

Ohio Aspire FY 2025 Assessment Policy

July 1st, 2024-June 30th, 2025

Introduction

Federal guidelines state that assessment procedures to fulfill the accountability requirements of the Workforce Innovation and Opportunity Act (WIOA) must be valid, reliable, and appropriate. This document provides Ohio Aspire programs with guidelines for developing and implementing a comprehensive assessment policy for Adult Basic Education (ABE), Adult Secondary Education (ASE), English for Speakers of Other Languages (ESOL) programs, Integrated English Literacy and Civics Education (IELCE) programs and Workplace Education programs.

The Ohio Aspire assessment policy guidelines include the selection and use of appropriate student assessment and procedures for:

- accurate student placement into appropriate program and instructional level;
- diagnostic information to guide instruction;
- initial and progress testing procedures to monitor progress toward goals; and
- certification of level and program completion.

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

The National Reporting System (NRS) is the accountability system for the federally funded adult education program. The Ohio Aspire Assessment Policy aims to ensure Ohio's success in meeting and exceeding the NRS goals for documenting student achievement identified in WIOA.

Note: For the purpose of aligning the Assessment Policy with definitions used in NRS reporting:

ABE	=	Educational Functioning Levels (EFL) ABE 1-4
ASE	=	ABE 5-6
ESOL/IELCE	=	ESL 1-6

Need for the Assessment Policy

Standardized, ongoing assessment of student progress is essential to ensure that all adult students become proficient in literacy and language skills. To ensure accuracy and consistency, Ohio Department of Higher Education Aspire Program (ODHE/Aspire) mandates programs use NRS approved assessments with proven validity and reliability.

Validity refers to the extent to which the instrument measures what it intended to measure. To establish the content validity with respect to the requirements of the NRS, there must be evidence that the items/tasks of the instrument measure the skills associated with the EFL.

Reliability refers to the degree of consistency in performance of an assessment; that is, the extent to which an examinee would be expected to perform similarly across multiple administrations of the instrument or under different conditions.

Standardized assessment data are used to place students at appropriate levels of instruction; diagnose student strengths and weaknesses; monitor progress and certify student mastery at specific levels of instruction or readiness to exit adult education. In addition, data drives program quality, professional development, and performance targets. Results from the assessment provide the basis for the Local Program Desk Review. Uniform implementation of policy allows for comparability across programs within the state. Sound policy helps ensure standardization.

Purposes and Uses of Assessment

Aspire programs are encouraged to use a variety of assessments to assist in informing instruction. Standardized assessments, used to document student placement, progress, and level advancement, are described in detail in subsequent sections of this document. In addition, ODHE/Aspire requires all programs to use student portfolios. The Aspire Portfolio System provides a framework for standards-based education. The use of informal assessments such as teacher-made tests, diagnostic assessments, unit tests, applied performance assessments and student observations are also encouraged to monitor learning and to inform instruction on an ongoing basis.

Standardized Assessment Overview

Locator and Placement Quizzes

An appraisal/locator test is used to help determine the appropriate initial test level(s) to administer.

Approved Locator Tests	ESOL	ABE/ASE
TABE CLAS-E		
Reading	✓	
Writing	✓	
Speaking	✓	
Listening	✓	

CASAS		
Reading STEPS	✓	
Listening STEPS	✓	
TABE 11/12		
Reading		✓
Math		✓
Language		✓
ACT WorkKeys		✓
Placement quizzes in the WorkKeys Curriculum act as locator test		✓

Initial test

Initial assessments are the basis for placing students in the appropriate Educational Functioning Level (EFL). It is the baseline on which programs measure student learning gains. For NRS reporting purposes, placement in educational functioning levels in LACES is determined by the lowest pretest scale score, though local programs have an option to manually select a different tracking subject if a student articulates different goals during conferencing.

Progress test

Any test given after the initial test is called a progress test. A student can have multiple progress tests. Level advancement is determined by comparing a student's initial scale score with their scale score when reassessed with the same standardized assessment (progress test). If a student is not progress tested, level advancement cannot be determined.

Approved Tests	EFL	ESOL	ABE/ASE
TABE CLAS-E (paper forms A, B and online)			
Reading	1-6	✓	
Writing	1-6	✓	
Speaking	1-6	✓	
Listening	1-6	✓	
Best Plus 3.0-Computer-based	1-6	✓	
Best Literacy 2.0-Paper Pencil Only	1-4	✓	

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CASAS			
Reading STEPS-Etest or Paper Pencil	1-6	✓	
Listening STEPS Etest or Paper/with CD	1-6	✓	
TABE 11/12 (paper and online)			
Reading	1-6		✓
Math	1-6		✓
Language	1-6		✓
ACT WorkKeys-Computer Based			
Applied Math (Forms 014, 015, 016, 017)	1-6		✓
Workplace Documents (Forms 018, 019, 020, 021).	2-6		✓

For more information:

Appendix A - Assessment Charts for Placement and Progress Testing

Appendix B - Timeframes for Initial and Progress Testing

Appendix C - Progress Test Exception Form

Appendix D - Test Training Information

Appendix E – Remote Testing Guidance

Appendix F – Remote Testing Assessment Chart

For clarification and questions about the Assessment Policy, contact your ODHE/Aspire Program Manager.

OHIO ASPIRE ASSESSMENT POLICY

I. General Guidelines

- A. An individual who may be served by Aspire services is an individual:
 - 1. who has attained 16 years of age; **AND**
 - 2. who is not enrolled or required to be enrolled in secondary school under State law; **AND**
 - 3. who –
 - a. is basic skills deficient (generally demonstrated by an assessment, i.e. scoring below 12.9/level 6 completion on an approved assessment); **OR**
 - b. does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; **OR**
 - c. is an English language learner.
- B. All assessment information about reportable individuals and participants must be entered into the data management system, LACES. Please refer to the Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act for further definitions and guidance.
 - i. Participant: Defined by the National Reporting Service (NRS) as individuals who receive 12 or more hours of service.
 - ii. Reportable Individual: Defined by the NRS as individuals who have completed fewer than 12 contact hours.
- C. Standardized assessments must be used for placement of ABE/ASE/ESOL students into EFLs and for progress testing.
- D. New standardized assessments may be added within a fiscal year per the discretion of ODHE with approval from OCTAE. Programs will be notified if new assessments become available.
- E. All Aspire programs must employ proper testing, scoring, and reporting protocols for the standardized instrument(s) being used.
- F. All staff who administer standardized assessments must be trained in proper test administration practices for each instrument by an individual who is qualified and experienced with the assessment (see Appendix D: Training for Administering Assessments). Assessment training must be documented in the online Professional Development (PD) system for all staff (paid or unpaid) who are administering assessments.
- G. All programs must complete a Local Program Data Certification Checklist annually to verify they are following correct processes and procedures regarding NRS data quality standards. Local program data is monitored throughout the year by ODHE/Aspire Program Managers.
- H. Contingent upon funding, the ODHE State Aspire office plans to support local programs by purchasing approved NRS Assessments for CBT/etests beginning on July 1st, 2024.

2. Guidelines for Administering Initial Assessments

- A. Programs should administer a locator test for guidance for the appropriate initial assessment level(s) to administer. The locator and or/ appraisals may not be used for placement or progress testing.

- B. The TABE Word List may be used to help the test administrator determine whether to give the student the locator test or the TABE L for ABE/ASE student. Please contact the PDN with questions.
- C. All students must receive an initial assessment using an approved standardized assessment prior to being classified as a participant. Per the NRS, a student becomes a participant once the individual has received 12 or more hours of service.
- D. Programs are encouraged to administer initial and progress tests in all areas for which instruction is provided. LACES will automatically calculate the Measurable Skill Gain (MSG) in any academic subject that shows level advancement.
- E. Establishing a precise initial score, or baseline, is imperative for accurate monitoring of student progress. Programs must follow test administration protocol regarding scoring. Please consider the key points below when determining if a student needs to be reassessed and consult with a state office program manager when necessary.
 - i. It is acceptable if a student places at the high end of a scale range. Programs should not retest this student because a student received a range score with a + value noted. Programs should use the initial score and progress test with the next appropriate level. Students should only be retested if a score is Out of Range (O/R)
 - ii. When a student does need a retest and a new score needs to be entered into LACES, individuals need to complete the following steps in DRC and LACES to make sure new scores count properly.
 1. Invalidate the identified subtests with the DRC Insight platform.
 2. In LACES, delete the identified subtests if they have been manually entered. If the subtests have been imported through the nightly data match, a request for deletion must be made to the agency's program manager.
- F. In the event that a student who has "stopped out" returns to the local agency with a valid score dated within 180 days of their return, local agencies should not retest the student. Any student not receiving instruction for 180 consecutive days must be retested.
- G. All students reported in LACES must have an initial assessment. A valid initial test score is both a federal and state requirement for students receiving Aspire services. There are no exceptions.

3. Progress Monitoring and Reporting

- A. One way that a student can make a Measurable Skill Gain is to advance an EFL from the initial test to progress test. If the student's skills have improved sufficiently to be placed in one or more levels **higher** according to the assessment, an EFL gain is recorded for that participant. LACES will automatically calculate the Measurable Skill Gain (MSG) in any subject for which an EFL gain is made. Therefore, teachers should aim to progress test all students after sufficient instructional hours. Progress testing is a good practice for the student and the teacher in order to monitor progress. ODHE/Aspire recommends that a minimum of 65% of students be tested for progress.

B. Guidelines for Administering Progress Tests

1. When administering a progress test, sufficient instructional hours are required to ensure valid test results. Follow publishers' recommended time frames and Ohio's guidance for administering a progress test. Local programs should be testing eligible participants as they achieve the recommended hours to progress test. Local programs should not wait until the end of term or the start of holiday breaks. Testing on a rolling basis reduces the likelihood that students do not stop out without receiving a progress test.

See details in Appendix B: Timeframes for Initial and Progress Testing

Test	Recommended Number of Instructional Hours Between Initial and Progress Test
TABE 11/12 Alternate Form	50 – 60 hours for ABE levels 1 – 4. 40 hours minimum 30- 60 hours for ABE levels 5 – 6
TABE 11/12 Same Level, Same Form	60 – 80 hours
ACT WorkKeys	40 hours recommended. Less than 30 days, the system will assign different form. More than 30 days, force the form so it will be different. Cannot reuse the same form for 6 months (frequency bias), there are 4 forms of the test.
TABE CLAS-E Alternate Form	50 - 60 hours. 40 hours minimum
TABE CLAS-E Same Form	60 – 80 hours
BEST Plus 3.0	CAL recommends that BEST Plus 3.0 be given as a posttest after a minimum of 40 hours or one semester of instruction following pre-testing. Learner- and program-related factors may warrant varying from these recommendations. Considerations can include course schedules, data indicating the point at which students generally leave programs, and knowledge that a particular student will be leaving a program.
BEST Literacy 2.0	CAL recommends that BEST Literacy 2.0 be given as a posttest after a minimum of 40 hours or one semester of instruction following pre-testing. Learner- and program-related factors may warrant varying from these recommendations. Considerations can include course schedules, data indicating the point at which students generally leave programs, and knowledge that a particular student will be leaving a program.
CASAS-Reading STEPS	Recommended 70-100 hours, minimum 40
CASAS-LISTENING STEPS	Recommended 70-100 hours, minimum 40

2. The same standardized assessment (e.g., TABE 11/12, CLAS-E) used for placement must also be used to demonstrate level advancement.
3. Follow the test administration guidelines to determine the appropriate test form to be used for progress testing based on the student's EFL. It is expected that alternating test forms are used each time a student receives an assessment test. Information

about this topic is available in Appendix B.

4. **Early progress test exception:**
Early progress testing should be infrequent and based on subject area mastery. Departure from the program is not an acceptable exception. **Early testing should account for no more than 20% of progress tests per program within a fiscal year.** Monitoring by state staff will be ongoing.
- C. Scale scores are used to document level advancement. Scale scores are more reliable than grade level equivalents for comparing student achievement. Scale scores also show when a student has small increments of gain which is helpful for students and teachers to see evidence of student learning.
- D. Programs must follow test administration protocol regarding progress monitoring. For a progress test, the test level should always be the same as the previous test or the next level higher. A progress test must never be at a lower level when the purpose is to measure learning gains.
- E. An EFL gain is recorded if the participant's skills have improved sufficiently to be placed in one or more levels **higher** according to the progress test. See Appendix A: Assessment Charts. LACES will automatically calculate level advancement.
- F. In order to verify accurate instructional hours required for progress testing, precise student attendance records must be maintained. Student sign-in and sign-out time, to the quarter hour, must be kept in paper or electronic form for each class. Sign-in/out records must be available for review for the current program year.
- G. All initial test data, progress test data, and attendance hours for the month must be entered into LACES by the 10th of the following month for all students. More frequent entry of attendance is strongly encouraged.
- H. When progress testing students, programs should ensure that the minimum hours required for a progress test are met prior to the day of testing. LACES will not include instructional hours occurring on the same day as testing as part of the hours between assessments calculation used to determine early testing.

Additional guidelines for administering initial tests for ESOL students:

- A. It is a good practice to test English language learners' literacy and oral communication skills. Reading, writing, speaking, and listening scores are reported individually in LACES through the Data Recognition Corporation (DRC) autointegration. The ODHE Aspire office will provide updates with the process of reporting the new assessments and any autointegration pieces that will be available. In addition to reporting on individual subjects, level advancement **in any skill area** (individual subject or total) will count as a Measurable Skill Gain.

- B. For high-level ESOL students, determine at placement if the student should be designated ABE or ESOL. Based on placement information, the student will be coded as either an ABE student or an ESOL student in LACES for the program year. Use assessment results and student goals in making this determination. ESOL students who transition to ABE must be assessed with TABE 11/12.

4. Portfolio System

- A. All programs must utilize the Aspire Portfolio System. The portfolio is used to help students and teachers gauge learning and target instruction. The standards and benchmarks used in the portfolio system identify what Aspire students need to know and be able to do at each EFL.
- B. All students must have a paper or electronic portfolio, which is reviewed and updated at least every 90 calendar days. Documenting student work, showing subject area mastery, and following test publishers' guidelines, that include sufficient intensity and duration of instructional hours, helps the instructor determine when a student has demonstrated ample progress to administer a progress test. Only the results of approved standardized assessments may be used to document level advancement in LACES.
- C. The administrative file may be in electronic format using the LACES document upload or paper form.
- D. All instructional staff (paid and unpaid staff such as volunteers, interns, or tutors) must be trained in proper implementation of the Portfolio System as provided in the Assessment Fundamentals training.
- E. Elements of the Aspire Portfolio System.

Student Portfolio (non-secured) includes:	Administrative File (secured) includes:
(1) Individual Learning Plan (ILP) that includes: <ul style="list-style-type: none"> ● Student name ● Teacher/site name ● SMART goals ● Instructional implications from screenings and inventories (e.g., learning styles, interests, learning disabilities), if applicable. (2) Student work to document beginning, progress toward, and subject area mastery. (3) Early Progress Test Exception Form, if applicable	(1) Aspire Student forms (2) Standardized test scores (3) Release of Information Forms (4) Screenings, waivers, and inventories (e.g., learning styles, interests, learning disabilities), if applicable. (5) Any student-identifiable information

- F. Programs must retain the student portfolio and administrative file for one year after the student exits the program. For audit purposes, programs must retain individual student records in LACES for no fewer than three years or longer if required by the fiscal agent.

G. At Workplace Education sites, programs may use a class portfolio in place of individual student portfolios.

5. Digital Literacy

- A. Digital Literacy is not a stand-alone program. Technology, including computers, should be integrated into all components of programming. Students participating in digital literacy must be assessed using a standardized assessment and tracked in LACES in an academic basic skill area.

6. High School Equivalence (HSE)

- A. The GED and HiSET HSE tests are approved in Ohio for an Ohio High School Equivalence Diploma.
- B. If Aspire funds are used to purchase official practice tests, students must:
 - 1. be enrolled in an Aspire program; and
 - 2. achieve a minimum scale score in EFL 3 or greater in the subject for which the student plans to test. For example, to qualify for a free official practice test in Reading/Language Arts, Science or Social Studies, the student must have scored into Reading EFL 3, 4, 5 or 6 prior to issuing the free official practice test. To take a free official practice test in Math, the student must have scored in Math EFL 3, 4, 5 or 6 prior to issuing the free official practice test.
- C. The HSE test, Spanish version, is an acceptable test for earning an HSE credential and may be counted in LACES for the follow-up outcome of Attained Secondary Credential.

7. Students with Disabilities

- A. Students with documented disabilities who require accommodations may request assessment instruments in alternative formats and/or alterations in test administration procedures. A documented disability means that the individual can present a formal record of disability, such as a doctor's report or Individual Education Plan (IEP), which includes:
 - 1. a diagnosis of the disability;
 - 2. evaluation of the impact of the disability on areas of functioning; and
 - 3. recommendations for specific strategies and accommodations in education required by the disability.

Resource: [Transition of Students with Disabilities to Postsecondary Education](#)

- B. Assessment accommodations shall follow test publishers' guidelines.
- C. The accommodations provided in an assessment should be the same accommodations used during instruction.
- D. Typical assessment accommodations for students with a documented disability may include large print, extended time, audiocassette, calculator, private room, or break time.

- E. The accommodation must be specific to the disability and address only documented limitations. Inappropriate accommodations may lead to inaccurate test results.

8. Distance Education

- A. All assessment policies apply to students enrolled in distance education programs. The ODHE/Aspire [Distance Education policy](#) is on the Aspire website Ohiohighered.org/Aspire.

Appendices

A. Assessment Charts

TABE 11/12 NRS Scale Score Benchmarks

TABE CLAS-E NRS Scale Score Benchmarks

ACT WorkKeys NRS Scale Score Benchmarks and Additional Information

BEST Plus 3.0 Additional Information

BEST Literacy 2.0 Additional Information

CASAS STEPS (Reading and Listening) Additional Information

B. Recommended Timeframes for Initial and Progress Testing

C. Early Progress Testing Form

D. Training for Administering Assessments

E. Remote Testing Guidance

F. Remote Testing Assessment Chart

Appendix A: Assessment Charts

TABE 11/12 NRS Scale Score Benchmarks. *Please note that NRS benchmarks are not the same as the publisher benchmarks.*

ABE Level 1	ABE Level 2	ABE Level 3	ABE Level 4	ABE Level 5	ABE Level 6
<p>TABE 11/12 scale score: Reading: 300-441 Math: 300-448 Language: 300-457</p>	<p>TABE 11/12 scale score: Reading: 442-500 Math: 449-495 Language: 458-510</p>	<p>TABE 11/12 scale score: Reading: 501-535 Math: 496-536 Language: 511-546</p>	<p>TABE 11/12 scale score: Reading: 536-575 Math: 537-595 Language: 547-583</p>	<p>TABE 11/12 scale score: Reading: 576-616 Math: 596-656 Language: 584-630</p>	<p>TABE 11/12 scale score: Reading Placement: 617 and above *Advancement: 734 and above</p> <p>Math Placement: 657 and above *Advancement: 736 and above</p> <p>Language Placement: 631 and above *Advancement: 768 and above</p> <p>STATE POLICY ** ODHE reserves the right to adjust advancement scores for ABE Level 6 since this score is calculated for the Local Desk Review but is not reported on the WIOA Annual Performance Report</p>

TABE CLAS-E NRS Scale Score Benchmarks

ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6
<p>TABE CLAS-E</p> <p>Reading: 250-392 Writing: 200-396 Listening: 230-389 Speaking: 231-425</p> <p>Total Reading and Writing: 225-394</p> <p>Total Listening and Speaking: 230-407</p>	<p>TABE CLAS-E</p> <p>Reading: 393-436 Writing: 397-445 Listening: 390-437 Speaking: 426-460</p> <p>Total Reading and Writing: 395-441</p> <p>Total Listening and Speaking: 408-449</p>	<p>TABE CLAS-E</p> <p>Reading: 437-476 Writing: 446-488 Listening: 438-468 Speaking: 461-501</p> <p>Total Reading and Writing: 442-482</p> <p>Total Listening and Speaking: 450-485</p>	<p>TABE CLAS-E</p> <p>Reading: 477-508 Writing: 489-520 Listening: 469-514 Speaking: 502-536</p> <p>Total Reading and Writing: 483-514</p> <p>Total Listening and Speaking: 486-525</p>	<p>TABE CLAS-E</p> <p>Reading: 509-557 Writing: 521-555 Listening: 515-549 Speaking: 537-567</p> <p>Total Reading and Writing: 515-556</p> <p>Total Listening and Speaking: 526-558</p>	<p>TABE CLAS-E</p> <p>Reading: 558-588 Writing: 556-612 Listening: 550-607 Speaking: 568-594</p> <p>Total Reading and Writing: 557 – 600</p> <p>Total Listening and Speaking: 559 - 600</p>

Appendix B: Recommended Timeframes for Initial and Progress Testing

Adult Education Assessments	Recommended Initial and Progress Test Timeframes	Contact/Notes
TABE CLAS-E	<p>Data Recognition Corporation CTB recommends these initial and progress test guidelines for TABE CLAS-E:</p> <p>Alternate Form Testing: 50-60 hours of instruction is recommended when testing with an alternate form (e.g., A1 to B1) for students who test into ESL Levels 1-6, with a minimum of 40 hours.</p> <p>Programs may also select the next level higher CLAS-E test (A2 to A3) while following the same recommended hours above for alternate form testing.</p> <p>Same Form Testing: 60-80 hours of instruction is recommended when testing with the same form (ie. A3 to A3).</p> <p>For additional consideration:</p> <ul style="list-style-type: none"> • DRC CTB discourages random and frequent testing for TABE as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. • Instructional intervention between testing periods is strongly recommended to maximize gain. • Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process. 	<p>tabetest.com shelfcustomerservice@datarecognitioncorp.com 800-538-9547</p>

<p>TABE 11/12</p>	<p>Data Recognition Corporation CTB recommends these initial and progress test guidelines for TABE 11&12:</p> <p>Alternate Form Testing: 50-60 hours of instruction is recommended when testing with an alternate form (e.g., 11M to 12M) for students who test into ABE Levels 1-4, with a minimum of 40 hours.</p> <p>For students testing into ABE Levels 5 and 6 30-60 hours of instruction is recommended.</p> <p>Programs may also select the next level higher TABE test (M to D) while following the same recommended hours above for alternate form testing.</p> <p>Same Form Testing: 60-80 hours of instruction is recommended when testing with the same form (e.g., 11M to 11M).</p> <p>For additional consideration:</p> <ul style="list-style-type: none"> • DRC CTB discourages random and frequent testing for TABE as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. • Instructional intervention between testing periods is strongly recommended to maximize gain. • Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process. 	<p>tabetest.com shelfcustomerservice@datarecognitioncorp.com 800-538-9547</p>
<p>ACT WorkKeys</p>	<ul style="list-style-type: none"> • See Table 1 in the WorkKeys Scale Scores for NRS Approved EFLs (basically the WorkKeys scale score crosswalk for each EFL) • Four (4) forms for AM and four (4) forms for WD approved tests. Can use any of the four tests to pre and posttest for progress. Required to use a different test for pre and post. • For a subsequent administration of a test in the same skill area: Strongly recommended that examinee receive intervention/training before retesting; the test delivery platform will automatically assign examinee to an alternate form; the examinee may take all available forms without a waiting period; after examinee has taken all available forms, the examinee MUST wait 30 days before testing again. 	

<p>Basic English Skills Test (BEST) Plus 3.0</p>	<p>The Center for Applied Linguistics (CAL recommends these initial and progress test guidelines for BEST Plus 3.0:</p> <ul style="list-style-type: none"> • be administered as a posttest after a minimum of 40 hours or one semester of instruction following pre-testing. • Learner- and program-related factors may warrant varying from these recommendations. Considerations can include course schedules, data indicating the point at which students generally leave programs, and knowledge that a particular student will be leaving a program. • These recommendations are general guidelines that should be adapted for each state’s specific situations. 	<p>cal.org/aea</p>
<p>Basic English Skills Test (BEST) Literacy 2.0</p>	<p>The Center for Applied Linguistics (CAL recommends these initial and progress test guidelines for BEST Literacy 2.0</p> <ul style="list-style-type: none"> • Be administered as a posttest after a minimum of 40 hours or one semester of instruction following pretesting. • Learner- and program-related factors may warrant varying from these recommendations. These factors include course schedules, data indicating the point at which students generally leave programs, and knowledge that a particular student will be leaving a program. • These recommendations are general guidelines that should be adapted for each state’s specific situations. 	
<p>Reading STEPS test</p>	<p>CASAS recommends these initial and progress test guidelines for Reading STEPS test:</p> <ul style="list-style-type: none"> • 70-100 hours, minimum 40 	<p>casas.org/product-overviews/assessments/reading-steps</p>
<p>Listening STEPS test</p>	<p>CASAS recommends these initial and progress test guidelines for Listening STEPS test:</p> <ul style="list-style-type: none"> • 70-100 hours, minimum 4 	<p>casas.org/product-overviews/assessments/listening-steps</p>

ASSESSMENT NAME	ACT WorkKeys Applied Math
Applicable Program	Suitable for use at all Adult Basic Education (ABE) levels of the NRS Levels 1-6
Subject	Math
Active Date	July 2023
Expiration Date	Period of 3 years from the publication date
Applicable NRS Levels and Scale Score Ranges	See WorkKeys/NRS Tables 1-3 below WorkKeys NRS Educational Functioning Levels
Version Available	Computer-based
Administration Type	Individual or group
Administration Time	55 minutes
Locator or Appraisal Required	There is not an Appraisal or Locator test with WorkKeys. ACT offers WorkKeys Curriculum and prep packages, in addition to a WorkKeys free Practice Test . The “Quick Guide” in WorkKeys Curriculum and WorkKeys placement quizzes can act as a locator test.
Forms Available	014, 015, 016, and 017
Length before Pre-test	Within first six hours of instruction
Length before Post-test	30 hours recommended
Post-test Form Repetition	Less than 30 days, system will select different form; more than 30 days, test administrator will need to force the form to be different
Retesting Restrictions	Cannot reuse the same form for 6 months (frequency bias), there are 4 forms of the test
Item Type/Content	The Applied Math assessment measures critical thinking, mathematical reasoning, and problem-solving techniques for situations that actually occur in today’s workplace.
Scoring Procedures	Online testing provides immediate scoring.
Accommodations	Extended time is available, visual accommodations available on computer screens. See WorkKeys Accessibility Supports
Training Requirements	See WorkKeys Training Website
Reporting	Access to WorkKeys Reports Portal for Individual and Group

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ASSESSMENT NAME	ACT WorkKeys Applied Math
	ACT WorkKeys Score Reports

ASSESSMENT NAME	ACT WorkKeys Workplace Documents
Applicable Program	Suitable for use at Adult Basic Education (ABE) levels 2-6 of the NRS
Subject	Literacy/English Language Arts
Active Date	2023
Expiration Date	Period of 3 years from the publication date
Applicable NRS Levels and Scale Score Ranges	See WorkKeys/NRS Tables 1-3 below WorkKeys NRS Educational Functioning Levels
Version Available	Computer-based
Administration Type	Individual or group
Administration Time	55 minutes
Locator or Appraisal Required	There is not an Appraisal or Locator test with WorkKeys. ACT offers WorkKeys Curriculum and prep packages, in addition to a WorkKeys free Practice Test . The “Quick Guide” in WorkKeys Curriculum and WorkKeys placement quizzes can act as a locator test.
Forms Available	018, 019, 020, and 021
Length before Pre-test	Within first six hours of instruction
Length before Post-test	30 hours recommended
Post-test Form Repetition	Less than 30 days, the system will assign (different form). More than 30 days, force the form so it will be different
Retesting Restrictions	Cannot reuse the same form for 6 months (frequency bias), there are 4 forms of the test
Item Type/Content	The Workplace Documents assessment measures skills that individuals use when they read real workplace documents and use that information to make job-related decisions and solve problems. The documents include messages, emails, letters, directions, signs, bulletins, policies, websites, contracts, and regulations.
Scoring Procedures	Online testing provides immediate scoring.
Accommodations	Extended time is available, visual accommodations available on computer screens. See WorkKeys Accessibility Supports

ASSESSMENT NAME	ACT WorkKeys Workplace Documents
Training Requirements	Proctor training See WorkKeys Training Website

Table 1. Crosswalking WorkKeys Workplace Documents and Applied Math scale scores to NRS Levels

NRS Educational Functioning Level Benchmarks		
Education Functioning Levels	WorkKeys Workplace Documents Scale Scores	WorkKeys Applied Math Scale Scores
Beginning Literacy	N/A	71-73
Beginning Basic	73-74	74-78
Low Intermediate	75-77	79-82
Middle Intermediate	78-80	83-85
High Intermediate	81-82	86-87
Adult Secondary	83-90	88-90

Table 2: Crosswalking WorkKeys Applied Math Levels to NRS Levels

WorkKeys Applied Math		NRS Math Benchmarks	
Scale Score	Level Score	Scale Score	Education Functioning Level
65-71	<3	65-70	Below Beginning Literacy
72-75	3	71-73	Beginning Literacy
76-79	4	74-78	Beginning Basic
80-82	5	79-82	Low Intermediate
83-85	6	83-85	Middle Intermediate
86-90	7	86-87	High Intermediate
		88-90	Adult Secondary

Table 3: Crosswalking WorkKeys Workplace Documents Levels to NRS Levels

WorkKeys Workplace Documents		NRS Reading Benchmarks	
Scale Score	Level Score	Scale Score	Education Functioning Level
65-71	<3	N/A	Beginning Literacy
72-75	3	73-74	Beginning Basic
76-79	4	75-77	Low Intermediate
80-82	5	78-80	Middle Intermediate
83-85	6	81-82	High Intermediate
86-90	7	83-90	Adult Secondary

Basic English Skills Test (BEST) Plus 3.0

- Forms 1 and 2.
- Formats:
 - Paper format.
 - Computer-based delivery format with adaptive (Part A) and fixed form (Part B) sections.
- A new multi-staged adaptive format underlying the test.
- A new Part B section of the test with new question types, and a new category in the rubric that measures higher proficiency performances.
- Updated question types and images that reflect contemporary life in the U.S.
- A brand new, user-friendly test platform application with cloud-based data storage.
- An easy-access, cloud-based portal to manage the program’s test data.
- CAL recommends that BEST Plus 3.0 be administered as a posttest after a minimum of 40 hours or one semester of instruction following pre-testing.

Basic English Skills Test (BEST) Literacy 2.0

- Forms 1, 2, and 3.
- Paper delivery format.
- Approved for NRS ESL Levels 1-4.
- CAL recommends BEST Literacy 2.0 be administered as a posttest after a minimum of 40 hours or one semester of instruction following pretesting.
- A set of sample questions which may be reviewed with examinees at the beginning of the test administration session, to prepare examinees to respond to the Reading and Writing test questions.

Reading STEPS test

The CASAS Reading STEPS (Student Test of English Progress and Success) assessment is aligned with the English Language Proficiency (ELP) Standards for Adult Education and includes 5 test levels to support improved accuracy resulting in better student outcomes.

Target Population	English as a Second Language (ESL)
Uses	Progress testing in everyday life and workplace English language skills (Reading)
Difficulty Level	Beginning literacy (Level A) to Advanced ESL (Level E)
Placement Tests	Locator or Appraisal for placement into pretest
Training Requirement	CASAS Implementation Training
NRS Approval	Yes: <i>English as a Second Language (ESL)</i>

CASAS Level	Form Number	Number of Test Items	Test Time*	Scale score ranges**
Appraisal	619R	28	30 minutes	
Locator	620R	14	15 minutes	
A	Forms 621R - 622R	33	30 minutes	160 - 196
B	Forms 623R - 624R	36	50 minutes	184 - 206
C	Forms 625R - 626R	36	75 minutes	197 - 216
D	Forms 627R - 628R	36	75 minutes	207 - 227
E	Forms 629R - 630R	36	75 minutes	217 - 251

*Students must be allowed up to the time listed to complete the test, but most students will finish the test in less time. Students may be given additional time as an accommodation under certain circumstances.

** The last score point shown is the Conservative Estimate score.

Listening STEPS test

The CASAS Listening STEPS (Student Test of English Progress and Success) assessment is aligned with the English Language Proficiency (ELP) Standards for Adult Education and includes 5 test levels to support improved accuracy resulting in better student outcomes.

Target Population	English as a Second Language (ESL)
Uses	Progress testing in everyday life and workplace English language skills (Listening)

Difficulty Level Beginning literacy (Level A) to Advanced ESL (Level E)

Placement Tests Locator or Appraisal for placement into pretest

Training Requirement [CASAS Implementation Training](#)

NRS Approval Yes: *English as a Second Language (ESL)*

CASAS Level	Form Number	Number of Test Items	Test Time*	Scale score ranges**
Appraisal	619L	28	30 minutes	
Locator	620L	14	15 minutes	
A	Forms 621L - 622L	33	28 minutes	158 - 191
B	Forms 623L - 624L	36	45 minutes	182 - 201
C	Forms 625L - 626L	39	52 minutes	192 - 211
D	Forms 627L - 628L	39	56 minutes	202 - 221
E	Forms 629L - 630L	39	38 minutes	212 - 235

*Students must be allowed up to the time listed to complete the test, but most students will finish the test in less time. Students may be given additional time as an accommodation under certain circumstances.

** The last score point shown is the Conservative Estimate score.

CASAS Retesting Policy:

Examinees who score at the low-end inaccurate range do not receive a scale score. Those who score in the inaccurate range of a Level B, C, D or E test should take the next lower test form to receive a scale score and NRS level. If a student scores at the inaccurate range on a Level A test, CASAS suggests additional reading/English language instruction before retesting the student on a Level A test.

Early Progress Test Exception Form

If a progress test is administered before the publisher’s recommended time frame, the program must have evidence of mastery in the student’s portfolio and approval from the program administrator, **prior to testing**, to document the merit of an early progress test. Early progress testing should be infrequent and based on subject area mastery. Departure from the program is not an acceptable exception. **Early testing should account for no more than 20% of progress tests within a fiscal year.**

Student ID _____

Date of last assessment _____

Total fiscal year hours _____

Student has demonstrated subject area mastery as documented through (check at least one):

Completed assessment and student work must be attached to this form

___ Standards/benchmark level completion

___ Curriculum assessment, including in-class or distance software

___ Teacher- or program-developed assessment

Approval

Instructor name _____

Instructor signature _____

Date _____

Aspire director signature _____

Date _____

This form and related documentation must be kept in the student portfolio for instructional, program, and Aspire program manager review.

Appendix D: Training for Administering Assessments

Training Name	Who is Responsible for Administering Training	Which Staff Should be Trained	Access	When Training is Conducted	Procedures for Ongoing Training
LACES Basics	Vendor, LiteracyPro Systems	Administrators and Data Entry staff	Online Synchronous training from the vendor and recorded module (Ohioaspire.org)	Ongoing	Online training module
Assessment Fundamentals	Professional Development Network (PDN)	Teachers	Online (Ohioaspire.org)	Ongoing	Staff development follow-up through the PDN
Assessment Fundamentals for non-Instructional Staff	Professional Development Network (PDN)	Non-instructional assessment staff	Online (Ohioaspire.org)	Ongoing	Staff development follow-up through the PDN
TABE 11/12	Vendor, DRC/CTB	Each staff that will be administering the assessment	Online (Ohioaspire.org)	Ongoing	Online training modules
TABE CLAS-E	PDN	Each staff that will be administering the assessment	Online (Ohioaspire.org)	Ongoing	TABE CLAS-E Refresher Scoring Toolkit is available as a self-directed PD activity through the PDN
ACT WorkKeys	Vendor (ACT)	Each staff that will be administering the assessment	Online	Ongoing	PDN will collect certificates prior to test administration and score entry into LPS.

BEST Plus 3.0	Vendor (CAL) or PDN	Each staff that will be administering the assessment	Online	Ongoing	Staff development follow-up through the PDN.
BEST Literacy 2.0	Vendor (CAL); no formal training required.	Each staff that will be administering the assessment	Test Manual	Ongoing	Staff development follow-up through the PDN; CAL provides training upon request.
CASAS-Reading and Listening STEPS	Vendor (CASAS)	Each staff that will be administering the assessment	Online	Ongoing	Online training modules

Appendix E: Remote Testing Guidance

1. Best Practices for Remote Testing

- Providers must have a written standard operating procedure for remote testing which addresses test security, integrity, and protection of personally identifying information.
- Testing proctors must be certified/trained to administer the specific assessment test, if applicable.
- Providers must:
 - provide pre-screening to verify student identity using local procedures.
 - orient students to remote online testing expectations.
 - ensure students have the technology tools needed to test at home per publisher guidance.
 - allow time for students to take practice tests on the publisher’s website, if available, prior to entering the testing room session; and
 - plan ahead for how to respond to video or technical glitches and communicate plans clearly to students.
- If testing more than one student at a time, the proctor must allow students into the remote testing room one at a time to verify the identity of each student and check the environment.
- Students should wear headsets and/or earbuds for test security and optimal success

2. Administering Virtual Testing

Aspire programs may implement virtual test proctoring using the assessments identified in this policy, in accordance with the test publishers’ procedures for virtual testing (Appendix F: Remote

Testing Assessment Chart).

Appendix F: Remote Testing Assessment Chart

Publisher/Test Approved in the Ohio Aspire Assessment Policy	Requirement 1 <i>The student who is testing can be properly identified</i>	Requirement 2 <i>Any approved test (i.e., any test determined suitable for use in the NRS) that is used is properly secured</i>	Requirement 3 <i>The virtual proctor can properly administer the test</i>	Mandatory Professional Development for Remote Testing for approved test administrators
DRC TABE 11/12 and TABE CLAS-E Online	Remote test proctoring will occur via secure video conferencing program (i.e. Zoom, WebEx). Test administrator must identify the student using local procedures.	Remote Proctoring with TABE and TABE CLAS-E	Only trained TABE Test Administrators may proctor test sessions live via web platform.	Recommended to have participated in one of the TABE Remote Testing webinars or watch the recorded video before starting (available at TABETest.com)

Recommendations on remote testing requirements are based on guidance from U.S. Department of Education Office of Career, Technical, and Adult Education (OCTAE) Program Memo 20-3, Adult Education and Family Literacy Act and COVID-19 – Frequently Asked Questions published on March 27, 2020 and found at <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-20-3.pdf>