretations (AERA, APA & NCME, 1999 as cited in *Adult Education: Assessment Technical Assistance Paper Draft, 2005*). The purpose of validation is not to validate the test, but to validate the interpretations of the test scores for a particular purpose.

Reliability refers to the consistency of such measurements when the testing procedures are repeated on a population of individuals or groups.

The proper use of standardized, valid and reliable assessments ensures quality assessment. Quality assessment plays a major role in AGE programs, including the following:

- Students are informed of their basic skills levels;
- Teachers and other school personnel are informed about the students' basic skills levels;
- Instruction can be focused on the students' basic skill needs;
- Students are better equipped to determine both short- and long-term goals;
- Students have a better insight to other barriers;
- Students and school personnel can work together on the students' goals;
- Programs can closely monitor program effectiveness;
- Programs have accurate data to report to the state and for National Reporting System (NRS) purposes (as applicable), and
- Programs are informed of student gains.

Test Security

It is unlawful for anyone **knowingly and willfully** to violate test security rules adopted by the State Board of Education for mandatory tests administered by or through the State Board of Education or the Commissioner of Education to students, educators or applicants for certification or administered by school districts pursuant to s.1008.22, or with respect to any such test, **knowingly and willfully** to:

- Give examinees access to test questions prior to testing;
- Copy, reproduce, or use in any manner inconsistent with test security rules all or any portion of any secure test booklet;
- Coach examinees during testing or alter or interfere with examinees' responses in any way;
- Make answer keys available to examinees;
- Fail to follow security rules for distribution and return of secure test as directed, or fail to account for all secure test materials before, during and after testing;
- Fail to follow test administration directions specified in the test administration manuals; or
- Participate in, direct, aid, counsel, assist in, or encourage any of the acts prohibited in this section.

Any person who violates this section commits a misdemeanor of the first degree, punishable as provided in s.775.082 or s 775.083.

A district school superintendent, a president of a public postsecondary educational institution, or a president of a nonpublic educational institution shall cooperate with the Commissioner of Education in any investigation concerning the administration of a test administered pursuant to state statute or rule.

Maintenance of Test Security

Florida Statute 1008.24 and State Board Rule 6A-10.042, state that procedures must be followed to maintain test security. In addition to the handling of materials, testing practices, such as the selection of testing personnel and testing procedures, must be addressed. The training of personnel administering tests is critical to maintaining test security and appropriate testing procedures. Testing procedures established by the test publishers must be followed for proper test administration including, but not limited to:

- Securing and storing test materials;
- Following testing time guidelines;
- Providing accommodations for students with disabilities, utilizing proper documentation procedures, **as required by state policy** (see page 8 of this Manual);
- Preparing the testing room, including a seating plan;
- Admitting examinees to the testing room with proper identification documents (e.g. Florida Driver's License, Florida ID, or Passport);
- Distributing and collecting materials;
- Reading test instructions and directions to examinees;
- Monitoring of test-taking to prevent the opportunity for cheating;
- Handling of unexpected interruptions;
- Documenting and reporting problems with materials, disruptive student behavior, cheating, or any other unexpected/irregular incident, to appropriate personnel; and
- Documenting irregularities.

The educational community is sometimes uncertain as to what practices legitimately contribute to the *opportunity to learn*, as opposed to the narrower concept of *teaching to the test*. The former is a positive endeavor meant to help students learn the desired skills and competencies, whereas the latter activity is a negative approach that would provide students instruction only on items that are clones of the items on the test. No individual, committee and/or program may develop any workshop, training or instructional session or create any materials designed to teach or prepare students to answer specific test questions that appear on any state approved assessment instrument. Instructors **may not** review specific test items with students or include any actual test items or revised test items in any instructional materials. Students should be provided a rich instructional program that includes the skills and competencies that will be sampled by the content of the assessment tests.

Testing Accommodations for Adult Education Learners with Disabilities

Some adults with disabilities may need accommodations in the testing process. State policy **requires** that programs provide accommodations in testing for eligible individuals. Accommodations are not designed to provide the participant with an unfair advantage or to interfere with the validity of the assessment instrument, but rather to allow the participant an equal opportunity to demonstrate the underlying skills that are being measured by the test. Adult education participants are not required to reveal their disability and may elect to participate in a program without any special accommodations. If a participant chooses to self-disclose his/her disability and provide documentation that is current, within five years, then the participant is eligible to receive testing accommodations based upon his/her current need.

Student's Responsibility

The *Intake Procedures for Accommodating Adults with Disabilities in Adult Education* flowchart on page 12 in this section describes the process for providing accommodations to adult learners with disabilities from Intake, to Advisement, Accommodation and Placement. Each phase of the process includes a timeframe for the activity to occur so that decisions can be made and accommodations provided in a “reasonable amount of time,” preferably prior to TABE or CASAS Test Administration to determine placement. It is the law to inform students that accommodations are available for individuals with disabilities based on a documented need.

Adults with disabilities are responsible for requesting accommodations and submitting documentation of their disability. They should discuss their needs with the appropriate staff member during the intake, orientation or counseling process. The official registration application form indicates that individuals with disabilities requiring accommodations should seek assistance. It is at that time prior to testing that the adult learner should make an appointment with the school-based 504 designee or, if an off-campus location, the site-based teacher or designee, in order to discuss the need for accommodations.

School's Responsibility

The school's 504 designee for disability services or site-based teacher/designee should schedule a meeting with the adult learner to discuss his/her need for accommodations and review the documentation provided. The documentation should clearly describe how the disability interferes with taking tests in a standardized manner. The information can come from a doctor's report, a diagnostic assessment from a certified professional, or other clinical records presented **within the past five years**. There may be times that the local Vocational Rehabilitation office has referred the student and will provide disability documentation upon request. If the student does not have the documentation, then provide them with an Authorization to Release Information (See Appendix C, page 55) to obtain the information. Once accommodations are determined, the school's designee will develop an Adult 504 Accommodation Plan (See Appendix D, page 56), describing the student's disability, needs and accommodations being provided in both the testing and classroom setting. The Accommodation Plan and student disability documentation must be maintained in the participant's confidential folder and only be revealed to School Board employees on a “need to know” basis for the purposes of instruction or support services. It may not be shared with any outside agencies

without securing proper authorization. All students who self identify and provide documentation of disability should be provided a copy of their Rights (see Appendix E, page 57).

Accommodations

All schools administering standardized tests must provide any reasonable and necessary accommodations without cost to the individual who is taking the test. The costs are negligible for most of the common accommodations requested.

For more costly accommodations, such as a sign language interpreter, it may be possible to make arrangements with an interpreter from K-12, if available. However, it is administrator's responsibility to ensuring that the individual's ADA/504 rights are being protected and provide the necessary accommodations, e.g., sign language interpreter, whether one is obtained from the school board or from a private vendor.

Testing accommodations may include, but are not limited to:

- **Scheduling:** Several brief testing sessions during a day, frequent rest breaks, testing at a different time of day, additional time.
- **Settings:** Individually or in a small group with proctor, study carrel, or separate room, special lighting, equipment, and acoustics.
- **Responses:** Oral response, signed responses, response on word processor, or Braille response.
- **Presentations:** As available, revised formats such as Braille, large print, or signed or oral presentations for directions and items other than reading items.
- **Assistive Devices:** Assistive devices typically used in classroom instruction, such as visual magnification or auditory amplification devices, calculators (if authorized in test administration manual), or other mechanical aids.

The type of accommodation(s) used must be documented on the student's Test Answer Sheet, e.g., such as use of a calculator, reader for directions, or scribe or additional time. It should be written as, *Student has a documented math disorder (e.g. dyscalculia) that requires the use of a calculator for the computation section of the TABE.* There is no such thing as unlimited time, however, in most cases; extended time is usually 1 1/2 to two times based on the severity of the disability. Students with learning disabilities will be provided 1 1/2 times- additional time, unless otherwise specified. Accommodations used during standardized tests are usually the same needed for instruction. Therefore, the student will likely need additional time to complete classroom assignments and be able to demonstrate proficiency given a lesser number of examples.

TABE in Alternate Format

TABE Forms 7 and 8 provide an alternate format in Large Print for people with visual impairments. An audiotape version was produced by Readings for the Blind for district use. Both Large Print and audiotape editions are available from the CTACE department. TABE Form 9 and 10 now comes in Large Print, Braille, and audiotape (Tone-Indexed). This will be especially helpful for our Braille and low vision readers.

Testing Aids Not Requiring Documentation

There are a variety of strategies or aids that may be used on standardized tests by learners without disabilities such as plain-edge ruler, magnifying strips or glass, colored overlays, or earplugs. They are described more fully below:

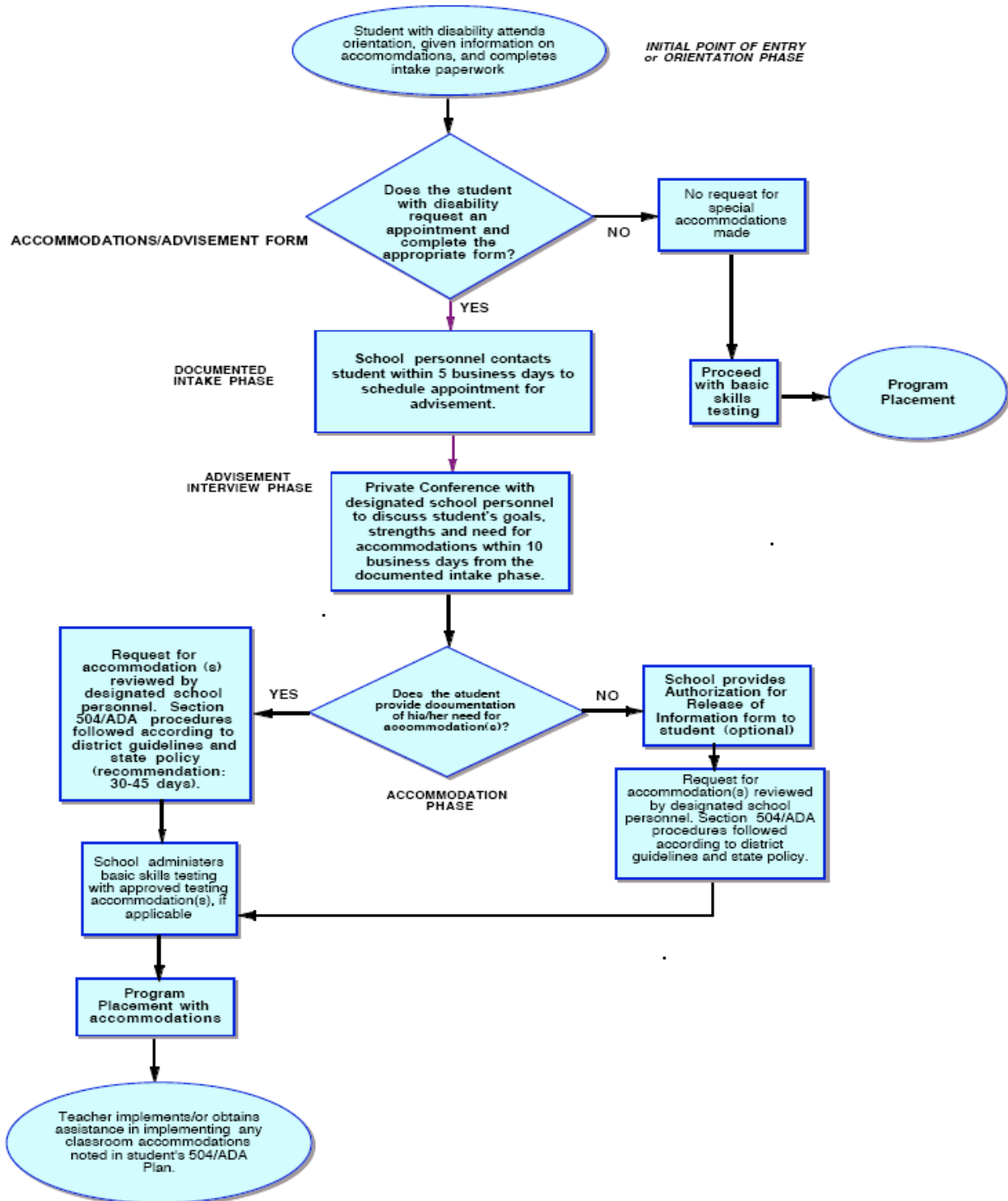
- **Colored Transparent Overlays:** These materials, which resemble tinted overhead transparencies, are widely used by persons with visual impairments and those with learning disabilities who have difficulty decoding written words and symbols.
- **Clear Transparent Overlays and a Highlighter:** The combination of clear (un-tinted) overlays and a highlighter can be used with the candidate who needs to use a highlighter while reading. The highlighting takes place on the clear overlay and protects the test booklet from becoming marked. All used overlays must be collected at the end of each testing session.
- **Temporary Adhesive (for example, Post-it® Notes) with Spatial Directions:** Examinees can affix temporary “sticky” notes onto the answer sheet to accommodate a disability affecting spatial orientation. For example, the candidate might flag the sheet for top, bottom, right, and left. For security reasons, the Official GED Testing Center must supply these adhesive notes to a GED candidate.
- **Earplugs:** Examinees may use earplugs/hearing protectors as an aid in concentration. Some large-volume or busy testing centers routinely distribute disposable earplugs to all candidates.
- **Large-Print Test:** Examinees may use the large print edition of the Tests under normal time limits.
- **Magnifying Device:** Examinees may use their preferred type of magnifying device during test taking. If an examinee uses a magnifier during a standard testing session, the examinee may be seated in a way that precludes other candidates from seeing that examinee’s test materials

Suggested Accommodations Based on Disability

The accommodations listed below are *suggestions only* as accommodations are based on individual learner needs and **not** on a disability category. An accommodation should be based on the documentation provided and interview with student during advisement. Note that more is not necessarily better, and that the accommodation(s) provided are based on need rather than nice to have.

DISABILITY	TEST ADMINISTRATION PROCEDURES
Specific Learning Disability and or ADHD such as dyslexia, dyscalculia, receptive aphasia, hyperactivity, written language disorder, attention deficit disorder	Extended Time: 1 1//2 in most instances unless otherwise specified Frequent Breaks Scribe/writer/alternate room Calculator Audiotape
Deaf or Hearing Impaired	Sign Language Interpreter <i>for test directions only</i> Extended Time- 2X-3X
Blind or Visually Impaired	Magnifier, Large Print, CCTV, Braille Audiotape Extended Time- 2X-3X
Mobility Impairment	Extended Time-2X-3X Alternate Site Scribe/writer
Psychiatric Disability such as schizophrenia, major depression	Extended Time: 1 1//2 in most instances unless otherwise specified Supervised Breaks Alternate room away from group testing
Developmental Disability such as autism, cerebral palsy, epilepsy, mental retardation	Extended Time- 2X-3X Scribe/writer Frequent Breaks

Intake Procedures for Accommodating Adults with Disabilities in Adult Education



Transfer of TABE Scores

The Career, Technical, Adult and Community Education Schools/Centers will accept valid Tests of Adult Basic Education (TABE) scores from any public institution within the State of Florida as well as transcripts from any accredited postsecondary institution in the United States; however, there is a standard practice for these transactions. TABE tests and/or test scores must:

- Be administered in accordance with testing guidelines outlined in s.1008.24, F.S. and Rule 6A-10.042, FAC. to include:
 - Test security
 - Identification of examinees
 - Timed testing (unless testing accommodations are indicated)
 - Comfortable test environment
 - Clear, complete directions to examinees
 - Close monitoring during testing
 - Adequate testing materials, including scrap paper and pencil
 - Calculators for Applied Mathematics
- Be original (TABE-PC printouts, if applicable), not copies.
- Be transmitted electronically or in a sealed envelope from the institution that administered the test.
- Include the institution's seal, the signature of the testing official and, when appropriate, the referring person.
- Be current (not more than two years old).
- Indicate the form, level and date of testing (for each subtest), as well as the grade equivalents and scale scores.
- Be administered with testing accommodations, when applicable (Accommodation(s) provided during the testing process must be documented on the answer sheet (e.g., extended time—specify amount, separate room, breaks, etc. was provided based on documentation of disability).

Applicants who test for a certificate program at the Broward Technical Centers but elect to remediate at a community school are subject to retesting for remedial purposes at the community school if subtest scores fall out of the validity range (see page 32 for more information on Placement Test Validity Ranges). Such applicants must be remediated up to the TABE level and grade equivalent of the certificate program's requirement and must request a transfer of test scores to the appropriate Broward Technical Center or return to the technical center for post-testing.

Introduction

This section of the Manual will clarify the basic skills testing requirements, detail specific guidelines for handling testing results and basic skills exemptions. In addition, it will provide standardized procedures to Broward Technical Centers in order to facilitate a seamless delivery of counseling and support services, academic remediation and Workforce Education.

Florida Statute 1004.91 mandates that all students who enroll in certificate, Applied Technology Diploma or Apprentice programs of four-hundred and fifty clock hours (450) or more must complete an entry-level examination designed to assess mastery of basic skills. . The State identified and approved several assessment instruments. From these, Broward County Public Schools adopted the Tests of Adult Basic Education, Forms 7/8 and Forms 9/10 Survey and Complete Battery as its assessment instruments.

The State also assigned minimum basic skill levels—scaled scores and grade equivalents—to each applicable certificate program (see page 17 of this Manual). The basic skills requirements for certificate programs are exit requirements. Students may enter programs before reaching minimum basic skills, but will not receive the Vocational Credential as a program completer until basic skills requirements are met, except for students exempted under Rule 6A-10.0312 or 1004.91, F.S. Students who do not meet the basic skills standards on entry testing should enroll in remediation to bring all academic skills to standard, either prior to entering, concurrently or prior to completing the certificate program.

Certain students may request and/or are granted an exemption from meeting the basic skills requirement (see page 21 of this Manual for more information). For licensure programs that exempt students from meeting basic skills requirements, see Appendix B, page 54 of this Manual.

Basic Skills Testing

Florida Statute 1004.91 and State Board of Education, Administrative Rule 6A-10.404 requires that all students enrolled in certificate programs of 450 clock hours or more must complete an entry-level examination. The examination is designed to assess student mastery of basic skills. Students who do not meet the basic skills requirement should be enrolled in remediation to bring all academic skills to standard, either prior to entering, concurrently or prior to complete the specified Certificate Program. See the Minimum Basic Skills Standards for each Certificate program on page 17 of the Manual.

The following procedures should be used:

- Applicants for initial testing must first complete a program orientation.
- **All applicants MUST be administered the TABE Locator followed by the proper level of each Subtest as detailed in Testing Publisher guidelines.**
- Tests are not administered in segments. Applicants must come prepared to sit for the entire test. Persons with documented disabilities requesting testing accommodations should make an appointment with the Disabilities Specialist at the respective technical center to discuss their needs prior to TABE administration.
- Testers are not permitted to leave and re-enter the Testing Center during testing.
- The only permitted communication/conversation is with the Testing Personnel.
- Students who test below the sixth grade level may be referred to Adult Basic Education (ABE) or VPI.
- Students who test more than two grade levels below the basic skills requirements for their certificate program are provided with counseling and remediation options before entry into the certificate program.
- Students who test within two grade levels of the basic skills requirements may be provided concurrent remediation in ABE and/or VPI while enrolled in a specific certificate program.
- Students awaiting entry into a certificate program may be provided remediation *prior to entry* to a certificate program.
- If a student wishes to enter a certificate program without remediating first, Federal law prohibits denying entry into a certificate program based solely on test scores.

- All students who are referred for remediation require ongoing counseling/monitoring to ensure that:
 1. basic skills levels are improving;
 2. support services are being provided if needed;
 3. progression toward completion of program goals is occurring.
- Results for initial (first-time) and post-testers will be forwarded to the counselor for the program(s) of interest within twenty-four hours of testing. Persons requesting test results must present photo identification.
- Remedial testing results will be returned to the Vocational Preparatory Instruction (VPI) Center or to the referring remedial program contact person.
- Test results will never be given by telephone.
- The Broward Technical Centers reserve the right to validate testing for accuracy.

After a student completes remediation, the student must retest on an alternate form of the entry-level assessment. No student, except those exempted from the rule, shall be awarded a certificate until the student reaches the minimum basic skills levels required for that technical program or passes a related state, national or industry licensure examination identified by the Department of Education, Office of Workforce Education.

**Minimum Basic Skills Standards
2006-2007**

Business Technology Education

Program	Grade Equivalent			Scale Score	TABE Level
	Math	Language	Reading		
Accounting Operations	9.0	9.0	9.0	566/563/567	D
Administrative Assistant	10.0	10.0	10.0	580/572/580	A
Business Supervision & Management	9.0	9.0	9.0	566/563/567	D
Court Reporting	10.0	12.0	12.0	609/600/607	A
Digital Design	9.0	9.0	9.0	566/563/567	D
Legal Administrative Specialist	10.0	10.0	10.0	580/572/580	A
Multimedia Design Technology	10.0	10.0	10.0	580/572/580	A
Network Support Services	9.0	9.0	9.0	566/563/567	D
Network Systems Administration	9.0	9.0	9.0	566/563/567	D
New Media Technology	9.0	9.0	9.0	566/563/567	D
PC Support Services	9.0	9.0	9.0	566/563/567	D
Voice Writing	10.0	12.0	12.0	580/600/607	A
Web Design Services	9.0	9.0	9.0	566/563/567	D
Web Programming Services	11.0	11.0	11.0	596/586/597	A

Family and Consumer Science

Program	Grade Equivalent			Scale Score	TABE Level
	Math	Language	Reading		
Culinary Operations	9.0	9.0	9.0	566/563/567	D
Early Childhood Education	9.0	9.0	9.0	566/563/567	D

Health Science Education

Program	Grade Equivalent			Scale Score	TABE Level
	Math	Language	Reading		
Dental Assisting	10.0	10.0	10.0	580/572/580	A

Program	Grade Equivalent			Scale Score	TABE Level
	Math	Language	Reading		
Dental Laboratory Technology	9.0	9.0	9.0	566/563/567	D
Emergency Medical Technician Basic (ATD)	10.0	10.0	10.0	580/572/580	A
Health Unit Coordinator	9.0	10.0	10.0	566/572/580	A
Hemodialysis Technician	10.0	10.0	10.0	580/572/580	A
Massage Therapy	9.0	10.0	10.0	566/572/580	A
Medical Assisting	10.0	10.0	10.0	580/572/580	A
Medical Clinical Laboratory Technician	10.0	11.0	11.0	580/586/597	A
Medical Coder/Biller	10.0	11.0	11.0	580/586/597	A
Medical Laboratory Technology	9.0	11.0	11.0	566/586/597	A
Medical Record Transcribing	10.0	11.0	11.0	580/586/597	A
Optometric Assisting	9.0	11.0	11.0	566/586/597	A
Patient Care Technician	10.0	10.0	10.0	580/572/580	A
Pharmacy Technician	11.0	10.0	10.0	596/572/580	A
Practical Nursing	11.0	11.0	11.0	596/586/597	A
Surgical Technology	10.0	11.0	11.0	580/586/597	A

Industrial Education

Program	Grade Equivalent			Scale Score	TABE Level
	Math	Language	Reading		
Advanced Automotive Technology	10.0	10.0	10.0	580/572/580	A
Air Conditioning, Refrigeration & Heating Technology	10.0	9.0	9.0	580/563/567	D
Applied Welding Technologies	9.0	9.0	9.0	566/563/567	D
Architectural Drafting	10.0	9.0	9.0	580/563/567	D
Automotive Collision Repair & Refinishing	9.0	9.0	9.0	566/563/567	D
Automotive Services Technology	10.0	9.0	9.0	580/563/567	D
Autotronics	10.0	9.0	10.0	580/567/580	A
Boat & Yacht Repair	9.0	9.0	9.0	566/563/567	D
Brick and Block Masonry	9.0	8.0	8.0	566/553/552	D

Program	Grade Equivalent			Scale Score	TABE Level
	Math	Language	Reading		
Building Construction Technology	9.0	9.0	9.0	566/563/567	D
Carpentry	9.0	9.0	9.0	566/563/567	D
Commercial Art Technology	9.0	9.0	9.0	566/563/567	D
Commercial Foods & Culinary Arts	9.0	9.0	9.0	566/563/567	D
Commercial Photography Technology	9.0	9.0	9.0	566/563/567	D
Computer Electronics Technology	10.0	9.0	9.0	580/563/567	D
Cosmetology	8.0	8.0	9.0	550/553/567	D
Electrical Line Service & Repair	9.0	9.0	9.0	566/563/567	D
Electricity	9.0	9.0	9.0	566/563/567	D
Electronics Technology	10.0	9.0	9.0	580/563/567	D
Fire Sprinkler System Technology	9.0	9.0	9.0	566/563/567	D
Glazing	8.0	8.0	8.0	550/553/552	D
Heavy Equipment Operation	8.0	8.0	8.0	550/553/552	D
Industrial Machinery Maintenance	9.0	9.0	9.0	566/563/567	D
Machining	9.0	8.0	9.0	566/553/552	D
Major Appliance & Refrigeration Repair	9.0	9.0	9.0	566/563/567	D
Marine Service Technology	9.0	9.0	9.0	566/563/567	D
Mechanical Drafting	10.0	9.0	9.0	580/563/567	D
Millwright	9.0	9.0	9.0	566/563/567	D
Painting & Decorating	9.0	9.0	9.0	566/563/567	D
Plastering	9.0	9.0	9.0	566/563/567	D
Plumbing Technology	9.0	9.0	9.0	566/563/567	D
Printing & Graphics	9.0	9.0	9.0	566/563/567	D
Roofing	8.0	8.0	8.0	550/553/552	D
Sheet Metal Fabrication Technology	9.0	9.0	9.0	566/563/567	D
Structural Drafting	10.0	9.0	9.0	580/563/567	D
Structural Steel Work	8.0	8.0	8.0	50/553/552	D
Telecommunications Technology	9.0	9.0	9.0	566/563/567	D
Television Production	9.0	9.0	9.0	566/563/567	D

Program	Grade Equivalent			Scale Score	TABE
	Math	Language	Reading		Level
Tile Setting	9.0	9.0	9.0	566/563/567	D

Public Service Education

Program	Grade Equivalent			Scale Score	TABE
	Math	Language	Reading		Level
Fire Fighter II	10.0	10.0	10.0	580/572/580	A
Teacher Assisting	10.0	10.0	10.0	580/572/580	D

Basic Skills Test Exemptions

Certain students may request and/or are granted exemption from the testing mandate. While students may be exempt from meeting basic skills requirements, current TABE scores will be used as an indicator of academic success within the technical program. For licensure programs that exempt students from meeting basic skills requirements, (see Appendix B, page 54).

Exemptions may be granted in the following situations:

- Adult students with documented disabilities as defined in Rule 6A-6.0132, FAC may be exempted from the provision of meeting basic skills level to receive a technical certificate and be counted as a completer if the student has demonstrated mastery of the student performance standards for the program given appropriate accommodations and remediation as needed. The use of an exemption is on a case-by-case basis with consideration given to the nature of the disability preventing the student from meeting the basic skills exit requirements.
- Persons holding college degrees at the Associate in Applied Science (AAS) level or higher who have completed or are exempt from college-level examinations or have passed a related state, national or industry licensure examination may be granted exemptions. The Local Educational Agency (LEA) is required to prove the student passed licensure in order to count that student as a completer for funding and auditing purposes. Degree holders must produce an **official transcript** from the institution conferring the degree. Such transcripts should indicate mastery of college algebra and college English.

No student is exempt from this rule because of language deficiencies. If one of the approved basic skills assessment instruments cannot be administered, an alternate assessment should be used for initial testing.

English Language Learners (ELL) must subsequently achieve the minimum basic skills levels or higher on the designated test to be awarded a certificate of completion in a technical program.

While a person may be exempt from meeting basic skills requirements, current TABE scores will be used as an indicator of academic success within a technical program and for counseling purposes. As a result, all students are to be tested prior to admission to a certificate program. However, State Board Rule 6A-10.0312 or 1004.91, F.S., exempts a limited number of students from having to meet the exit requirement. These students:

- 1) possess a college degree at the Associate in Applied Science (AAS) level or higher;
- 2) have successfully completed or are exempt from the College-Level Academic Skills Test (CLAST) pursuant to s. 1008.29;
- 3) have been exempt from the college-level examination;
- 4) pass a related state, national or industry licensure examination.

To receive an exemption from basic skills testing, one of the following must be received:

- 1) An official college transcript (presented by the student in a sealed envelope with a college/university seal or received from the college/university granting the degree) or
- 2) Official test scores from the institution that administered a test indicating the student completed the CLAST;

Minimum Acceptable Scores:

Reading	295
Writing	295
Computation	295
Essay	6

- 3) An official copy of the scores of the test that exempted the student from taking the CLAST. To receive this exemption, only test scores from the following will be considered:

Test	Minimum Scores
ACT Assessment	
Composite	14
English	15
Mathematics	13
Enhanced ACT	
Reading	16
English	16
Mathematics	16
SAT, The College Board	
Verbal	340
TSWE	31
Mathematics	400
SAT I (Between March 1, 1994 and March 31, 1995)	
Verbal	340
Mathematics	400

<u>Test</u>	<u>Minimum Scores</u>
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SAT I (Administrations after March 31, 1995)	
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Verbal	420
Mathematics	440

MAPS, The College Board	
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Reading Comprehension	13
TSWE	31
Elementary Algebra	209

New MAPS, The College Board	
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Reading	109
Conventions of Written English	311
Elementary Algebra	613

CPT	
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Reading Comprehension	72
Sentence Skills	78
Elementary Algebra	51

ASSET, ACT Program	
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Reading Skills	22
Language Usage	43
Elementary Algebra	12

New ASSET, ACT Program	
------------------------	--

Reading Skills	37
Writing Skills	37
Elementary Algebra	37

When a student meets the exemption criteria, documentation must be maintained in the student's file. A sample form may be found in Appendix H, page 63.

The Standard Error of Measurement in Testing

When scores are being analyzed and interpreted, the results are only descriptions of a particular performance by an individual or group on a particular test administered. From these descriptions, inferences about the abilities of the examinees may be made. The fact that such inferences may not represent an individual's true status is taken into account by means of the Standard Error of Measurement (SEM).

It is assumed that measurement error is associated with any test score. The standard error of measurement is an estimate of the amount of error to be expected in a particular score from a particular test. This statistic provides a range within which an examinee's true score is likely to fall. Therefore, an obtained score should not be regarded as absolute value but as a point within a range that probably includes an examinee's true score.

It is expected that 68% of the time an examinee's score obtained from a single testing would fall within one standard error of measurement of that examinee's true score and that 98% of the time the obtained score would fall within two standard errors of the true score.

The SEM should be taken into account when test scores are being interpreted. The magnitude of the SEM varies from test to test; it also varies according to where an examinee's score falls within the range of a specific test.

Usually, one person is designated to grant enrollment based upon SEMs. Action in each case is based upon the examinee's intended technical program and the range of the scores. If one of three scores is .1 or .2 below standard and the other two are greatly above standard, an SEM in that one test area is granted. If the deficient test score is in an area crucial to the program, the SEM is not granted for enrollment purposes.

Examples: **(a) Practical Nursing requires 11.0 in all three (3) test areas.** If a potential Practical Nursing student scores 12.9 in Reading, 12.2 in Mathematics and 10.9 in Language, the SEM could be granted in Language, making it 11.0. If that 12.2 Mathematics score reflects a sub-test score of less than 11.0, the SEM would not be granted. If that examinee scores 12.9 in Reading, 10.9 in Mathematics and 12.2 in Language, the SEM would not be granted, as Mathematics is an integral part of the Practical Nursing program. **(b) Welding requires 9.0 in all three areas.** An examinee with 9.0 or higher in any two test areas and a third score of at least 8.8 would be granted the SEM in the third area, making that score 9.0 as well.

Ability-to-Benefit Guidelines

Institutions that receive Federal Pell Grant funding are known as Title IV institutions by the U. S. Department of Education. Students who wish to apply for a Federal Pell Grant, but do not have a high school diploma or GED, must be tested using a federally approved Ability-to-Benefit assessment. The Wonderlic Basic Skills Tests were selected by the Broward Technical Centers as the assessment instrument for students seeking to qualify for Title IV financial assistance.

Ability-to-Benefit testing is administered through Atlantic Technical Center. Personnel involved in the administration of the Wonderlic tests completed a rigorous training program and received Certificates of Compliance as Assessment Center Test Administrators.

Students requiring Ability-to-Benefit testing are referred by the Financial Aid Directors at the Broward Technical Centers. Title IV financial aid applicants are permitted to sit for this testing only once. Tests are submitted to Wonderlic for scoring and official results are returned to Atlantic Technical Center within five business days. Applicants who fail to achieve the required scores are referred to GED programs as a second option.

The cost for administering the Ability-to-Benefit testing is absorbed by Atlantic Technical Center. There is no cost for applicants. For this reason, only Broward Technical Center applicants are eligible for this testing.

TABE Validation for Certificate and Applied Technology Diploma Programs

In Orientation and at the beginning of each testing session in Broward Technical Centers, applicants are advised that the school/center reserves the right to retest any applicant to validate scores. The Application/Assessment Information Form, which is completed and signed by each applicant, contains this disclaimer. Applicants found with answers (cheat sheets) or who engage in dialogue with other testers during testing will be automatically dismissed.

Markers:

- The District Workforce Education Information Systems (WEIS) Database Handbook lists 100 hours of instruction per grade level as acceptable post-testing grade gain. Applicants whose retest scores exceed this grade gain by two grade levels or more will be targeted for validation.
- Both Reading and Applied Mathematics require a Reader Booklet for completion. Applicants who complete these sections without utilizing the Reader Booklet will be targeted for validation.
- Applicants who complete testing in less than fifty percent (50%) of the allocated time may be targeted for validation.
- Applicants who complete the Computation portion of Mathematics without utilizing scrap paper may be targeted for validation.
- Applicants who have great difficulty with the TABE Tutorial but who excel on the TABE test may be targeted for validation.

Validation Process:

- The Reading Locator will be administered to applicants requiring validation.
- If the Locator score indicates that an applicant tested on the appropriate level, further testing is suspended and the initial scores stand as valid.
- If the Locator score places the applicant at a TABE level that is lower than the initial test, he/she will be tested in Reading at the appropriate level. For example, if the applicant tested at the A level but the Locator score places him at the M level, he will be retested in reading at the M level.
- The Locator will be administered for subsequent validation testing in each subject area (mathematics and language).

- Depending upon the outcome of remediation and retesting, the Locator will be administered for placement at the next level of testing.
- When the applicant completes validation testing, he will meet with the appropriate program counselor for processing or placement into a certificate program.

Introduction

This section of the Manual contains guidelines for use of the standardized assessment, the Test of Adult Basic Education (TABE), for ABE and GED students in order to foster the collection and reporting of accurate, dependable data. It includes the standardized procedures for assessment, placement and documentation of student programs were developed to comply with state and national requirements. **ALL** schools providing these programs **MUST** follow these standardized procedures and proper testing protocol as detailed herein.

The Workforce Investment Act (WIA), enacted by Congress in 1998, requires states to establish a comprehensive accountability system for adult general education programs. The WIA mandates that states must gather data on several core measures, including the educational gains of adult learners. In order to meet this requirement, the United States Department of Education (USDOE) developed the National Reporting System (NRS).

In order to ensure that Adult General Education (AGE) programs in Florida are in compliance, the Florida Department of Education (FDOE) has established the following requirements to align with the NRS:

- Use of a statewide assessment instruments that are standardized and have parallel forms for pre- and post-testing to determine educational gains;
- Use of consistent and proper test procedures to ensure a standardized assessment format throughout the state that will ensure the obtainment of quality data; and
- Use of data to promote continuous program improvement.

The state requires that every adult general education student be pre-tested or placement tested within the first 12 hours of instruction using **proper testing protocol**. The purpose of this pre-test is to determine the educational level in which the student should be placed. If a student is continuing from a previous year, the post-test score obtained at the end of the school term and/or school year should be used for placement.

The state also requires post-testing to determine if a student has made an educational gain, earned a Literacy Completion Point (LCP), and is ready to move to a higher level of instruction, to complete a program, or to go on to higher education.

Assessment is necessary to diagnose a student's learning abilities and to determine which areas the student needs to strengthen. Following proper testing protocol ensures that students are placed in the appropriate educational level and the post-testing and the documentation of progress is valid. Post-testing assures that students have learned the information presented to them based upon the state curriculum and are ready to move on to higher educational levels.

Assessment data is important to funding programs, both with state funds and with federal funds. Assessment data shows how students and programs are performing. This is shown by enrollment, completions, and placement of students. This information is used to distribute funds. **As a result, it is imperative that proper testing procedures be followed.** Data

that are corrupted by inappropriate test administration procedures or cheating creates misunderstanding about the performance of schools and districts and inaccurate decisions regarding funding, policies, practices, resource allocations, and evaluation.

Schools and their respective testing personnel are required by law to follow test security guidelines. Test security is an essential component of standardized testing. All test booklets, answer sheets, answer keys, etc. must be maintained in a secured manner and not revealed to students or teachers prior to testing because to do otherwise would give some students an advantage over those who had not seen the questions. Moreover, the test would no longer be examining a student's achievement but would merely assess recall of answers to the specific questions that are on that particular form of the test.

A more subtle issue is that teachers are not permitted to study, read, inspect or copy the test either before, during or after it has been administered. Again, this would give an unfair advantage to certain teachers and students when the test is next administered. Only those staff with responsibility of administering the tests should have access to the test. For additional information on test security (see page 6 of this Manual) and the maintenance of test security, see information beginning on page 7 of this Manual.

This section of the Testing Manual is designed to provide guidelines for use of the standardized assessment adopted by Broward County Public Schools, the Tests of Adult Basic Education, for use with ABE and GED students in order to foster the collection and reporting of accurate dependable data. It includes required practices for ensuring the implementation of standardized procedures for assessment, placement and documentation of student progress for ABE and GED students, which comply with the state and national requirements.

Placement Testing

All adult education students must be tested during the enrollment process in order to be placed in the appropriate literacy level for any Adult General Education (AGE) program of study using **proper testing procedures**. Rule 6A-6.014, FAC, *General Requirements for Adult General Education Program* stipulates that an initial academic skills assessment be administered to establish the initial functioning level and for placement. The Test of Adult Basic Education (TABE), **English version**, is the state-approved and locally adopted assessment approved for administration. Effective January 2006, the Forms of the TABE that are approved for use in Broward County are Forms 7/8, 9/10. The TABE are norm-referenced assessments designed to measure entry-level skills in order to place a student at the proper level in an Adult Basic Education (ABE) or General Educational Development (GED) program. Students with disabilities who have self-identified as having a disability that requires accommodations or modifications to assessment and/or the instruction process must be have the accommodation provided as set forth in this Manual beginning on page 8.

The placement test scores begin the process for documenting progress in ABE. Proper testing protocol must be followed when administering the TABE to ensure proper placement of students. As a result, the Standard Error of Measurement (SEM) must be considered when interpreting scores, as well as the Validity Range for each level (see page 32 for more information). Only trained personnel with a general knowledge of measurement principles who are willing to abide by the assessment standards of the American Psychological Association may administer TABE. These professional standards require TABE administrators to follow specific guidelines, such as keeping tests in a secure place and administering them only as directed.

Placement testing begins with an initial interview of the examinee (see the process on page 30 of this Manual). If it is determined that the language skills of the examinee are weak or unknown, the Word List is administered. If the examinee incorrectly reads or skips three (3) words in a row, the examiner should ask the examinee to stop. Then, the examiner should administer TABE Level L. If the examinee incorrectly reads or skips five (5) or more words in the entire list, the examiner should administer the Level L. If the examinee incorrectly reads or skips no more than four (4) words on the entire list, then the TABE Locator is administered and scored to determine the appropriate TABE level to be administered (Refer to the TABE Examiner's Manual for specific directions.)

The TABE Locator Test has four core test content areas: Reading, Mathematics Computation, Applied Mathematics, and Language. Each of these subtests consists of items from TABE Levels E, M, D, and A. The purpose of the Locator Test is to help test administrators in assigning the level of the TABE to administer based on the Locator subtest cut scores. Individuals enrolling in Adult General Education should be given the Locator test prior to pre-testing so that the student can be assessed using the proper level of the TABE.

Once the proper level has been determined, The TABE Survey is administered and scored. If the score falls within the TABE Validity Range (see the chart of page 32 of the Manual), then the student is placed in the appropriate course based upon the lowest score. If the

initial testing score is invalid, the more appropriate level should be administered. However, if the resulting score again falls out of the Validity Range, than the testing administrator should use professional judgment in selecting the more appropriate placement test scores.

A TABE Quick Reference Guide may be found in Appendix G, page 62.

The Standard Error of Measurement (SEM) in Testing and Validity Requirements

When scores are being analyzed and interpreted, the results are only descriptions of a particular performance by an individual or group on a particular test administered. From these descriptions, inferences about the abilities of the examinees may be made. The fact that such inferences may not represent an individual's true status is taken into account by means of the Standard Error of Measurement (SEM).

It is assumed that measurement error is associated with any test score. The standard error of measurement is an estimate of the amount of error to be expected in a particular score from a particular test. This statistic provides a range within which an examinee's true score is likely to fall. Therefore, an obtained score should not be regarded an absolute value but as a point within a range that probably includes an examinee's true score.

It is expected that 68 percent of the time, an examinee's score obtained from a single testing would fall within one standard error of measurement of that examinee's true score and that 98% of the time the obtained score would fall within two standard errors of the true score.

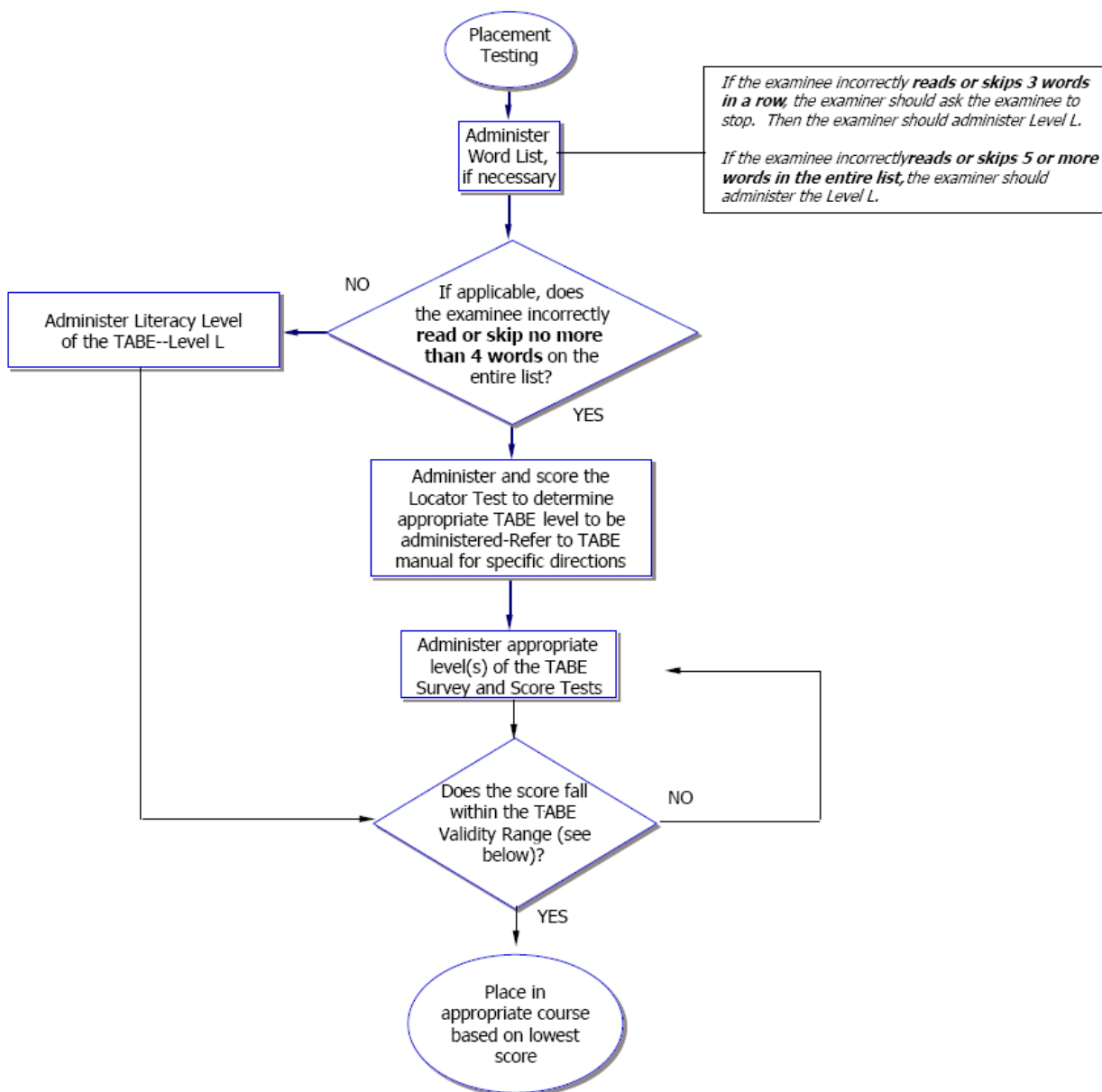
The Standard Error of Measurement (SEM) should be taken into account when test scores are being interpreted. The magnitude of the SEM varies from test to test; it also varies according to where an examinee's score falls within the range of a specific test.

When interpreting placement test scores for ABE and GED enrollment, the following Validity Ranges should be followed:

Validity Ranges for Placement Testing

TABE Level	Content Range TABE 7/8	Placement Validity Range TABE 7/8	Content Range TABE 9/10	Placement Validity Range TABE 9/10
L	0.0-1.9	0.0-3.8	0.0-1.9	0.0-3.8
E	1.6-3.9	0.0-5.8	2.0-3.9	0.0-5.8
M	3.6-6.9	1.7-8.8	4.0-5.9	2.1-7.8
D	6.6-8.9	4.7-10.8	6.0-8.9	4.1-10.8
A	8.6-12.9	6.7-12.9	9.0-12.9	7.1-12.9

**Placement Testing Protocol using the TABE
Career, Technical and Adult/Community Education**



Validity Range for Placement Testing

TABE Level	Content Range TABE 7/8	Placement Validity Range TABE 7/8	Content Range TABE 9/10	Placement Validity Range TABE 9/10
L	0.0-1.9	0.0-3.8	0.0-1.9	0.0-3.8
E	1.6-3.9	0.0-5.8	2.0-3.9	0.0-5.8
M	3.6-6.9	1.7-8.8	4.0-5.9	2.1-7.8
D	6.6-8.9	4.7-10.8	6.0-8.9	4.1-10.8
A	8.6-12.9	6.7-12.9	9.0-12.9	7.1-12.9

02/14/06 Revised

Adult Basic Education (ABE) Documentation of Progress

In order to progress through the ABE Literacy Completion Points (LCPs), a student must complete the performance standards listed in the state Adult Education Program Courses. Teachers should design and deliver curriculum aligned with the performance standards. Pre-assessment using the Skill Assessment Modules (SAM) is recommended to determine when the appropriate TABE assessment is to be administered. The approved method for documenting progress in Adult Basic Education is post-assessment using the appropriate TABE level. Once the student achieves a score above the end of an LCP range, teachers/testers report LCP(s) achieved by completing the LCP Report. TABE Answer Sheet(s) with Score(s) or TABE PC Report should be included. Note: *In order to award the final LCP in ABE Math, ABE Reading and ABE Language, the student must achieve a score of 9.0 or above on the Level D or A of the TABE.*

There should be a **minimum of 60 hours of instruction (actual attendance)** between pre and post testing unless there is an extenuating circumstance (this option should be used sparingly). Extenuating circumstances may include:

- Student is leaving the program;
- Student is transferring to another program; and/or
- Pre-test score was near the end of the LCP range and the student does not need 60 hours of remediation.

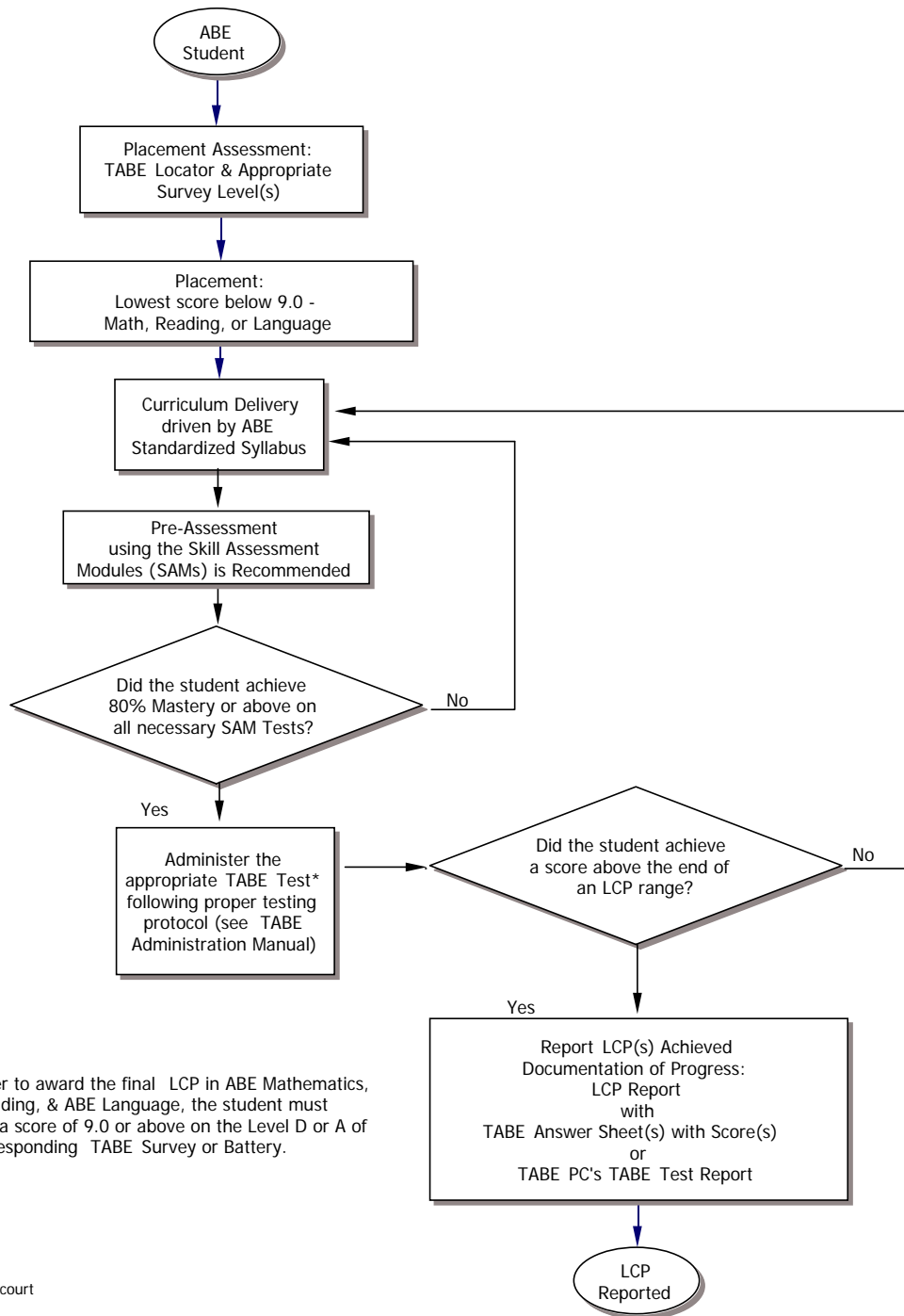
The extenuating circumstance must be documented (rationale for testing *within* the 60 hours) in the comments section of the LCP Reporting form, as well as the testing accommodation that was received, if applicable.

Post-testing must always be completed on an alternate form. (i.e. Form 7 to Form 8 or vice versa or Form 9 to Form 10 or vice versa) of the test or higher level test (i.e. from Level E to M to D to A). **Note: Once Form 9 and 10 are introduced, post-testing must remain with those two forms.** A student cannot be post-tested on Form 7 or 8 once 9 and 10 are used on any given subtest. However, a student can be tested on Form 7 and/or 8 and then Form 9 and/or 10.

Moving from a higher level to a lower level is not acceptable and invalidates the testing process and awarding of LCPs.

**Broward County Public Schools
Career, Technical and Adult/Community Education**

ABE Standardized Procedure for Documenting Progress



*In order to award the final LCP in ABE Mathematics, ABE Reading, & ABE Language, the student must achieve a score of 9.0 or above on the Level D or A of the corresponding TABE Survey or Battery.

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General Educational Development (GED) Documentation of Progress

Although the TABE is used to place students in GED programs, it is not necessary to post-test students using the instrument. A GED student's progress is documented when the individual has passed all or parts of the Official GED Test. GED students will earn an LCP for each of the five subsections of the official GED test when successfully passed.

A student who tests at a 9.0 level or above in Math, Reading, and Language on the initial TABE Assessment is placed in a GED program. Teachers should design and deliver curriculum aligned with performance standards.

Accommodations in testing are available for students with documented disabilities on the Official GED Test. Each request is considered on an individual basis. Each application has specific documentation guidelines and all require a completed application be submitted to the GED Testing Center with an official letter signed by the certifying professional. The test is available in alternate formats. There are also aids that do not require disability documentation that can be used on the Official GED test—see pages 10 (*Test Aids Not Requiring Documentation*) and 11 (*Suggested Accommodations Based on Disability*) for further information. The Disabilities Specialist in the CTACE Department can provide assistance to schools to help expedite this process.

If there is evidence that the student is ready for the Official GED Test or requests to take the test, then the candidate should be registered for the exam (administration of the Official Practice Test is recommended prior to registration, see general guidelines below). Once the testing candidate has passed all or part(s) of the test, report the LCP(s) achieved by completing the LCP Report with a copy of the diploma or transcript. For additional information, see the process on page 36 of this Manual.

GED Official Practice Tests Guidelines

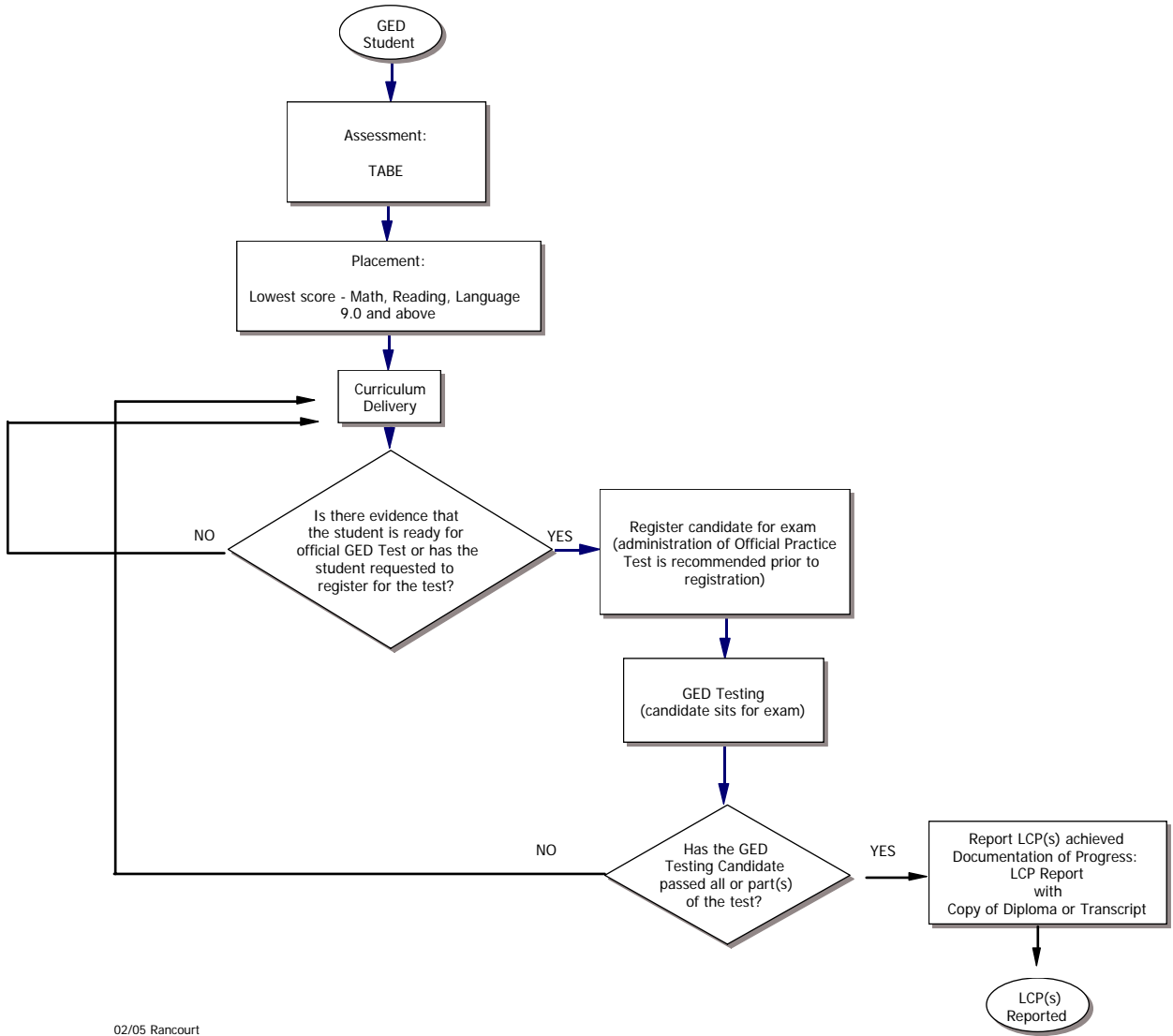
The Official GED Practice Tests should be used to:

- Determine a student's readiness to take the official GED Tests;
- Provide practice in taking tests under standardized conditions similar to those encountered on the official GED Tests; and
- Reduce the anxiety by increasing the candidate's familiarity with the types of questions found on the GED Tests.

If a student has been approved for accommodations on the official GED Tests, the teacher or testing administrator should use the same guidelines for administering the Official GED Practice Tests.

For additional information on the administration and use of the Official GED Practice Tests, see the *Official GED Practice Tests Administrator's Manual*. Distributed by Steck-Vaughn: A Harcourt Company, www.steck-vaughn.com.

GED Standardized Procedure Career, Technical and Adult/Community Education



Florida Department of Education (FDOE) ESOL Program Guidelines

On October 11, 2004, the Florida Department of Education precluded the use of the Tests of Adult Basic Education (TABE) for ESOL programs. State Board Rules have been amended to reflect this change and lists nationally approved instruments, of which the Comprehensive Adult Student Assessment System (CASAS) is the most highly recommended and has been adopted by Broward.

The TABE is no longer used to assess students whose first language is not English and who are enrolling in Adult English for Speakers of Other Languages (ESOL)—also known as English Literacy (EL)—courses for placement. Following are the guidelines to be implemented in Broward County effective January 10, 2005:

1. Before administering CASAS, testers participate in the local CASAS training program to become approved certified CASAS Testers.
2. Use CASAS pre-test score (lower of the two language skills) for Placement level in all ESOL courses except Literacy for Adult ESOL Learners: Adult English Literacy (Core ESOL), EL Academics Skills, Citizenship, Workplace Readiness, and English Literacy for Career and Technical Education (ELCATE).
3. Use the Standardized Syllabi to deliver instruction in all ESOL courses.
4. Use CASAS post-test score (lower of the two language skills) to report Literacy Completion Points (LCP) attainment for state funding the six levels of the Core ESOL Course, and the three levels of ELCATE.
5. Use Progress Reports to report LCP attainment for state funding in ESOL Literacy, EL Academic Skills, Citizenship, and Workplace Readiness ESOL.

Testing Administration and Security

The Comprehensive Adult Student Assessment System (CASAS) is the universally approved instrument by the National Reporting System (NRS) and by the Florida Department of Education (FDOE) for placement of the Adult English of Speakers of Other Languages (ESOL) courses and for progress of the Core ESOL and the ELCATE course. Since funding is based on CASAS scores, the System is High Stakes and therefore, **the reliability, security, credibility and integrity of all testing administration procedures must be ensured at all times.**

As with the GED and the FCAT, CASAS strongly discourages classroom teachers of Adult ESOL to become familiar with the tests. The Florida syllabi has been revised to make sure all competencies assessed by CASAS are included in the appropriate levels, so teachers may safely prepare students for success in the classroom instruction, without being tempted to *teach to the test*. Programs should utilize testers who are not directly involved in instruction for assessing students' placement levels and progress. In addition, **ONLY BROWARD CERTIFIED CASAS TESTING EXAMINERS CAN ADMINISTER CASAS TO STUDENTS.**

Maintenance of Test and Security

State Board Rule 6A-10.042 addresses maintenance of Test Security as follows:

- Testing material should be maintained and administered in a secure manner where integrity of test is preserved.
- Tests or individual questions shall not be revealed, copied or reproduced by persons involved in administration, proctoring, or scoring.
- Examinees shall not be assisted in answering questions in any way by persons involved in administration, proctoring, or scoring.
- Examinees' answers shall not be interfered with in any way by persons involved in administration, proctoring, or scoring.
- Examinees shall not be given answer keys.
- Persons involved in test administration shall not participate in, direct, aid, counsel, assist in, or encourage any activity, which could result in inaccurate measurement of reporting or examinees' achievement.
- All testing procedures and guidelines should be followed at all times.
- Test materials should be numbered or coded in a manner that will provide test administrators with a quick and accurate inventory.

- All test materials shall be kept in a secure, locked storage prior to and after administration.
- All test materials shall be accounted for and written documentation kept by administrators/proctors every time test materials are distributed and returned.
- In the event test materials are missing, designated personnel shall investigate the cause of the discrepancy and provide the Florida Department of Education a report of the investigation within 30 days. The report should include:
 - The nature of the situation
 - Time and place of occurrence
 - Name(s) of person (s) involved or witness to occurrences
- If test materials are missing, designated personnel should report it to the School Administrator and the Director of the Career, Technical and Adult/Community Education Department for reporting to the:
 - Special Investigative Unit (SIU)
 - Florida Department of Education
 - Testing Publisher
- If a student is suspected of cheating or other violations, a report shall be made to the Florida Department of Education or Testing Publisher within 10 calendar days. The report shall include:
 - Description of the incident
 - Names of persons involved or witnesses
 - Other appropriate information
- Violations of test security provisions shall be subject to penalties provided in statute and State Board Rules.

Testing Security Guidelines

ONLY BROWARD CERTIFIED CASAS ADMINISTRATORS CAN ADMINISTER CASAS TO STUDENTS, IN A SECURE ENVIRONMENT, TO ENSURE TEST RELIABILITY AND CREDIBILITY. The following testing guidelines should be followed:

- Establish a testing schedule.
- Provide a testing environment, not a classroom where instruction is taking place.
- Provide secure storage for testing materials.
- Prepare testing room, including seating chart.
- Place a “Do Not Disturb” sign on the door.
- Eliminate distractions.
- Post start and stop times.
- Number test booklets.
- Review directions for administration.
- Plan for distribution and collection of tests, answer sheet, and other testing materials.
- Plan for accommodations to be provided for students with disabilities.
- Verify identification when admitting examinees to testing room.
- Convey positive attitude about the test and encourage examinees to do their best.
- Advise examinees of the purpose of the test.
- Show examinees how to use a piece of paper to move down as they answer each item.
- Read test instructions and directions to examinees.
- Help examinees through the practice items.
- Discourage guessing.
- Document irregularities, if any.

Modifications for Students with Disabilities

- Give students opportunity to discuss their needs early in the counseling process.
- Documentation of the need for testing modifications should be maintained in the student’s folder.
- Reveal information only on a need-to-know basis with written permission.

Modifications may include:

- Flexible scheduling
- Flexible setting
- Flexible responding
- Flexible presentation
- Flexible (extended, but not unlimited) timing

Accommodations Using CASAS Assessment for Learners with Disabilities

In accordance with the requirements of the Americans with Disabilities Act of 1990, accommodations in testing can be made if the need is documented for the learner. Appropriate accommodations in CASAS test administration as well as test formats can be found in the paper entitled *Guidelines for Providing Accommodations Using CASAS Assessment Systems* located in Appendix F, page 58. The paper includes a matrix of accommodated/alternate test formats that are currently available from CASAS and those that are in development aligned to the common disability areas, such as Specific Learning Disability, Deaf/Hard of Hearing, Blind/Visually Impaired, Physically Handicapped and Emotionally Handicapped.

A testing accommodation is a change made to the administration procedure to provide equal access for students with disabilities to demonstrate their knowledge and skills. A general rule to follow is that the environment in which the test is given may be altered (use of a writer, extended time, frequent breaks), but the test format itself may not be altered (using a copy machine to enlarge the print, putting a paper/pencil test on a computer disk, reading the test onto an audio tape). Also, if the accommodation under consideration is not used for instruction, then it should not be used in the testing situation.

Responsibility of Learner

Adult learners with disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, orientation or program entry. The official registration application form indicates that individuals with disabilities requiring accommodations should seek assistance. It is at that time that the adult learner should make an appointment with the school designee for disability services to discuss the need for accommodations. The documentation should show how the disability substantially limits the student's current ability to take tests under standard conditions. The information can come from a doctor's report, a diagnostic assessment from a certified professional, and other clinical records. There may be times that the local Vocational Rehabilitation office has referred the student and will provide disability documentation. District procedures require that any modification to the testing process be documented on the Section 504/ADA Confidential Accommodation Plan. Please follow the guidelines outlined in the CTACE Section 504/ADA Accommodation Procedures Manual for Adults with Disabilities for completing the Accommodation Plan. There is a 504 liaison identified at every school to assist with this process (see the 504 Plan, Appendix D, page 56).

Responsibility of School

All reasonable accommodations are provided at no cost to the individual who is taking the test. The costs are negligible for most of the common accommodations that will be requested. For more costly accommodations such as an interpreter, it may be possible to make arrangements with an interpreter from K-12. Any disability-related information is confidential and should be maintained in a locked cabinet. It should only be used for assuring the learner an accommodation and for notation on the answer sheet. The type of

accommodation(s) provided should be described on the Student Examinee Record/ Score Sheet when the standardized procedure has been altered (such as use of a calculator, reader for directions, or scribe). Response to CASAS test items is not time dependent so providing extended time does not alter standardized procedures.

Accommodations

Accommodations are based on documented needs of individual learners and not based on a disability category. Examples of accommodations in test administration procedures or environment are:

- Testing in an alternate room
- Extended time
- Supervised breaks
- Scribe
- Providing a sign language interpreter for test administration directions only

Test Administration for Learning Disabilities

If it has been determined that the student has a learning disability, then a formal assessment was conducted by a licensed professional (e.g., psychologist, psychiatrist, medical doctor) either in the school system or outside. Programs should request documentation of a formal diagnosis of a learning disability prior to providing test accommodations.

Test Administration for Deaf or Visually Impaired Learners

For the person who is deaf and acquires and receives instruction with the assistance of a sign language interpreter, it will be necessary for the school to have a sign language interpreter sign the **test directions only** and **only** administer the reading portion of the test. Interpreters **do not sign the test questions** themselves because the purpose of the assessment is to determine level of basic reading literacy skill. A written copy of the directions may be provided if the student so chooses this accommodation instead.

For the person with blindness or low literacy skills, administer the listening portion of the test **only** with a reader reading the choice responses and recording the student's answer to the tape. The tests are still being developed in both Braille and an audio format at this time. It will be several months before they are completed.

Large Print versions of the CASAS test are available and can be requested by any student if they believe that they can benefit from it, whether or not he'/she has a documented formal diagnosis. Please contact the Disabilities Specialist at the CTACE Department should you need CASAS in Large Print. When administering CASAS using an alternate format, e.g., large print for a vision impairment, or an accommodation, e.g., breaks, the test examiner is required to document that testing accommodations were provided on the student's answer sheet, e.g., *Note: Student has a documented disability. Test Accommodations Provided: Additional Time—(specify) Time and a half.*

PROVIDING ACCOMMODATIONS USING CASAS ASSESSMENT

DISABILITY	TEST ADMINISTRATION PROCEDURES	CASAS TEST FORMS AVAILABLE	CASAS TEST FORMS IN DEVELOPMENT
Specific Learning Disability and/or ADHD such as dyslexia, dyscalculia, receptive aphasia, hyperactivity, written language disorder, attention deficit disorder	Extended time Alternate schedule Frequent breaks Scribe/writer/alternate room Computer — spelling and grammar check disabled Simple calculator <i>for Level A/B only</i>	<i>Large- print tests</i>	Auditory format for specific learning disabilities Audio format for Government and History for Citizenship
Deaf or Hearing Impaired	Sign language interpreter <i>for test directions only</i> Head phones for those taking a listening test		
Blind or Visually Impaired	Magnifier	<i>Large- print CASAS tests</i> <i>Computer-based CASAS tests</i>	Auditory format Braille format
Mobility impairment	Extended time Alternate site/equipment Scribe/writer/communication board		
Psychiatric Disability such as schizophrenia, major depression	Extended time Supervised breaks		
Developmental Disability such as autism, cerebral palsy, epilepsy, mental retardation		<i>Adult Life Skills</i> Forms 310 through 350 <i>POWER</i> , Form 305 and 303	<i>POWER</i> - Form 301

Note. The accommodations listed above are suggestions only and in addition to use of regular CASAS tests. Accommodations are based on needs of individual learners and *not* on a disability category. Any testing accommodation should be consistent with documentation in the learner’s annual plan. Alternate test forms developed by CASAS do not modify test standards.

Comprehensive Adult Student Assessment System (CASAS)

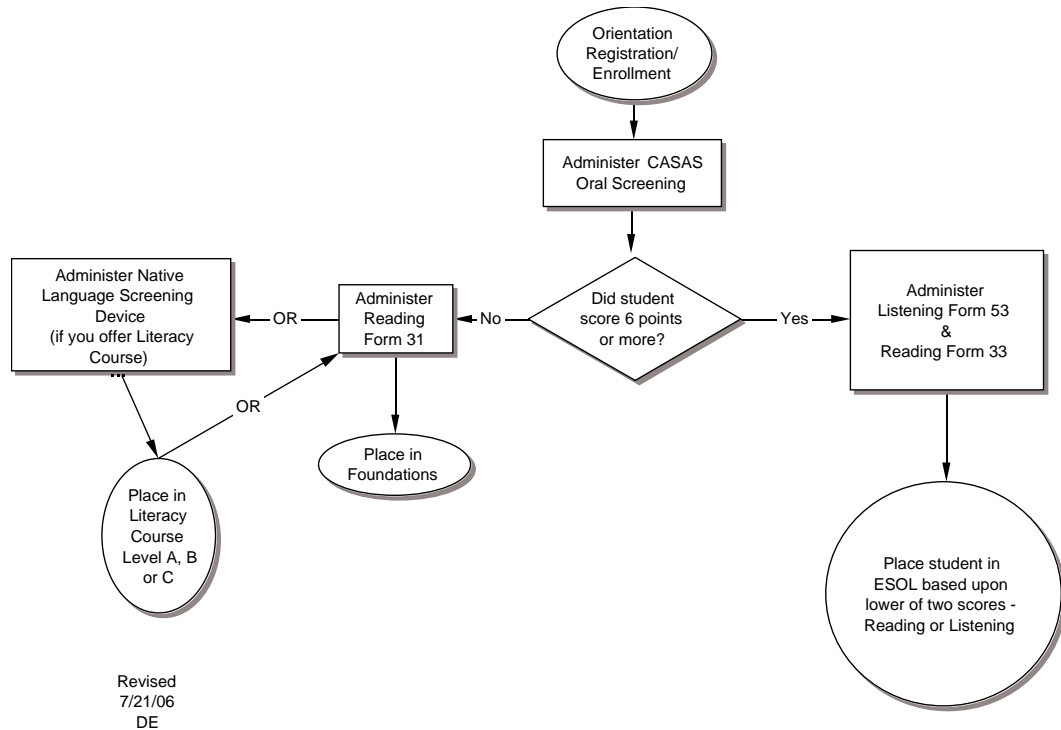
The following are the Broward County approved test forms used for placement and progress for Adult ESOL Learners in the Adult English Literacy courses:

Oral Interview (6 questions)

Level A Reading	Form 31	Form 32	Form 32X
Level A Listening	Form 51	Form 52	
Level B Reading	Form 33	Form 34	Form 34X
Level B Listening	Form 53	Form 54	
Level C Reading	Form 35	Form 36	
Level C Listening	Form 55	Form 56	
Level D Reading	Form 37	Form 38	
Level D (No Listening Test)			

*For the English Literacy for Career and Technical Education (ELCATE) Course the CASAS Employability Competency Series (ECS), Reading only, levels B Forms 13 and 14, C Forms 15 and 16, and D Forms 17 and 18 are approved.

Broward County ESOL Placement Procedures



Administering the Oral Interview and the Native Language Survey

Oral Interview	Native Language Literacy Survey
<ul style="list-style-type: none"> • Administer to all incoming ESOL students. • Assesses ORAL (listening comprehension and speaking) ability in English. • Tester asks the questions – students do not see the written form. • Tester assigns points following the rubric: <ul style="list-style-type: none"> ➢ Answer as a native speaker = 2 ➢ Answer in broken English = 1 ➢ Answer in Native Language – Ask student if they can answer in English = No = 0 ➢ Do not answer or incorrect response = 0 • Six points or more = Administer CASAS Test Form 33 and 53 for Placement in Core ESOL 99000400. • Five points or less (if you do not offer Literacy Course 99000300) = administer CASAS Test Form 31 and place in Core ESOL Foundations Level (placement score is based on the Oral Interview score and recorded as the Listening score of 000-005). • Five points or less (if you do offer Literacy Course 99000300) = administer the Native Language Literacy Survey. 	<ul style="list-style-type: none"> • Administer to students scoring five points or less in the Oral Interview – if you do offer the Literacy Course 990003000. • Assesses LITERACY (reading and writing) ability in the native language. • Testers give students the Language Survey in their language of choice (Haitian Creole, French, Spanish, Portuguese, etc.). • Tester places students in Level A, B, C of Literacy Course, or in Foundations Level of Core ESOL, following the English version of the Survey, based on the rubric: <ul style="list-style-type: none"> ➢ Completes most information on Part I but not in Part II or III = Level A. ➢ Completes most information on Part I and Part II but not in Part III = Level B. ➢ Completes most information on Part I, Part II and Part III, but with deficiencies in punctuation, spelling, letter design, word order, etc. = Level C. ➢ Completes all parts with obvious literacy ability in native language, administer CASAS Test Form 31 and place in Core ESOL Foundations Level (based on the Listening score of 000-005).

Placement Procedure Steps

Administer the CASAS Oral Screening.

If the student obtains **6 points or more**,

- Administer CASAS Listening Form 53 (40 minutes).
- Administer CASAS Reading Form 33 (50 minutes).
- Select the lower score between the Listening and the Reading tests, and place student in the Core ESOL Course # 9900040 according to the CASAS Scale Score ranges in the following chart:

Adult English Literacy (CORE ESOL)			
CASAS Scale Scores	Level	LCP	Functioning Levels
0-180	Foundations	A	1
181-190	Low Beginning	B	2
191-200	High Beginning	C	3
201-210	Low Intermediate	D	4
211-220	High Intermediate	E	5
221-235	Advanced	F	6

Note: If a student scores in the highest range (228 to 232) in Form 33 and/or (223 to 230) in Form 53, you may administer the next level Form 35 and/or Form 55 to consider placement to the Advanced level (LCP F) or in Academic ESOL.

If the student obtains **5 points or less**,

- Administer Reading Form 31. Place student in the Foundations Level of Core ESOL based on the Listening score (Oral Interview) of 000-005

Or

- If you offer the Literacy Course # 990030, administer the Native Language Screening Device; place student in the appropriate Level of Literacy, based on the Rubric. If the Rubric indicates that the student has Native Language Literacy, administer Reading Form 31 for placement in the Foundations Level of Core ESOL, based on the Listening score of 000-005.

Literacy for Adult ESOL Learners		
Native Language Screening	LCP	Functioning Levels
	A	Q
	B	R
	C	S

Note: Although ESOL Placement is based upon the lower of the two scores—CASAS Reading and Listening—both scores must be reported.

ELCATE	
Employability Competency Series Scale Scores Reading CASAS C Form 15 or 16	LCP
201-210	A
211-220	B
221-235	C

The placement scores for the other ESOL courses are as follows:

Course	Score	LCP Level	Functioning Levels
Academic ESOL	Reading 236 + Listening 221+	A	7
Citizenship	201+	A	Z
Workplace Readiness	Varies	A	Z

CASAS Post-Testing Procedures

The following instruments must be administered to document level completion:

Literacy for Adult ESOL Learners # 9900300

- Level A - Progress Report
- Level B - Progress Report
- Level C - Progress Report

Adult English Literacy (Core ESOL) # 9900040

Adult literacy providers should administer post-tests, using an alternate form, at the end of a semester, term, quarter, or other substantial block of instruction to document learning gains. CASAS recommends that approximately 70 to 100 hours of instruction should take place before students are referred for post-testing. remediation guidelines should be followed. The following are exceptions:

- Programs may assess individual learners who indicate they are leaving the program before the scheduled post-test time to maximize collection of paired test data. However, testing should not occur before at least 40 hours of instruction.
- Factors that affect learning gains include intensity and duration of instruction, motivation of learners, competence of instruction, the link between learner goals and instruction, and other instructional factors.
- Program personnel may wish to retest students returning the following semester or reporting period if they have reason to believe that during the learner's absence or over the summer, a significant learning intervention occurred that may invalidate the learner's previous assessment results. In such circumstances, retesting is always an option

Since students are placed based on the lower of the two scores (CASAS Reading/Listening), only the post-test of corresponding lower skill needs to be administered for progress, until the student reaches the level with the corresponding second skill placement score; at that point, both post-tests (CASAS Reading and Listening) must be administered to document progress.

The following post-tests may be administered to show progress:

Level	Reading	Listening
A	CASAS A - Form 32	CASAS A - Form 51
B	CASAS B - Form 34	CASAS A - Form 52
C	CASAS B - Form 34X	CASAS B - Form 54
D	CASAS C - Form 35	CASAS C -Form 55
E	CASAS C - Form 36	CASAS C - Form 56
F	CASAS D - Form 37	No Test

If a student does not score within the range necessary to progress to the next level, remediation must take place for a minimum of six weeks prior to a second post testing administration, unless there are special circumstances (student will leave the program, score was marginal), and an alternate form must be used.

Remediation Guidelines

After determining the areas of strength and weakness, it is appropriate to deliver instruction that targets the goals and curriculum of the program. Teacher instructs and assesses student gains of the missed competencies. Assessments may be the Exit Tests, textbook quizzes or teacher-made quizzes that measure specific competencies.

Alternate forms are:

Level	Reading	Listening
A	CASAS A – Form 32X	52
B	CASAS B - Form 33	51
C	CASAS B - Form 34	53
D	CASAS C - Form 36	56
E	CASAS C - Form 35	55
F	CASAS D - Form 38	

Note: For more specific post-testing guidelines based on individual placement scores, refer to CASAS Test Administration Manual.

Documentation of progress in the other ESOL Courses is as follows:

VESOL/ELCATE # 9900050

Employability Competency Series (ECS)

Employability Competency Series		
Level	Reading	Form
LCP A	CASAS B	Form 13 or 14
LCP C	CASAS C	Form 15 or 16
LCP D	CASAS D	Form 17 or 18

Academic ESOL #99000510

Progress Report

Citizenship # 99000900

Progress Report

Workplace Readiness ESOL #99000800

Progress Report

Appendix A

Acronyms

AAS – Associate in Applied Science

AIEP –Adult Individual Education Plan

APA – American Psychological Association

CASAS – Comprehensive Adult Student Assessment System

CTACE – Career, Technical, and Adult/Community Education

EL – English Literacy

ELCATE – English Literacy for Career and Technical Education

ELL – English Language Learner

ESL – English as a Second Language

ESOL – English for Speakers of Other Languages

FAC – Florida Administrative Codes

FCAT –Florida Comprehensive Assessment Test

FDOE – Florida Department of Education

FS – Florida Statutes

IEP – Individual Education Plan

LCP – Literacy Completion Point

LEA – Local Educational Agency

LEP – Limited English Proficiency

OCP – Occupational Completion Point

SEM – Standard Error of Measurement

SPL – Student Performance Level

TABE – Tests of Adult Basic Education

VPI – Vocational Preparatory Instruction

Appendix B

Licensure Programs that Exempt Students From Meeting Basic Skills Requirements

Program Name	Program Number	Name of License/Certification	Certifying Agency
Basic X-Ray Machine Operator	H170209	Basic X-Ray Machine Operator	Bureau of Radiation Control: Department of Health
Massage Therapy	H120405	Licensed Massage Therapist	Board of Massage Therapy: Department of Health
Medical Clinical Laboratory Technician-ATD	H170308	Medical Laboratory Technician	Board of Clinical Laboratory Personnel: Department of Health
Medical Laboratory Technology	H170307	Medical Laboratory Technician	Board of Clinical Laboratory Personnel: Department of Health
Practical Nursing	H170605/8418300	Licensed Practical Nurse	Board of Nursing
Air Traffic Control	I490105	Air Traffic Controller	Federal Aviation Administration
Airframe Mechanic	I470612	Airframe Mechanic/Power Plant Mechanic/Airframe and Power Plant Mechanic	Federal Aviation Administration
Aircraft Power Plant Mechanics	I470622	Airframe Mechanic/Power Plant Mechanic/Airframe and Power Plant Mechanic	Federal Aviation Administration
Advanced Automotive Technology	I470604	Automotive Service Excellence (ASE)	National Association of Technicians Educational Foundation (NATEF)
Automotive Collision Repair and Refinishing	I470603/8709000	Automotive Service Excellence (ASE)	National Association of Technicians Educational Foundation (NATEF)
Automotive Service Technology	I470608/8709400	Automotive Service Excellence (ASE)	National Association of Technicians Educational Foundation (NATEF)
Heavy Duty Truck and Bus Mechanics	I470605/8742000	Automotive Service Excellence (ASE)	National Association of Technicians Educational Foundation (NATEF)
Avionics	I470199	General Radiotelephone Operator License (PG) and/or Commercial Operator License	Federal Communications Commission
Barbering	I120402/8757100	Barber/Restricted Barber	Board of Barbering Licensure
Commercial Fishing	I490303/8751200	Fishing Vessel Captain	US Coast Guard
Cosmetology	I120404/8757200	Cosmetologist	Board of Cosmetology
Combination Law Enforcement/Correctional Officer	P430191	Law Enforcement Officer/Correctional Officer	Florida Department of Law Enforcement
Correctional Officer	P430102	Correctional Officer	Florida Department of Law Enforcement
Fire Fighter II	P430205/8918100	Fire Fighter II	Department of Insurance
Fire Officer I	P430206	Fire Officer I	Department of Insurance
Law Enforcement Officer	P430105	Law Enforcement Officer	Florida Department of Law Enforcement

Appendix C



**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
AUTHORIZATION FOR RELEASE OF INFORMATION**

Date: _____

Re: _____

Date of Birth: _____

Social Security Number: _____

I hereby authorize that all available educational, psychological, vocational and/or medical information related to the disability that needs accommodation, including IEP or 504 Plan released to: _____ (*School Name*) for its use whenever necessary.

Signature of Student

Date

Parent/Guardian (if under 18 or adjudicated incompetent)

Date

Guidance/Instructor or LEA Signature

Date

PLEASE MAIL REPLY TO:

Name of School Contact: _____

Title: _____

School Name: _____

Address: _____

Phone Number: _____

Fax Number: _____

Career, Technical and Adult/Community Education
600 Southeast Third Avenue, 11th floor
Fort Lauderdale, FL 33301

4710

Appendix D

**The School Board of Broward County, Florida
Section 504/ADA Confidential Accommodation Form
for Adults with Disabilities in
Career, Technical and Adult/Community Education Programs**

NAME: _____ DATE OF BIRTH: _____ DATE: _____
STUDENT ID#: _____ SCHOOL: _____

1. Does the student have a physical or mental impairment which substantially limits a major life activity? Yes No
If YES, describe the limitation(s):

2. Is written verification of the disability on file? Yes No
If YES to questions 1 and 2, student meets Section 504/AD4 eligibility criteria.

3. Does the student's disability require any instructional accommodations, and/or related aids and services in order for the student to benefit from his/her educational program? Yes No

The student's specific **NEEDS** are indicated below:

The following **STRATEGIES** will be implemented in order to meet the student's needs:

COMMENTS:

SIGNATURE OF PARTICIPANTS:

Student

LEA Representative

Teacher (if available)

Parent/Guardian
(if the student is under 18 or adjudicated incompetent)

The intent of Section 504/ADA is to guarantee all qualified students with disabilities access to programs, services, and activities.

Appendix E

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Section 504 of the Rehabilitation Act of 1973
Americans with Disabilities Act of 1990
(SECTION 504/ADA)

**RIGHTS AFFORDED BY SECTION 504 OF THE REHABILITATION ACT OF
1973/AMERICANS WITH DISABILITIES ACT OF 1990**

Adults with Disabilities enrolled in Career, Technical and Adult/Community Education Programs have the right to:

1. Request accommodations to take part in and receive benefits from programs, services, and activities without discrimination because of your disabling condition.
2. Have the school district advise you of your rights under federal law.
3. Receive services and be educated in facilities that are comparable to those provided to non-disabled students.
4. Examine all relevant records relating to decisions regarding your accommodations.
5. File a grievance. Procedures for filing a grievance are maintained by the school administrator.
6. Receive a copy of your rights as identified herein.

The person responsible for assuring that the district complies with Section 504/ADA is the Director of Equal Educational Opportunities, who may be reached at (754) 321-2150.

Appendix F

GUIDELINES FOR PROVIDING ACCOMMODATIONS USING CASAS ASSESSMENT FOR LEARNERS WITH DISABILITIES

PURPOSE

The accountability standards in the 1998 Workforce Investment Act include the Rehabilitation Act Amendments of 1998 to improve access to adult programs and achieve employment outcomes for learners with disabilities. Section 504 in the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act of 1997, and The Americans with Disabilities Act of 1990, have provisions related to testing accommodations for learners with disabilities. The Act ensures equal access for all learners in education programs, including learners with disabilities in the No Child Left Behind Act of 2001. Accommodations provide an opportunity for all test takers to demonstrate their skills and ability. The accommodations may alter test administration procedures without changing what the test is intended to measure.

The following guidelines address methods for administering CASAS assessments using accommodations for learners with documented disabilities. The suggested accommodations for disability categories consist of the provisions below.

1. Accommodations in test administration procedures.
2. Use of appropriate CASAS test forms.

LOCAL AGENCY RESPONSIBILITY

Local test administrators must consider the individual needs of the learner when they provide accommodations. The responsibility of fulfilling learner requests for accommodations is that of the local agency, not of CASAS. However, CASAS will work with state and local agencies to develop additional tests that are in a format reflecting the manner in which learners acquire and report information needed to function in everyday life. For example, if a learner is legally blind and reads information using Braille, then a standardized reading test in a Braille format is appropriate for testing. CASAS is currently developing such a form to include test items in Braille that reflect functional literacy situations in the life and work of a person who is blind.

Local agencies are responsible for providing fully accessible services and have the responsibility to ensure that these services meet reasonable criteria. In addition, the agency administering the test must provide any necessary accommodations at no cost to the learner. The costs are negligible for most of the common accommodations that learners will request.

Local agency, district, and state accountability data collection systems should include CASAS test results for learners with disabilities. However, all public reports of test results must follow confidentiality laws and report scores without reference to name, address, or Social Security number of the learner. Local and state agencies may also want to collect accountability data on which and how many accommodations or alternate test forms are provided during test administration for program improvement purposes.

Adult learners with disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after diagnosis. The need to use an accommodation should be documented in official learner records, such as the Individual Education Plan (IEP) or Individualized Plan for Employment (IPE). The information could come from a doctor's report, a diagnostic assessment from a certified professional, and other clinical records. Adult agencies can often contact the local division of vocational rehabilitation or a secondary school to request documentation of a disability. The documentation must show that the disability interferes with the learner's ability to demonstrate performance on the test.

Local agencies should provide the same accommodations when they administer CASAS assessment as they do for the learner during instruction and as documented in annual plans such as individual education plans. For example, if the learner acquires information and receives instruction with the assistance of a sign language interpreter, then an interpreter is also necessary to provide directions for standardized testing. However, interpreters *do not sign the test questions themselves* because the purpose of the assessment is to determine level of basic reading literacy skill.

It is important that a learner practice using the appropriate accommodation during instruction *before* using the accommodation during the assessment. Also, it is important to *ask learners* what accommodations will work best in their situation.

CASAS has a variety of standardized performance-based assessment instruments to use with learners who do not demonstrate their skills well on multiple-choice tests. Standardized performance-based instruments are available for special purposes such as demonstration of writing and speaking skills and functional life skills for developmental disabilities.

ACCOMMODATIONS IN TEST ADMINISTRATION PROCEDURES

Local test administrators may provide or allow some accommodations in test administration procedures or environment for documented disabilities without contacting CASAS. Test administrators often use these same strategies as *test taking strategies* for other learners who do not have documented disabilities. Students may request to take only one test per day or to test in an alternate quiet room. Learners may also use a variety of strategies when they take a test, such as a plain straight-edge ruler, magnifying strips or glass, colored overlays, ear plugs, and other devices as deemed appropriate¹.

Sample accommodations in test administration procedures or environment are shown in Table 1. Examples of these accommodations are extended time, supervised breaks, or sign language interpreter *for test administration directions only*. The accommodations listed are suggestions only. Accommodations are based on needs of individual learners and *not* on a disability category. Any testing accommodation must be consistent with documentation in the annual plan, such as an IEP. These strategies do not alter the

¹ www.acenet.edu/calec/gcd/

validity of the test results. The local test administrator does not need to contact CASAS when providing these accommodations.

It is *not* an appropriate accommodation in test administration procedures to *read a CASAS reading test* to a learner with low literacy skills or blindness. The purpose of a reading test is to assess reading skill levels and to determine the learner's appropriate instructional level, not to assess knowledge of a subject area. Agencies may call CASAS to provide information on these or other suggested accommodations.

USE OF APPROPRIATE CASAS TEST FORMS

It is important to use an appropriate test form that best meets the learner's goals and manner of receiving and reporting information. Most learners with a disability can take some form of a CASAS test. CASAS is able to provide large-print versions of all tests. Large-print tests and computer-based tests are examples of test forms often used for learners with documented disabilities based on need as well as for *all* learners. The Employability Competency Test (ECS) appraisal as well as the ECS reading pre- and post-tests and the Life Skills reading pre and post-tests are available in large-print forms. Large-print forms of the Beginning Literacy Reading forms and the Reading for Citizenship series are also available. The POWER performance-based assessment and the Tests for Life Skills, Forms 310-340, are available specifically for learners with developmental disabilities.

CASAS is currently expanding development of other test forms to measure basic literacy skills of learners with specific documented disabilities. For example, a functional auditory test to measure basic literacy skills is in development for learners who are blind or have a visual impairment. Current CASAS reading, math, and listening tests include multiple displays (test prompts) of actual everyday items — maps, telephone books, paycheck stubs, graphs — that cannot be translated realistically into an audio format or into Braille. Please contact CASAS if you are interested in participating in a national validation of appropriate assessment for visually impaired or blind learners. The CASAS test development process always includes field-based specialists who help design, develop, and field test assessment instruments to ensure appropriateness for assessment of the specific population.

WHEN APPROPRIATE CASAS TESTS ARE NOT AVAILABLE

Please contact CASAS to obtain permission *before* changing the test format locally, if the test form is not currently available from CASAS. CASAS requires approval because changes in test format affect the standardization and statistical measures for the test. CASAS will provide advice regarding appropriate accommodations that are not currently available to test administrators.

Contact CASAS at 858-255-1036 for further information on appropriate accommodations for using CASAS tests.

TABLE 1

PROVIDING ACCOMMODATIONS USING CASAS ASSESSMENT

DISABILITY	TEST ADMINISTRATION PROCEDURES	CASAS TEST FORMS AVAILABLE	CASAS TEST FORMS IN DEVELOPMENT
Specific Learning Disability and/or ADHD such as dyslexia, dyscalculia, receptive aphasia, hyperactivity, written language disorder, attention deficit disorder	Extended time Alternate schedule Frequent breaks Scribe/writer/alternate room Computer — spelling and grammar check disabled Simple calculator for Level A/B only	<i>Large- print tests</i>	Auditory format for specific learning disabilities Audio format for Government and History for Citizenship
Deaf or Hearing Impaired	Sign language interpreter for test directions only Head phones for those taking a listening test		
Blind or Visually Impaired	Magnifier	<i>Large- print CASAS tests</i> <i>Computer-based CASAS tests</i>	Auditory format Braille format
Mobility impairment	Extended time Alternate site/equipment Scribe/writer/communication board		
Psychiatric Disability such as schizophrenia, major depression	Extended time Supervised breaks		
Developmental Disability such as autism, cerebral palsy, epilepsy, mental retardation		<i>Adult Life Skills</i> Forms 310 through 350 <i>POWER</i> , Form 305 and 303	<i>POWER</i> - Form 301

Note. The accommodations listed above are suggestions only and in addition to use of regular CASAS tests. Accommodations are based on needs of individual learners and *not* on a disability category. Any testing accommodation should be consistent with documentation in the learner's annual plan. Alternate test forms developed by CASAS do not modify test standards.

Appendix G

TABE Quick Reference Guide

1. **WORD LIST TOTAL TIME:** 15 minutes
2. **PRACTICE EXERCISE** 20 minutes
3. **LOCATOR TOTAL TIME:** 37 minutes

SECTION	TIME
Reading	12 minutes
Mathematics Computation	5 minutes
Applied Math	8 minutes
Language	12 minutes

LOCATOR TEST SCORES EVALUATION CHART			
Reading	Mathematics	Language	TABE Level to Administer
6 and below	4-6	6 and below	E
7-8	7-8	9-10	M
9-10	9-11	9-10	D
11-12	12-16	11-12	A

4. **LEVELS (E,M,D,A) TOTAL TIME:** 90 minutes

SECTION	TIME
Reading	25 minutes
Mathematics Computation	14 minutes
Applied Math	25 minutes
Language	25 minutes

5. **TABE 9 & 10 Survey Test Grade Ranges**

TEST LEVEL	GRADE RANGE
E (Easy)	2.0 – 3.9
M (Medium)	4.0 – 5.9
D (Difficult)	6.0 – 8.9
A (Advanced)	9.0 – 12.9

Appendix H



**Atlantic Technical Center
AND TECHNICAL HIGH SCHOOL**

4700 Coconut Creek Parkway • Coconut Creek Florida, 33063
754.321.5100 • Fax 754.321.5380

Name: _____

Program: _____

Social Security #: _____

Basic Skills Exemption

The Florida legislature has mandated that all adult students enrolled in certificate programs of 450 clock hours or more must complete an entry-level examination utilizing the TABE (Tests of Adult Basic Education). Certain students may request and be granted basic skills exemptions due to either testing at another site; having tested on another state-approved test; possessing a college degree from an accredited institution at the Associate in Applied Science (AAS) level or higher; or passing a related state, national or industry licensure examination. This exemption from meeting State-mandated exit scores in reading, mathematics, and language is on a case-by-case basis with consideration given to the nature of the specific technical program and industry expectations.

Pursuant to State Board Rule 6A-10.040(8), to receive an exemption from meeting the basic skills requirement, one of the following must be received:

1. An official copy of test scores from the institution that administered a test indicating the student completed the College-Level Academic Skills Test (CLAST).

Minimum Scores Acceptable:

Reading – 295

Writing – 295

Computation – 295

Essay – 6



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- 2A. A copy of test scores from a test that exempted the student from taking the CLAST. To receive this exemption, only test scores from the following will be considered:

Test	Minimum Scores	
ACT	14 in Composite 15 in English 13 in Mathematics	<input type="checkbox"/>
Enhanced ACT	16 in Reading 16 in English 16 in Mathematics	<input type="checkbox"/>
SAT	340 Verbal 31 in TSWE 400 in Mathematics	<input type="checkbox"/>
MAPS	13 in Reading Comprehension 31 TSWE 209 in Elementary Algebra	<input type="checkbox"/>
New MAPS	109 in Reading 311 in Conventions of written English 613 in Elementary Algebra	<input type="checkbox"/>
CPT	72 in Reading Comprehension 78 in Sentence Skills 51 in Elementary Algebra	<input type="checkbox"/>
ASSET	22 in Reading Skills 43 in Language Usage 12 in Elementary Algebra	<input type="checkbox"/>
New ASSET	37 in Reading Skills, Writing Skills and Elementary Algebra	<input type="checkbox"/>

- 2B. • For Automotive students, student has at least one ASE certification.
Copy is attached.
- For Technology students, student has either A+, N+ or CCNA exam (CISCO).
Copy is attached.
3. An official copy of the transcript (presented by the student in a sealed envelope with a college/university seal or received from the college/university granting the degree) and/or a Broward County Public School.

Item # _____ has been presented to me, photocopied, and attached to this document for placement into the student's cumulative folder.

Counselor Signature: _____ Date: _____

Sources

- Comprehensive Adult Student Assessment System (CASAS) *Guidelines for Providing Accommodations Using CASAS Assessment* (2003, November).
- Florida Department of Education, Division of Community Colleges and Workforce Education (2006). Technical Assistance Paper *Assessment Policies and Procedures: Adult General Education Programs*.
- Marmor, Bonnie (2004, October 11). Memorandum on *Assessment of Adult Education Students, including English Speakers of Other Languages (ESOL) and Vocational English Speakers of Other Languages (VESOL) Students*.
- Official GED Practice Tests Administrator's Manual. (2002). Steck-Vaughn Company.
- State Board of Education, Administrative Rule GA-6.014 *General Requirements for Adult General Education Program*. Retrieved at <http://www.firn.edu/doe/rules/6a-61.htm#6A-6.014>
- Tests of Adult Basic Education, Norms Book, Forms 7 & 8. CTB/McGraw-Hill, Monterey, California. 1995.