



# Washington State Basic Education for Adults Assessment Policy

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## What's New

A new section was added to describe program entry and periods of participation.

### I. Setting the State Context

In order to provide the best possible educational services to Basic Education for Adults (BEa) students and to standardize BEa program assessment practices across Washington State, the BEa office of the State Board for Community and Technical Colleges (SBCTC) developed the following assessment policy.

This policy complies with the U.S. Department of Education's Division of Adult Education and Literacy (USDE/DAEL) program review findings from 2003 and 2011. It also fulfills the USDE/DAEL requirement that each state receiving Workforce Innovation and Opportunity Act (WIOA) Title II funding annually develops, publish, and implement a written assessment policy (USDE/DAEL Memorandum Regarding State Assessment Policy Guidance, July 21, 2005). That memorandum requires states to describe the assessments local programs are to use, when local programs are to administer pre-tests and post-tests, and the assessment training, administration and reporting requirements. This assessment policy also complies with the National Reporting System (NRS) State Assessment Policy Guidance in 34 CFR 462 Subpart D, revised June 6, 2011.

The NRS measures the impacts of instruction and ensures accountability through the mandated use of valid and reliable standardized assessments. *The Standards for Educational and Psychological Testing* states that validity refers to "the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests," and that "reliability refers to the consistency of measurements when the testing procedure is repeated on a population of individuals or groups."<sup>1</sup>

Following a 2003 federal program review, the Council for Basic Skills (CBS) and SBCTC/BEa selected the Comprehensive Adult Student Assessment System (CASAS) as a standardized assessment instrument. CASAS standardized assessment instruments are the only instruments approved for state and federal adult education accountability and reporting requirements in Washington State BEa programs. The use of common assessment instruments provides the State Legislature and the NRS with standardized data and progress reports across all of

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<sup>1</sup> American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1999) *Standards for Educational and Psychological Testing*. Washington, DC: American Educational Research Association.

Washington State’s BEdA providers. These valid and reliable instruments are also used for state performance accountability, federal grant funding guidelines, and Student Achievement funding calculations.

Assessment, demographic, enrollment, and attendance data for all students must be entered into the Washington Basic Education for Adults Reporting System (WABERS+) data collection and reporting software. WABERS+ tracks and reports enrollment and gains by educational functioning levels.

BEdA providers in Washington State must use this assessment policy and CASAS Test Administration Manuals, CASAS Test Administration Manuals, CASAS Cadre training workshops, the WABERS+ Manual, the WABERS+ Teacher’s Guide, SBCTC/BEdA grant assurances, and NRS training as the foundation of local CASAS assessment and reporting procedures, guidelines, and implementation practices.

### **Information and Technical Assistance**

BEdA providers shall collect, review, and report information according to the procedures defined in the BEdA Handbook on SBCTC’s website [www.sbctc.edu](http://www.sbctc.edu) .

Contact the WABERS+ Helpdesk for technical assistance: [wabers@sbctc.edu](mailto:wabers@sbctc.edu)

## **II. Program Entry and Period of Participation**

Upon program entry and any re-entry after a program exit (i.e. a new “period of participation”) all students served in any way with state or federal adult education funds or in correctional facilities must be assessed using the NRS-approved assessment methods described in this assessment policy.

## **III. Demonstrating Skill Gain Through the Awarding of High School Credits Requirements**

Programs offering an adult high school diploma may measure and report educational gain through the awarding of credits. An adult high school diploma program has instruction at the ASE Low or ASE High (ASE 1 and ASE 2) levels and is a credit bearing secondary education program sanctioned by State law, code, or regulation that leads to a secondary school diploma.

Students at ASE Low or ASE High levels in adult high school credit programs do not need to be pre or post-tested; they may be placed and advanced on the basis of earned credits alone.

Students enrolled in an adult high school diploma program may be placed at ASE Low or ASE High levels on the basis of earned credits. Students with credits at the 9th or 10th grade levels

would be considered ASE Low and students with credits at the 11th or 12th grade levels would be considered ASE High and included in the tracking cohort for obtaining a secondary credential.

Students complete ASE Low by earning enough credits to move to 11th or 12th grade status as determined by state rule or policy. Students complete ASE High by earning enough credits to complete the requirements for high school graduation as determined by state rule or policy. These students would be reported as completing high ASE and of earning a high school diploma.

Adult education students at the ASE Low or ASE High levels who are not enrolled in an adult high school must be placed and advanced using approved NRS tests. All adult education students below the ASE Low level must be pre and post-tested.

## **IV. General Testing Assessment Requirements**

Programs not advancing students by credit are to use CASAS assessments to appraise and assess all BEdA students in Washington State. SBCTC and community partners accept the validity of the approved CASAS tests as the standard used to determine an individual's need for adult basic education. This section lists the allowable assessments, describes reporting requirements, outlines training for test administration, and explains accommodation requirements for assessing students with disabilities.

### **a. Assessments Permitted**

The following CASAS assessments may be used in Washington State through February 2, 2019. The NRS determines tests suitable for use and the period for which that use is approved.

- Life and Work Reading
- Life and Work Listening (980 series only)
- Life Skills Math

These assessments meet the NRS requirements and:

- Are appropriate for measuring literacy and language development of adult students,
- Have standardized administration and scoring procedures,
- Have alternate, equivalent forms for pre- and post-testing, and
- Have evidence linking them to the NRS Educational Functioning Levels.

## **b. Uniform Times for Test Administration**

Washington State requires the use of CASAS appraisals for eligibility to (or when mandated to) enroll in ABE programs.

### **Appraisal and Pre-Test**

Both the appraisal or locator and the pre-test must be given prior to the student completing 12 hours of instruction. The appraisal or locator must be given first to determine the level/form of the pre-test to be used.

### **Pre-test**

Pre-tests must be given before any substantial instruction has occurred so all educational gains are captured. Administer a new pre-test if a student has not had a test or instruction for two quarters or, if during the student's absence, a significant learning intervention occurred that may invalidate the student's previous assessment results, the student should be reassessed.

### **Post-test**

Post-tests are used to measure educational gain and advance students across educational functioning levels. Post-tests are to be administered at the end of each quarter if the student has attended for 45 or more hours. Students should only be post-tested in the subject area(s) in which they received instruction.

## **c. Required Post-Test Percentages**

Washington State requires that local adult education providers post-test at least 50 percent of the students who are pre-tested each academic year.

## **d. Training for Administering Assessments**

To ensure accurate use of tests, appropriate interpretation of test results, and to maintain the validity, reliability, and integrity of the assessment process, CASAS requires that at least one person from each adult education provider successfully complete CASAS Implementation Training. To meet this requirement and provide on-going training, Washington State uses the CASAS Cadre. , This CASAS Cadre is responsible for local training and implementation of CASAS testing at their program.

## **e. Accommodations for Students with Disabilities or Other Special Needs**

For students who do not have disability documentation, testing strategies may be utilized when and where appropriate. These test-taking aids do not affect the administration of the test.



Test aids include:

- Magnifying glasses/lenses/sheet
- Clear and/or colored overlays
- Straight-edge
- Adhesive notes/flags
- Highlighters
- Visor
- Earplugs

Students with documented disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after diagnosis. Local providers are responsible for providing fully accessible services and reasonable accommodations for students with documented disabilities.

Local providers **must** ensure that all ABE, ASE, and ESL students with disabilities have equal access to test accommodations, have equal opportunities to test, and receive equal treatment in testing situations. Each provider must follow the ADA processes and procedures set forth at their organization in determining how to best serve students with documented disabilities. However, students are *not required* to reveal their disability and may elect to participate in a program without special accommodations.

Please contact CASAS for information on other test formats. Never change a test format locally. Alternate test formats must meet standardized test development procedures.

CASAS will provide advice regarding appropriate accommodations and use of test formats or test administration directions as alternative formats and directions are developed and approved.

For information on allowable accommodations for specific students, contact Ginny Posey at CASAS:

Dr. Virginia Posey, Sr. Research Associate  
5151 Murphy Canyon Rd. #220, San Diego, CA 92123-4339  
1-800-255-1036 ext. 192  
[gposey@casas.org](mailto:gposey@casas.org)



## V. Guidelines for Each Assessment

This section contains detailed information to local programs on how to administer each assessment approved by SBCTC. The information includes administration procedures, scoring procedures, how assessment scores are linked to NRS levels for pre-tests and post-tests, post-test time and training requirements for each assessment. In addition, this section outlines quality control guidelines to ensure that assessments are administered properly.

### a. Information Included for Each Assessment

The following sub-sections provide information on the assessments required for each program, the required use of an appraisal, appropriate pre- and post-testing procedures, training for administering the assessments, process for determining NRS educational functioning levels, and calculation of NRS level gains.

### b. NRS Educational Functioning Levels and Test Forms by Skill Areas, Levels & Series

The CASAS scaled score ranges in the following tables correspond to the NRS levels. NRS guidelines require appropriate placement of students into instructional areas. Students are placed in an educational functioning level based on their lowest pre-test score. NRS federal level gains are calculated by comparing a student's initial educational functioning level, as measured by a CASAS pre-test, with the student's **highest** post-test.

ESL students are to be tested in reading and listening using Life & Work Series. ABE and ASE students are to be tested in reading using the Life & Work Series. These students are also to be tested in math using the Life Skills Series. The following tables show which test forms are appropriate for specific student populations.

Multiple forms are listed at each level; these are alternate forms for pre- and post-testing. In some instances an "X" follows a test form number (e.g., 82X). These tests are extended range tests and may be used as an additional post-test within that specified level (for example, 82 and 82X are alternative forms for 81, all at level A). The following tables are broken out by subjects required for each student population. The tables show levels, scores, alternate forms, and appropriate appraisal test(s) for each CASAS test series.

*Test scores **must** be in the valid range of scores for the test given. Scores below the valid range for a test are invalid and cannot be used. In that case, the student must be retested using the appropriate assessment to determine a valid score. Scores above the accurate range are estimated and should be used with caution.*

### ESL Reading

ESL Level	Educational Functioning Level	CASAS Level	CASAS Scores	Life & Work Series
ESL 1	Beginning ESL Literacy	A	180 and below	27, 28
ESL 2	Low Beginning ESL	A	181-190	
ESL 3	High Beginning ESL	A	191-200	
ESL 4	Low Intermediate ESL	B	201-210	83, 84
ESL 5	High Intermediate ESL	C	211-220	85, 86, 185, 186
ESL 6	Advanced ESL	D	221-235	187, 188

### ESL Listening

ESL Level	Educational Functioning Level	CASAS Level	CASAS Scores	Life & Work Series
ESL 1	Beginning ESL Literacy	A	162-180	981, 982
ESL 2	Low Beginning ESL	A	181-189	981, 982
ESL 3	High Beginning ESL	A	190-199	981, 982
ESL 4	Low Intermediate ESL	B	200-209	983, 984
ESL 5	High Intermediate ESL	B	210-218	983, 984
ESL 6	Advanced ESL	C	219-227	985, 986

### ABE/ASE Reading

ABE Level	Educational Functioning Level	CASAS Level	CASAS Scores	Life & Work Series
		Beginning Literacy		27, 28
		A		81, 82
		AX		81X, 82X
ABE 2	Beginning Basic Ed.	B	201-210	
ABE 3	Low Intermediate Basic Ed.	B	211-220	
ABE 4	High Intermediate Basic Ed.	C	221-235	85, 86, 185, 186
ASE 1	Low Adult Secondary Ed.	D	236-245	
ASE 2	High Adult Secondary Ed.	E	246-255	

### ABE/ASE Math

ABE Level	Educational Functioning Level	CASAS Level	CASAS Scores	Life Skills Series
ABE 1	Beginning ABE Literacy	A	200 and below	31, 32
ABE 2	Beginning Basic Ed.	B	201-210	
ABE 3	Low Intermediate Basic Ed.	B	211-220	
ABE 4	High Intermediate Basic Ed.	C	221-235	35, 36
ASE 1	Low Adult Secondary Ed.	D	236-245	35, 36, 37, 38
ASE 2	High Adult Secondary Ed.	E	246-255	37, 38



## c. Test Administration Procedures

### Appraisal

Local providers must administer a CASAS appraisal prior to pre-testing a student. Appraisal scores indicate whether the person is eligible for adult education (ABE, ASE, ESL) as well as which pre-test form to administer. Appraisals are to be given during the initial orientation and goal-setting activity and must be given prior to the student completing 12 hours of instruction.

Prior to administering an appraisal for ESL students, assess the students' basic English proficiency. Some lower level students may not have sufficient English skills in listening necessary to successfully take a listening appraisal. The [CASAS ESL Intake Process](#) provides guidelines for assessing students' basic English proficiency and selecting the appropriate appraisal and pre-tests. Depending on the assessment in Step 1 of the process, some lower level students may skip the appraisal and be administered the appropriate pre-test.

### Pre-test

Students must take a pre-test before completing 12 hours of instruction in order to measure all educational gains. Pre-testing may occur during the intake process or immediately upon the student's enrollment or instructional placement.

Pre-test all ESL students in reading and listening with the appropriate CASAS reading and listening tests.

Pre-test all ABE and ASE students in reading and math using the appropriate CASAS reading and math tests.

Students returning to a program should be pre-tested if they have not had instruction for two quarters, or if a significant learning intervention occurred that may invalidate the student's previous assessment results. In these circumstances, staff must email the WABERS+ Helpdesk to identify the test as a "new" pre-test. This testing must be done using an alternate test form from the form last administered to the student.

### Pre-test Exceptions

Documentation of pre-test exceptions must be kept in the student file. Include evidence used to determine the need for the exception.

- Listening – The CASAS ESL Intake Process might identify a student as not having sufficient English language proficiency to take a listening pre-test.

- Reading – If a student cannot score into the accurate range on the lowest level form, the program must re-test as soon as it determines it is appropriate.
- Math – Do not attempt to pre-test in math until a student is able to earn a valid score on a reading test.

In general, do not pre-test in a subject where a student has a college entrance exam score that documents functioning above basic skills levels in that subject.

### **Post-test**

Post-test students at the end of a quarter if the students have persisted for 45 or more hours of instruction. Programs with high intensity and rigor which offer 90 or more hours of instruction per quarter may post-test more frequently if needed to measure progress. To document learning gains, post-test students *only* in the subject(s) in which they have received instruction. CASAS requires students take a post-test with an alternate test form at the same level or next higher level using the CASAS Suggested Next Test (See CASAS Test Administration Manual).

If a student does not seem ready for testing at the end of a quarter and after completing 45 or more hours of instruction, an adult educator may use professional judgment to delay testing for that student. This determination must be documented in the student file.

The provider must maintain documentation of all tests given and of instructional hours and classes attended for monitoring and program review purposes. At the end of a program year, post-test scores will serve as pre-tests for the new program year. *These test scores will automatically pull over into WABERS+ when the student is entered for the new program year if the student had tests and hours within either of the previous two quarters.*

### **Post-test Exceptions**

**No one with fewer than 45 instructional hours is to be post-tested without an SBCTC approved exception.** Any exceptions are to be limited and rare and need prior approval from the local director and the SBCTC/BEa Office. The State BEa Office will monitor the use of exceptions including taking appropriate actions with program providers for excessive use or misapplication of exception provisions.

Only when there is a valid reason that a student will not reach 45 hours of instruction **AND** there is documented evidence of a possible gain, will an exception to post-test the student be approved.

Examples of valid reasons that a student will not reach 45 hours of instruction:

- Student has completed all but the last test of the GED® battery and is ready to take the last GED® test. The student has stated that he/she will not return to class after completing the test.
- Student has a Planned Release Date (PRD) from prison as shown in the Offender Management Needs Inventory (OMNI) before the student is able to accrue 45 hours of instruction.
- Student has accrued 45 or more hours between spring and summer quarters (across program years).
- Other reasons may be approved on an individual basis, such as, “Student is transitioning to credit classes.”

Examples of possible documented evidence of a possible gain:

- An official GED® 2014 Practice Test with a significant increase from the initial score to a score of 158 or higher.
- Classroom assessments that indicate a significant gain.
- Other evidence based on assessments may be approved on an individual basis.
  - This may include HS 21+ portfolios and assignments.

The documented reason for post-testing and the evidence of a possible gain for approved exception requests must be kept in the student file. If a valid reason exists that a student will not persist for 45 hours of instruction, but has not taken an assessment to show evidence of a significant gain, that student should not be tested.

When seeking an exception to post-test before 45 hours of instruction, first update attendance hours in the WABERS+ program, then follow these steps:

1. Identify a valid reason for the exception.
2. Document any evidence of a possible gain.
3. Complete the paper copy of the Post-Test Exception Request Form and attach your evidence. Send to your director for initial review and signature.
4. Once the director has signed the form, make the official request for an exception utilizing the WABERS+ program (the WABERS+ Specialist at your site must complete this step).

*Note- The documentation, including the reason for the exception, the evidence and the **signed***

*Post-Test Exception Form, must be retained in the student’s file.*

5. The WABERS+ Helpdesk will reply to your request either officially approving it or asking for additional information.
6. Once approved, proceed to administer the post-test.

#### **d. Training Requirements for Administering CASAS**

In Washington, CASAS Cadre members are the information link between SBCTC and all faculty and staff at BEdA programs.

- CASAS Cadre members at each program are responsible for training local staff. Only local faculty and staff who have been trained by a CASAS Cadre member are allowed to administer and/or score tests used to measure educational gain.
- All staff assigned the role of CASAS Cadre members must complete the online CASAS Implementation Training at <https://www.casas.org>. They must also complete the online CASAS Beyond Implementation Training at least every two years.
- All CASAS Cadre members must attend an annual state Cadre recertification meeting conducted by SBCTC/BEdA staff certified by CASAS as state trainers. Once certified, CASAS Cadre members can train others only within their own organization.
- CASAS Cadre members are encouraged to utilize the online CASAS Implementation Training with local staff and supplement it with additional information from the Washington State Assessment Policy. Local staff working with CASAS assessments must be retrained at least every two years or more often if procedures or materials change. All local staff must also follow the CASAS and SBCTC/ABE Office Test Security Policy (Appendix A).

Local providers must retain records of all persons trained in CASAS assessment for review by state staff as requested. These records should include an agenda, the place where the training occurred, the date and time of the training, participant list for local trainings, and copies of certificates of completion for all CASAS online courses.

Additional training opportunities are offered by the SBCTC/BEdA Office at least annually that address reporting data for NRS in WABERS+. Our web-based reporting system, NRS measures and data collection, and using data for program decision making and improvement.

#### **e. Quality Control Procedures**

The following sections describe quality control procedures required by SBCTC/BEdA for entering assessment data and purchasing assessment materials. These procedures are in addition to SBCTC/ABE's NRS Data Collection and Quality Procedures (Appendix D). Additional data quality reports are available in the state reporting system, WABERS+.

##### **Entry of Assessment Data**

Adult education providers funded by the SBCTC/BEdA Office must enter enrollment, attendance and assessment data into WABERS+ at least quarterly, but are encouraged to enter their data monthly. Quarterly data entry deadlines are

established each year and published on the SBCTC website at <http://www.sbctc.edu/colleges-staff/programs-services/basic-education-for-adults/wabers.aspx>

The SBCTC/BEa Office uses the following quality control procedures to ensure appropriate local assessment and data collection:

- Data integrity reports built into WABERS+ assist local adult education providers to identify missing demographics and test results that make a student not federally reportable
- System logic built into WABERS+ prevents inappropriate assessments being entered
- WABERS+ also calculates conversions from test scores to educational functioning levels and both level completions and significant point gains
- Local adult educators are trained in NRS assessment, data collection, reporting definitions and requirements, in using data for program improvement, and using data to identify issues and problems
- CASAS Cadre members for each provider are recertified each year, and train others in their organization who administer, score, use, and interpret CASAS assessments results
- Local basic education providers annually submit a Data Quality Checklist assessing their own quality control procedures
- State BEa staff regularly review local data integrity reports and conduct other data reporting and integrity checks
- State staff conducts on-site monitoring

#### **Purchasing Procedures for Each Assessment**

Local BEa providers must order CASAS assessment materials authorized for use in Washington State directly from CASAS. An appropriately trained staff member registered with CASAS must sign the order form.

## **VI. Distance Education**

Distance education is defined as formal learning activities that take place where the students and instructors are separated by geography, time, or both. The learning activities take place at a distance replacing activities that would have occurred in the classroom with both instructor and students present.

Providers are urged to offer all students the opportunity to participate in technology enhanced instruction. This instructor-supported instruction can be delivered purely online, or as a combination of actual classroom contact and contact through another medium where student



and program staff can interact and the identity of the student is verifiable. Distance learning materials can be conveyed through a variety of media including, but not limited to, pre-recorded video, audio conferencing, ITV, virtual worlds, web-based instruction, and computer-based instruction.

Students, both those designated as distance education students and those where technology is used to replace some portion of classroom time must be pre-tested before 12 hours of instruction and post-tested at the end of the quarter if the student has accrued 45 verifiable hours of instruction. As with all adult education students, testing must take place in a face-to-face proctored setting.

In order for providers to count contact hours in WABERS+ for both distance education students and students where technology is used to replace some face-to-face classroom time Washington State has developed a policy for student contact hours to be counted in one of the following ways.

1. The Clock Time Model assigns contact hours based on the elapsed time that a learner is connected to, or engaged in, an online or standalone software program that tracks time. The curricula tracks the time students spend interacting with the instructional material and disconnects after a preset period of activity.
2. The Teacher Verification Model which assigns a fixed number of hours of credit for each assignment, based on teacher determination of the extent to which a learner engaged in or completed the assignment. Proxy contact hours are assigned for each type of curriculum used prior to assignment to students.
3. Learner Mastery Model which assigns a fixed number of hours of credit based on the learner passing an assessment on the content of each lesson. Learners work with the curriculum and materials and when they feel they have mastered the material, take an assessment. A high percentage of correct answers (typically 70% - 80%) earn the credit hours attached to the material. Proxy contact hours are assigned for each lesson prior to the learner attempting it.

For both Teacher Verification and Learner Mastery models, instructors must predetermine and document how they count hours for completed assignments and assessments. This determination must be included in the course syllabus and made transparent to students.

Distance education student participation (attendance) is entered in WABERS+ as Dist. Ed. hours. Web-enhanced courses that use technology to enhance instruction in the classroom are not classified as distance education and hours should be entered as F2F in WABERS+.

In Washington State, students defined as distance education students for NRS reporting purposes receive over 50% of their total instruction through distance education in all of their course work during an academic year.

## Appendix A: CASAS and SBCTC/BEa Test Security Policy

The SBCTC/BEa Office requires that administrators and testing personnel follow these practices and ensure that additional agency staff is aware of and follow said practices.

### General Security for All CASAS Tests

- **The local adult education program director assumes responsibility for overseeing the security of all CASAS-developed assessment materials** - including paper/pencil and eTest applications and devices. Agency directors and other primary administrators must maintain a specific test security policy that discusses the proper handling and use of test materials at their testing entity.
- **All CASAS materials must be stored in a locked, preferably fireproof, file cabinet accessible to the program director or the director's designee(s).** All testing materials, including but not limited to test booklets, CDs, cassette tapes, answer sheets, answer keys, and CASAS eTest dongles must be kept in a secure, locked storage area at all times outside the testing situation. No unauthorized personnel should be allowed access to testing materials. **CASAS Tests contain copyrighted material that may not be reviewed, discussed, or explained to test-takers at any time during the test-taking process or shared with test-takers or site personnel outside the testing environment.** Discussing information related to the content of specific test items or test forms is prohibited and a direct violation of CASAS standard test administration principles of behavior.
- **Entire assessments, individual questions, or possible answer choices may not be copied under any circumstances or used as practice in any capacity or for any purpose.** Any specific test questions or information contained within the tests are not to be made available to the public. Federal copyright law prohibits unauthorized reproduction and use of copyrighted test materials. Reproducing test materials is a violation of federal copyright law. CASAS Tests may not be used for any purpose other than the authorized assessment of legitimate test-takers.
- **Testing personnel must ensure that they follow all test administration directions and language as dictated in the appropriate CASAS Test Administration Manual.**
- **All rooms used for test administrations must be quiet, orderly, comfortable, and have adequate seating, lighting, and temperature.** Any information regarding the content measured on the test or test-taking strategies displayed in the room must be covered or removed. The testing room should be configured so the proctor can easily view the testing materials or the computer screens of all test takers.

- **Testing personnel must remain in the testing room throughout an entire test session.** Proctors must ensure that test-takers follow all testing rules during the testing session.
- **A proctor may never disclose any personally identifiable information about test-takers to anyone beyond what is required while completing proctoring responsibilities.**

### **Paper Specific**

- The BEdA provider will maintain an inventory of all CASAS materials and will supply information about it as requested.

### **eTest Specific**

- **Test proctors are not to initiate CASAS eTests Online on registered testing machines prior to the beginning of the test administration.**
- **Registered machines not used during the test administration (e.g. test-takers are absent) must remain closed.** After each test administration, the registered testing machine must be closed.
- **Seating should be arranged approximately three-feet apart to discourage viewing other test-takers' computer screens.** All computer workstations should be set up prior to scheduled test administrations.