

# User Guide PY2024-25

## Washington State Basic Education for Adults (BEa) 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 [BEa Handbook](#). 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 must be assessed using the NRS-approved assessment methods described in the assessment policy. **Providers must maintain documentation of all tests given and at least twelve (12) hours from each period of participation for monitoring and program review purposes.**

### Alternative Placement for Areas Not Required to Test

Participants who are enrolled in programs designed to yield the MSG types listed below are exempt from NRS pre- and post-testing:

- Type 1.b. Awarding of required high school credits.
- Type 1.c. Enrolled in postsecondary education and training.
- Type 1.d. Completing a subtest of the GED®
- Type 2. Documented attainment of a secondary school diploma or its recognized equivalent.
- Type 3. Secondary or postsecondary transcript or report card for sufficient credit hours that shows a participant is meeting the state unit’s academic standards.
- Type 4. Satisfactory or better progress report, toward established milestones, from an employer or training provider who is providing training.
- Type 5. Successfully passing an exam that is required for a particular occupation or progress in attaining technical or occupational skills, as evidenced by trade-related benchmarks.

### HS Credit Option

Program resources are available in the [HS+ Handbook](#). Programs that are authorized to offer an adult high school diploma may measure and report educational gain through the awarding of required HS credits and track them using the HS Credit Option. If a student’s instructional program changes, the HS Credit Option can be activated even after post-testing occurs or students using the HS Credit Option can return to testing. **Students in the HS Credit Option are not required to pre- or post-test.** When using this option, programs will determine a student’s graduation requirements, evaluate prior learning, and report credits in at least quarterly. The total of Previously Earned Credits will determine a student’s entering EFL. The [HS Credit Option Graduation Plans](#) in WABERS+ meet the State’s minimum required credits determined by the Washington State Board of Education.

State Required High School Credits*		19	20	24
EFL	ABE 6	16 – 19	17 – 20	21 – 24
	ABE 5	0 – 15.99	0 – 16.99	0 – 20.99

Earned Credits will be used to determine MSG & SAI Points. Fifty percent (50%) or more of students tracked with the HS Credit Option must earn some required credit each academic year.

## CASAS Testing

### Universal Accommodations for Students with Disabilities or Other Special Needs

**New to testing accommodations?** [Download](#) a **step-by-step guide**. Test-taking aids may be utilized when and where appropriate for any student. Offering universally available accommodations to test administration procedures may lower barriers for individuals with hidden disabilities and those who do not have disability documentation. These test-taking aids do not affect the administration of the test.

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 [casas@casas.org](mailto:casas@casas.org).

#### Examples of Test Aids/Accommodations:

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

#### Approved CASAS Assessments for Washington State

Program Area	Subject and Series	Forms
ELA	Life & Work Reading	27, 28
	Reading STEPS	621, 622, 623, 624, 625, 626, 627, 628, 629, 630
	Listening STEPS	621, 622, 623, 624, 625, 626, 627, 628, 629, 630
ABE or Co-enrolled ELA	Math GOALS 2	921, 922, 923, 924, 925, 926, 927, 928, 929, 930
ABE	Reading GOALS	901, 902, 903, 904, 905, 906, 907, 908

### Remote Testing

CASAS now has a policy allowing for Remote Testing up to 15 students at a time following [CASAS guidelines](#) and training requirements. Providers may develop procedures to implement virtual test proctoring. Email [remotetesting@casas.org](mailto:remotetesting@casas.org) for assistance.

### Test Carry-over Policy

Test records are valid for two quarters. Refer to the [Carry-over Dates for PoPs](#) chart for examples and more details.

### Appraisal/Locator and Pre-test Administration Procedures

An appraisal or locator and a pre-test must be given to all students not in the HS Credit Option **prior to the student completing 12 hours of instruction**. The [Reading Level Indicator](#) (RLI-601R) can be used on computers, tablets, and mobile phones during suspended operations to assist with provisional placement.

Pre-test students in the primary subject in which they will receive instruction using the appropriate CASAS test form. Other subject tests are optional. The [CASAS ESL Intake Process](#) provides guidelines for assessing basic English proficiency and selecting the appropriate appraisal and pre-tests.

Administer a new pre-test if a student earns a score that is outside the valid range [asterisk (\*) = too low or has not had a test or instruction for **two quarters**, or if during the student's absence, a significant learning intervention occurred. It is **recommended** that you retest students scoring in the conservative estimate range [*diamond* (◆) = too high].

## Post-test Administration Procedures

BEdA providers must post-test 50% or more of their students that are required to test. Post-test students at the end of a quarter if they are registered for 5+ credits or attended 45+ hours. Students should only be post-tested in the subject area(s) in which they received instruction. CASAS requires students to take a post-test with an alternate test form at the same level or next higher level using the CASAS Next Assigned Test. If a student does not seem ready for testing at the end of a quarter, an adult educator may use professional judgment to delay testing for that student. This determination must be documented in the student file. No one enrolled in less than 5 credits or with fewer than 45 instructional hours is to be post-tested without an approved exception.

Exceptions need approval from the local director. The BEdA Office will monitor the use of exceptions. Only when there is a valid reason will an exception to post-test the student be approved. Complete the [Post-Test Exception Request Form](#) and keep with the student record, then select an exception reason in LACES.

## Test Security Policy

CASAS publishes this [Test Security Policy](#) to maintain the integrity of its assessments and to assist with the implementation of and adherence to test security practices. Administrators and testing personnel are responsible for following these procedures and ensuring that agency staff are aware of and follow said procedures.