

User Guide 2017-18

Washington State Basic Education for Adults Assessment Policy

The User Guide contains highlights from the WA State Basic Education for Adults [Assessment Policy](#) and is not intended to be a sole source of information. Use in conjunction with the [BEEdA Handbook](#) and full Assessment Policy. 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.

HS Credit Option

An adult high school diploma program has instruction at the ASE Low or ASE High (ASE 1 and ASE 2) may measure and report educational gain through the awarding of credits instead of testing; **these students do not need to be pre- or post-tested**. When using this option, programs will determine a student’s [graduation requirements](#), evaluate prior learning, and report credits earned in WABERS+ at least quarterly. The total of Previously Earned Credits will determine a student’s EFL. Earned credits will be used to determine skill gains (Federal Level Gain, Significant Gain, and Student Achievement Points). HS Credit Option worksheet instructions are available in [WABERS+](#) and program resources are available in the [HS 21+ Handbook](#).

CASAS Testing

Approved CASAS Assessments for Washington State

Subject and Series	Forms
Reading (<i>Life & Work series</i>)	27, 28, 81, 82, 81X, 82X, 83, 84, 85, 86, 185, 186, 187, 188
Listening (<i>Life & Work series</i>)	981, 982, 983, 984, 985, 986
Math (<i>Life Skills</i>)	31, 32, 33, 34, 35, 36, 37, 38

Appraisal and Pre-test Administration Procedures

Both the appraisal and the pre-test must be given **prior to the student completing 12 hours of instruction**. The appraisal must be given before administering the pre-test and before determining instructional placement. Pre-tests may be given during the intake process or immediately upon the student’s enrollment or instructional placement.

Pre-test all ESL students in reading and listening. The [CASAS ESL Intake Process](#) provides guidelines for assessing basic English proficiency and selecting the appropriate appraisal and pre-tests. The exception is if the intake process identifies a student as not having sufficient English language proficiency to take a listening pre-test.

Pre-test all ABE/ASE students in reading and math. The exception is if a student has college entrance exam scores that document functioning above basic skills levels in either reading or math.

Administer a new pre-test if the student has not had a test or instruction for **two quarters** or, if during the student’s absence, a significant learning intervention occurred. If re-testing, notify 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.

Post-test Administration Procedures

Post-test students at the end of a quarter if the students have persisted for **at least 45 hours of instruction**. Students should only be post-tested in the subject area(s) in which they 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 Next Assigned Test.

Note: Washington State requires BEEdA providers to post-test **at least 50 percent** of their students.



If a student does not seem ready for testing at the end of a quarter and after completing 45 hours of instruction, an adult educator may 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 the previous two quarters.

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.

Exceptions for Post-testing

There are exceptions to the 45 hour rule for students exiting a program. Any exceptions are to be limited and rare and need prior approval from the local director and the SBCTC/BEEdA Office. The BEEdA Office will monitor the use of exceptions. 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. Document the reason for post-testing and evidence of a possible gain using the [Post-Test Exception Request Form](#) and keep in the student file.

Test Security Policy

- The local adult education program director assumes responsibility for overseeing the security of all CASAS-developed assessment materials. Agency directors and other primary administrators need to maintain a specific test security policy.
- All CASAS materials must be kept in a secure, locked storage facility. No unauthorized personnel should be allowed access to testing materials.
- No one may use any CASAS test or test item as a tool to prepare students for the testing process. Test items may not be reviewed, discussed, or explained to students at any time.
- No test materials may be duplicated, photocopied, or reproduced in any manner. Reproducing test materials is a violation of federal copyright law.
- Testing personnel must ensure that they follow all test administration directions and language as defined in the CASAS Test Administration Manual.
- Testing personnel must remain in the testing room throughout an entire test session. Personnel must ensure that students follow all testing rules during the testing session.

Accommodating for Students with Disabilities or Other Special Needs

Test-taking aids may be utilized when and where appropriate for any student. These test-taking aids do not affect the administration of the test.

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

Local providers must ensure that all students with disabilities have equal access to test accommodations, have equal opportunities to test, and receive equal treatment in testing situations. **Never change a test format locally.**

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,
1-800-255-1036 ext. 192, gposey@casas.org

