

## OHIO ABLE ASSESSMENT POLICY

Fiscal Year 2003

Revised 6/26/02

(July 1, 2002-June 30, 2003)

### General Guidelines

- L-100: All ABLE Programs must employ proper test administration practices.
- L100a: All ABLE programs must have staff trained in proper test administration practices of standardized tests and the Ohio Uniform Portfolio System.
- L100b: All ABLE programs must administer a locator/initial appraisal unless the specific test chosen has no accompanying locator/initial appraisal.
- L100c: The same standardized assessment used for placement must also be used for post-testing.
- L-100-1: **Standardized assessments must be used for placement of students into Educational Functioning Levels and for post-testing.** All non-ESOL ABLE programs must adopt a standardized assessment from the State ABLE Office's approved list. They must also be used to demonstrate progress or level advancement. [For ESOL Policy see L-100-2, L-100-10 for Family Literacy Policy and Workplace Policy see L-100-11.] These assessments include:
- The Test of Adult Basic Education (TABE) forms 7 & 8
  - The Test of Adult Basic Education Workplace (See L100-1b.)
  - Adult Measures of Essential Skills (AMES)
  - Comprehensive Adult Student Assessment Systems (CASAS Life Skills or ECS)
- L-100-1a: The TABE Word List may be used for the locator/initial appraisal assessment for students functioning at the Beginning ABE Literacy level (Educational Functioning Level 1).
- L-100-1b: The TABE Workplace may be used for students functioning at or above High Intermediate Basic Education level (Educational Functioning Level 4).
- L-100-2: Standardized assessments must be used for placement of ESOL students into Educational Functioning Levels and for post-testing. They may also be used to demonstrate progress or level advancement. All ABLE programs serving ESOL (English for Speakers of Other Languages) students must adopt a standardized assessment from the State ABLE Office's approved list. These assessments include:
- Basic English Skills Test (BEST) Oral Interview Long Form
  - BEST Literacy Skills (must be preceded by BEST Oral Interview Long Form)
  - CASAS Life Skills Series (must be preceded by CASAS ESL Appraisal Form 20)
- L-100-2a: The UPS should be used to demonstrate progress and level advancement for students in ESOL levels 5 and 6.
- L-100-3 All ABLE programs must test students in at least the students' primary academic area. *[Clarification: All programs must test in the student's primary academic area but may test in other areas also.]*

L-100-3a: Students who are tested in all basic skills areas must be placed and tracked in their lowest score area.

L-100-3a-1: For example, if a student takes a full assessment and his/her lowest score is in math, he/she is placed at the appropriate level for that area. Progress, level advancement, and post-testing are also tracked in the math skill area. However, the program is encouraged to keep documentation showing progress in the other skills areas that have been targeted for instruction as well.

L-100-3b: At least every 90-calendar days from the date of registration, a student's portfolio must be reviewed and updated. Programs may choose to administer a standardized test in the student's basic skill area if it is determined to be appropriate and beneficial. This information must be entered on the Student Progress Form.

L-100-3c: Programs must maintain and update student progress data for enrolled students using the ABLELink student record system at least every 90-calendar days starting from the date of registration.

L-100-4: All ABLE programs must utilize the Ohio Uniform Portfolio System.

L-100-4a: Each student must have a portfolio that includes the following five required elements:

1. Standardized Test Scores
2. Goal Form
3. Individual Learning Plan (ILP)
4. Documentation Logs
5. Student Work

L-100-4b: Portfolios may not be used for placement into any of the six Educational Functioning Levels for ABLE and ESOL.

L-100-4c: The portfolio **must** be used to demonstrate student progress.

L-100-4d: The portfolio should be used to demonstrate level advancement only if a standardized post-test administration is not possible.

L-100-4e: ABLE programs that choose to follow the approved Workplace Education Model may use a class portfolio instead of an individual portfolio for each student.

L-100-5: All ABLE programs that teach basic computer literacy skills must administer the state approved Kansas Computer Literacy Assessment (KCLA) or the Technology and Internet Assessment (TIA). This does not include programs that simply use computers as a tool to teach basic skills.

L-100-5a: Only students who enter the program with the primary or secondary goal of gaining basic computer literacy skills are required to take the KCLA or TIA.

L-100-5b: Students who score below the Beginning Basic Education level (Educational Functioning Level 2) on a state approved standardized assessment must be placed in basic skills rather than computer literacy. In this case the student has not demonstrated sufficient literacy skills to begin a computer literacy program.

L-100-5c: Students who score at or above the Low Adult secondary Education level (Educational Functioning Level 5) on the KCLA or TIA must be referred to another training program for advanced computer skills.

### **Special Populations**

L-100-6: Students who are mentally retarded and/or developmentally disabled and are served by county boards and local ABLÉ programs are subject to the standardized testing requirements as referenced in the General Guidelines. It is strongly recommended that CASAS Lifeskills is the test selected for this population.

L-100-7: Students served by the **Ohio Department of Mental Health (ODMH)** are now subject to standardized testing requirements as referenced in the General Guidelines.

L-100-8: Students served by the **Ohio Department of Rehabilitation and Correction (ODR&C)** are now subject to standardized testing requirements as referenced in the General Guidelines.

### **GED**

L-100-9: ABLÉ programs serving students with a primary or secondary goal of earning a GED or secondary school diploma are subject to the standardized testing requirements as referenced in the General Guidelines.

L-100-9a: The Official GED Practice Test is no longer permitted for student placement, progress, and advancement. This also applies to ESOL students.

L-100-9b: Students who identify getting the GED as a goal can decide to take the Official GED Practice Test without benefit of a complete orientation, any additional testing, or enrollment in the program. Arrangements for taking the Official GED Practice Test would be subject to the local program's testing plan.

L-100-9b-1: Students who do not take a standardized assessment and do not receive twelve or more hours of service can not be counted in the federal report.

L-100-9c: All ABLÉ programs serving students with GED specific goals must follow the attached *Modified Student Experience Model for Students with GED Specific Goals*.

L-100-9d: Passing the Official GED Test is sufficient evidence of completion of the High Adult Secondary Education level (Educational Functioning Level 6).

### **Program Components**

L-100-10: All ABLÉ programs with a Family Literacy component are subject to the standardized testing requirements as referenced in the General Guidelines.

L-100-10a: All Family Literacy students must be placed in an Educational Functioning Level using an approved standardized assessment instrument.

L-100-10b: Family Literacy programs must use Scales II and III of the Parenting Education Profile (PEP) for pre-testing, progress, and post-testing to measure increased involvement of parents, custodians, and primary caregivers in children's education and literacy related activities. The PEP Scales II and III do not correlate with the NRS Educational Functioning Levels.

L-100-11: All ABLE programs with a Workplace Literacy Component are subject to the standardized testing requirements as referenced in the General Guidelines.

L-100-11a: Workplace Literacy programs may follow the attached workplace Education Model and revised Policy Memorandum (Revised June 26, 2002). ABLE programs that choose to follow this model may use a class portfolio instead of an individual portfolio for each student.

L-100-11b: Workplace Literacy programs may also administer CAPS and WorkKeys for placement, progress, and post-testing. WorkKeys may only be used at Educational Functioning Levels 4, 5, and 6.