

Workforce Innovation and Opportunity Act (WIOA), Title II:

Adult Education and Family Literacy Act

Assessment Policy Guidelines

July 2017–June 2018



Guam Community College

Preface

This document provides policy guidelines pertaining to standardized assessment practices in Guam's adult education and family literacy programs. It also fulfills the mandate from the U.S. Department of Education (ED): Office of Career, Technical, and Adult Education (OCTAE) that each state receiving Workforce Innovation and Opportunity Act, Title II (WIOA): Adult Education and Family Literacy Act (AEFLA) funding develop, publish, and implement, on an annual basis, a written assessment policy (Federal Register January 14, 2008; and ED: OCTAE December 2008 Checklist for Reviewing State Assessment Policies and Practices). These regulations require states to describe the assessments local programs are to use, when local programs are to administer pre-tests and post-tests, training requirements for assessments, and assessment administration and reporting requirements.

Policy

Standardized, ongoing assessment is essential to ensure that all adult learners become proficient in literacy and language skills. To ensure accuracy and consistency, Guam prescribes that adult education providers use the Comprehensive Adult Student Assessment System (CASAS) standardized assessment instruments which provides valid and reliable data and progress reports across all adult learners on Guam. CASAS assessment data are used to place learners at appropriate levels of instruction, to diagnose learner strengths and weaknesses, to monitor progress, and to certify learner mastery at specific levels of instruction or readiness to exit adult education.

Guam's Assessment Policy Guidelines include the content that Department of Adult Education and Literacy (DAEL) requires and will be used to evaluate Guam's Adult Education and Family Literacy participants. The guide is organized in three sections: Introduction and Content, General Assessment Requirements, and Guidelines for Each Assessment.

Section 1: Introduction and Context

A. NEED FOR ASSESSMENT POLICY

As mandated by Chapter 30, Title 17, of the Guam Code Annotated, of the Guam Community College Act of 1977, Guam Community College (hereafter referred to as “GCC” or the College”) is solely responsible for the administration and implementation of adult education activities within Guam. Additionally, Bill 176-31 (LS) was signed into law on September 30, 2011 as Public Law 31-99 primarily to recognize the purpose of GCC “Shall be to establish career and technical education, and other related occupational training and education courses of instruction aimed at developing educated and skilled workers for Guam.” As both the State Education Agency (SEA) and the Local Education Agency (LEA) for Adult Education, GCC’s President serves as the State Director for Adult and Career and Technical Education and is guided by the college’s vision and mission statements.

Vision Statement:

Guam Community College will be the premier educational institution for providing globally recognized educational and workforce development programs.¹

Mission Statement:

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.²

The U.S. Department of Education identified tests suitable for use in the National Reporting System (NRS) for Adult Education. Guam determined CASAS Reading and Math Assessments (Life and Work, Life Skills, Reading for Citizenship, Reading for Language Arts – Secondary Level) as the assessment instrument for use at all Adult Basic Education (ABE), Adult Secondary Education (ASE) and, English as a Second Language (ESL) levels of the NRS until February 2, 2019. Accordingly, GCC requires all eligible adult education program providers to use CASAS standardized assessment instruments and Tracking of Programs and Students (TOPSpro®) Enterprise data collection and reporting software to report educational gain

¹ Guam Community College Institutional Strategic Master Plan 2014 - 2020

² Board of Trustee Policy 100 Amended & Adopted: January 10, 2014; Resolution 3-2014

benchmarks by educational functioning levels as required by WIOA and National Reporting Systems (NRS).

The use of common assessment instruments based on the same standard score scale provides the NRS data and progress reports standardized across all of Guam's adult education providers. All adult learners³ who receive 12 or more hours of instruction must have a valid CASAS pre-test score to be entered into the NRS Federal Report Tables.

Guam's State Agency Office (SAO) is responsible for compiling, tracking and reporting program and adult learners' data (e.g., demographics, appraisal scores, entry status, outcomes, enrollment, attendance) for the federal (NRS) and local government.

Adult education providers should use this policy to administer CASAS tests, training workshops, and a basis for development of local procedures, guidelines, and implementation practices.

Standardized, ongoing assessment of learner progress is essential to ensure that all learners become proficient in literacy and language skills. In Guam, adult education providers use CASAS assessment data to place learners at appropriate levels of instruction, to diagnose learner strengths and weaknesses, to monitor progress, and to certify learner mastery at specific levels of instruction or readiness to exit adult education. To ensure assessment accuracy and consistency, the SEA prescribes that WIOA funded adult education providers use CASAS assessments that correlate to the NRS for adult education. CASAS test results align to the NRS levels and document student learning achievement (i.e. advancing across educational functioning levels). CASAS standardized assessment instruments are the only state-approved instruments used for Guam and federal reporting for adult learners. The use of common assessment instruments based on the same standard score scale provides the NRS standardized data and progress reports across all adult education providers in Guam.

All CASAS assessment instruments undergo rigorous test development and validation procedures and meet the standards of the American Education Research Association, the National Council for Measurement in Education⁴, and the American Psychological

³ The term *adult learner* means, an individual who has attained 16 years of age; who is not enrolled or required to be enrolled in secondary school under State law; and who (i) is basic skills deficient; (ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or (iii) is an English language learner. (113th US Congress Public Law 113-128-July 22, 2014)

⁴ <https://www.casas.org/product-overviews/research-and-evaluation/assessment-research>

Association. The CASAS Technical Manual⁵ contains detailed information about test validity and reliability (see Appendix A for more information regarding CASAS assessment validity and reliability). The Standards for Educational Psychological Testing (2014) states the validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores. Reliability (test accuracy) has two major subcomponents – consistency and stability. A more extensive discussion on validity and reliability as they relate to CASAS assessments may be found in Appendix A.

B. PURPOSE AND USE OF STANDARDIZED ASSESSMENTS

In the interest of insuring uniform implementation across the state and to allow comparability across programs, GCC requires all eligible adult education program providers to use the CASAS standardized assessment instruments, data collection and reporting software to report educational gain benchmarks by NRS educational functioning levels. In general, CASAS assessments are used to ensure accuracy in adult learner placement (appraisal tests), to monitor progress (post-tests), and to certify learner mastery. Standardized administration of tests and assessment results provide the basis for state and federal accountability reporting. The directions in each Test Administration Manual⁶ (TAM) must be carefully followed in the selection, administration, use, reporting, and security of the Educational Functional Levels (EFL) and for documenting student achievement.

In addition to CASAS standardized assessments, local adult education providers may use a variety of informal assessments to monitor learning and inform instruction on a regular, ongoing basis, including the use of teacher developed formative tests, unit tests, portfolios, applied performance assessments, and learner observations. These informal tests are not utilized for the federal NRS reporting requirements. CASAS appraisals ensure appropriate placement (EFL), administration of the proper pre-test/post-test. Adult education providers may not use appraisals as pre-test to measure learner progress.

C. SUMMARY AND OVERVIEW

Adult education providers must use this policy for Adult Education and Family Literacy programs, in conjunction with regional and online training workshops and the CASAS Test Administration Manuals to provide a basis for development of local procedures, guidelines,

⁵ <https://www.casas.org/product-overviews/research-and-evaluation/assessment-research/casas-technical-manual>

⁶ <https://www.casas.org/product-overviews/assessments/order-appraisals>

and implementation practices. GCC requires all eligible adult learners, 16 years of age; who is not enrolled or required to be enrolled in secondary school under State law; and who (i) is basic skills deficient; (ii) does not have a secondary school diploma or its recognized equivalent; and has not achieved an equivalent level of education; or (iii) is an English language learner take the CASAS standardized assessment to determine benchmarks by educational functioning levels for student placement in the adult education program. The eligible literacy providers' staff must be certified to administer CASAS.

This document defines the SEA assessment policy for the following WIOA, Title II AEFLA funded programs: Adult Basic Education (ABE), Adult Secondary Education (ASE) and English as a Second Language (ESL). This policy is applicable for classroom-based instruction. This document identifies key assessment policies that support:

1. Selection and use of appropriate assessment instruments,
2. Accurate learner placement into appropriate educational functioning levels,
3. Appropriate test administration, scoring, and reporting of test scores,
4. Appropriate use of test results to inform instruction and improve programs,
5. Pre-testing and post-testing to monitor learner progress,
6. Certification of level and program completion, and
7. Reporting valid and reliable assessment results and related information for accountability to local, state, and federal funding sources and policymakers

The Guam SEA Assessment Policy Guidelines also includes staff training and test security requirements for all local staff that administers and uses the results of CASAS standardized assessments, including paper-based and computer-based assessments.

Locally eligible WIOA providers must assess all learners using an NRS WIOA-approved standardized assessment. Learners with 12 or more hours of instruction are eligible to be reported on the NRS Federal Tables. GCC has authorized the use of CASAS standardized assessments test series presented in Table 1 below for use by local adult education and family literacy providers utilizing WIOA funds authorized for Guam through February 2, 2019.

Table 1

Basic skills assessed in each series ⁷	Reading for Citizenship	Life and Work	Life Skills	Reading for LA Secondary Level	Application of Mathematics (Secondary Level)
Reading (ABE, ASE, ESL)	✓	✓	✓	✓	
Math (ABE, ASE)			✓		✓
Listening (ESL)		✓			

Learners take an appraisal test to gauge his/her reading, math, listening, writing or speaking skills and then a pre-test as soon as feasible and before the occurrence of any substantial instructional intervention. Learners should be assessed in the areas that are the focus of instruction, using the appropriate CASAS standardized test in reading, math, listening, comprehension, writing, and civics education.

D. RESOURCES FOR INFORMATION AND ASSISTANCE

All requests for clarification and technical assistance should be directed to:

Mary A.Y. Okada, Ed.D.

Title: President and State Director

Agency: Guam Community College

Email address: mary.okada@guamcc.edu

Telephone: 671-735-5517

Section 2: General Assessment Requirements

A. STUDENTS TO BE ASSESSED

Guam Community College (GCC) requires all eligible adult learners to take the CASAS standardized assessment to determine benchmarks by educational functioning levels for student placement in the adult education program. An eligible adult learner is an individual who has attained 16 years of age; who is not enrolled or required to be enrolled

⁷ Federal Register/Vol. 81, No.239/Tuesday, December 13, 2916/Notices

in secondary school under State law; and who (i) is basic skills deficient; (ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or (iii) is an English language learner.

Standardized, ongoing assessment of learners’ progress is essential to ensure that all learners become proficient in literacy and language skills. All learners must be assessed using authorized standardized assessment that meets NRS requirement rules for reporting.

B. ASSESSMENTS PERMITTED

All learners must be assessed using authorized standardized assessment (Table 2) that meets NRS requirements rules for reporting. Additionally, CASAS assessments:

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

The Federal Register posted a list of all suitable CASAS test forms [Table 2] to use for all ABE, ASE and ESL levels reporting of students’ performance data on adult education and family literacy program activities to NRS through February 2, 2019. ⁸

Table 2

Assessment	Test Series	Test Forms ⁹ (Paper and Computer Base)
Reading Assessments	Life and Work, Life Skills, Reading for Citizenship, Reading for Language Arts- Secondary Level	27, 28 81, 82 81X, 82X 83-86 185-188 310, 311 513, 514 951, 952 951X, 952X
Life Skills Math Assessments	Application of Mathematics (Secondary Level)	31-38 505, 506
Life and Work Listening Assessments	LW Listening	981L-986L

⁸ Federal Register/Vol. 81, No.239/Tuesday, December 13, 2916/Notices

⁹ Federal Register/Vol. 81, No.239/Tuesday, December 13, 2916/Notices

CASAS designed standardized progress tests to assess learning along a continuum, from beginning literacy and English language acquisition through the completion of secondary level skills¹⁰. Several test series monitor learning progress, with test difficulty levels ranging from below Level A through Level D. Each test level has alternate test forms parallel in content and difficulty. The test series differ primarily in contextual focus (for example, employability versus general life skills and work skills).

To optimize assessment results, pre-test learners as soon as possible upon entry into the program and before the occurrence of any substantial instructional intervention. Pre-test learners in the areas that are the focus of instruction, using the appropriate CASAS standardized test in reading, math, or listening comprehension. Post-test learners using an alternate form occurs at the end of a semester, term, quarter, or other substantial block of instruction to document learning gains. **Adult education providers are to ensure that testing times and conditions are uniform for both pre-tests and post-tests.**

All learners, with 12 or more hours of instruction must have a valid CASAS pre-test for placement into the NRS Federal Tables. Adult education providers may find guidance for pre-test and post-test selection in the TOPSpro® Enterprise Next Assigned Test Report. If using eTests, the pre- and post-test selection happens automatically. Learner post-tests are administered at the same level or a higher level, depending on the learners' pre-test score. CASAS and TOPSpro® Enterprise recommend an alternate test form within the same test series for post-testing. Additionally, the post-test must be in the same skill area as the pre-test, that is, programs cannot use a reading pre-test and a math post-test to determine learner gains. Learners are placed into the NRS Federal Reporting Tables based on their lowest accurate pre-test score when scaled pre-test scores from two different modalities fall into different Educational Functioning Levels (EFL). The skill area with the lowest first accurate pre-test matched to the highest accurate post-test measuring the same skill area is used for reporting learner gains for NRS Federal tables.

CASAS designed pre-test and post-tests so that most students are able to complete a test in one hour or less. CASAS recommends assessing after approximately 70-100 hours of instruction, with the following exception:

¹⁰ <https://www.casas.org/training-and-support/wioa-and-nrs-compliance/nrs-approval-of-casas>

- Programs offering high intensity courses (for example, a class meeting more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hour of instruction.
- Program offering low intensity courses with fewer than 70 hours in a semester, quarter, term, or other substantial block of instruction, may choose to administer a post-test at the end of the instructional period. **Guam shall administer a post-test at the end of the instructional period.**

Programs may assess individual learners who indicate they are leaving the program before the scheduled post-test time to maximize collection of paired test data. However, testing should not occur before completing at least 40 hours of instruction. The testing of students that have fewer than 40 hours of instruction must be reviewed and approved by the SEA and those approvals must be kept at the local agencies and made available for review.

Factors affecting learning gains include intensity and duration of instruction, motivation of learners, competence of instruction, the link between learner goals and instruction, and other instructional factors.

Post-test scores obtained at the end of the semester or other reporting period may serve as a pre-test for the next semester or reporting period, if the interim does not exceed more than four months. Similarly, adult education providers may use the most recent assessment results for “stop-outs” returning to adult education classes. If the last test administered does not exceed the same four month time period. This policy is designed to reduce or eliminate unnecessary testing of learners.

Local test administrators may provide or allow certain accommodations in test administration procedures or environment for documented disabilities without contacting CASAS.

To administer the Citizenship Interview Test for certification in the English Literacy and Civics Education, Citizenship Preparation program, adult education providers must complete certification training online for the CASAS Citizenship Interview Test. If retesting of a learner is necessary, a significant amount of intervening instructional hours must occur before re-testing.

C. TRAINING FOR ADMINISTERING ASSESSMENTS

CASAS provides SEA and/or LEA with guidance on specific accountability issues. Regional and face to face training sessions are provided each year. CASAS online training is available through the year. SEA requires at least one person to complete CASAS Implementation Training as evidence for testing certification.

- The Guam SEA provides an overview to teachers and other local staff in analyzing, compiling and reporting data for the NRS and includes the following topics:
 - NRS policy, accountability, policies, and data collection processes,
 - Definitions of measures, and
 - Conducting assessments

Training of adult education provider personnel is essential to quality CASAS implementation. Only adult education provider personnel that have completed CASAS training and received CASAS eTests Online Coordinator and/or CASAS eTests Online Proctor Certification may use CASAS assessments. This individual can train others within his or her respective agency but may not train outside that agency. A copy of the certificate must be provided to the Guam SEA in order to administer CASAS appraisal, pre and post-tests.

CASAS certified trainers provide separate training sessions to administer, score, and interpret CASAS reading, listening, and math assessments. Training should also address how to use the CASAS competency system and CASAS resources, such as Quick Search, to facilitate instruction. Separate training sessions are available for CASAS Functional Writing, Citizenship Interview, and Workplace Speaking, among others.

D. ACCOMMODATING FOR STUDENTS WITH DISABILITIES OR OTHER SPECIAL NEEDS

Accommodations in testing alter the conditions for administering a test or change the nature of an assessment instrument, allowing test takers with disabilities to demonstrate their skills and abilities more accurately. Proper accommodations meet the needs of examinees without changing what the test measures.

Adult education providers are responsible for providing fully accessible services for ensuring that these services meet reasonable criteria. Adult learners with disabilities are responsible for requesting accommodations through Guam Community College's Office of Accommodative Services and for

submitting documents of their disability at the time of registration, program entry, or after diagnosis. Adult education providers must document the need for learner accommodations in the Individual Program Education Plan (IPEP). The documentation must show that the disability interferes with the learner's ability to demonstrate performance on the test. The information may be obtained from a doctor's report, a diagnostic assessment from a certified professional, or other clinical records.

Local test administrators may provide or allow certain accommodations in test administration procedures or environment for documented disabilities without contacting CASAS. Examples include accommodation in test time, giving supervised breaks, or providing a sign language interpreter for test administration directions only. It is not an appropriate accommodation in test administration procedures to read a CASAS reading test to a Lerner with low literacy skills or blindness.

CASAS test forms that are appropriate for learners with a disability include computer-based tests and large-print tests, such as the Life and Work reading pre-test and post-tests. Detailed information on providing accommodations can be found in Guidelines for Providing Accommodations Using CASAS Assessment for Learners with Disabilities available at <http://www.casas.org>.

Section 3: Guidelines for Each Assessment

A. INFORMATION INCLUDED FOR EACH ASSESSMENT

Table 3A through 3C provides information about CASAS test forms by skill areas, levels, and series approved for use by WIOA funded program and provides information about which assessments are appropriate for which learner populations and as approved by USDE (Federal Register). The tables list multiple forms at each level; these are alternate forms for 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 tables also list the appropriate appraisal test(s) to accompany different CASAS test series.

Table 3A

Reading: Adult Basic Education/Adult Secondary Education/English as a Second Language					
NRS EFLs for ABE and ASE	NRS EFLs for English as a Second Language	CASAS Level	Series Form Numbers		
			Life & Work	Citizenship	Life Skills
1	1-2	Beginning Literacy	27	27	310
			28	28	311
1	1-3	A	81	951	
			82	952	
1-2	2-4	AX	81X	951X	
			82X	952X	
2-3	4-5	B	83		
			84		
3-5	5-6	C	85, 86*		
			185		
			186		
4-6		D	187	513	
			188	514	

*Workplace focused

Appraisal	80 or eTests®
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Table 3B

Math: Adult Basic Education/Adult Secondary Education			
NRS EFLs	CASAS Levels	Series Form Numbers	
		Life Skills	Secondary Assessment
1	A	31	
		32	
1-3	B	33	
		34	
2-4	C	35	
		36	
3-6	D	37	505
		38	506

Appraisal	130 or eTests®
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Table 3C

Listening for English as a Second Language		
NRS EFLs	CASAS Levels	Life Skills Series Form Numbers
1-4	A	981L
		982L
3-5	B	983L
		984L
4-6	C	985L
		986L

Appraisal	80 or eTests®
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The Guam SEA requires all adult education providers to comply with the CASAS training policy and follow the test administration guidelines in each Test Administration Manual (TAM) published by CASAS for each test series used. Training in CASAS assessments is also required to ensure accurate use of tests and appropriate interpretation of learner results, and to maintain the integrity and quality of the assessment process. SEA requires that at least one person from each agency using the CASAS system successfully complete CASAS Assessment Implementation Training.

It is essential that the directions for the test administration be followed uniformly across the ABE, ASE and ESL programs offered. All local adult education providers must maintain copies of TAMs onsite for all assessments used by the provider. TAMs provide quality control guidelines to ensure proper test use, administration, scoring, and interpretation of results. These manuals typically contain information on the following topics:

1. The CASAS Assessment System,
2. Overview of CASAS program testing,
3. Description of tests,
4. Determining pre-test and post-test levels,
5. Instructions for administering tests,
6. Scoring,
7. Test security,
8. Data collection,
9. Interpretation of results,
10. Curriculum planning, instruction, and assessment,
11. Skill level descriptors,
12. Net assigned test charts,
13. Testing accommodations,
14. Answer keys and score conversion charts (for converting raw scores to scale scores),
15. Learner profile sheets,
16. Learner performance by competency,
17. Class profile by competency, and
18. Training and ordering

There are no exceptions to the Assessment Policy Guidelines. It is especially important to choose appropriate CASAS tests designed for learners with disabilities, language barriers, and limited literacy skills.

The SEA provides professional development training which provides guidance on specific state data and accountability requirements and timelines.

CASAS provides post-tests that measure learning gains and advancement across test difficulty levels ranging from the lowest to the highest NRS Educational Functioning Levels (EFLs). Each test level has alternate test forms parallel in content and difficulty.

Initial placement with an appraisal test gauges a learner's reading, math, listening comprehension, writing, and speaking skills. The SEA strongly encourages local agencies to use appraisals whenever feasible to ensure appropriate decisions regarding:

1. Appropriate educational placements.
2. Administration of appropriate pre-tests. and
3. Selection of short- and long-term instructional goals

Placing learners in instructional levels that are not at their ability levels may lead to frustration or boredom, causing learners to leave the program. Learners who take inappropriate level pre-tests may "top out" or score below the accurate range of the test level, and adult education providers will not have accurate baseline (pre-test) information. Use of appraisals and appropriate pre-tests assist learners and teachers in establishing appropriate learner short-term goals. Appropriate short-term goals enable learners to document successes leading to long-term goals. Learning gains and achievement of learner outcomes within a program year form the basis for the state's required annual NRS report to the OCTAE.

Adult education providers may not use appraisals as pre-tests to measure learner progress. Each CASAS TAM includes specific recommendations regarding which level of pre-test to administer, based on the appraisal test score. CASAS provides appraisals for reading, math, listening comprehension, speaking, and writing. Adult education providers should administer CASAS appraisal tests based on Tables 4a and 4b which show the relationship between NRS levels for ESL and ABE and ASE learners and CASAS levels and scale score ranges.

Scoring and Alignment of CASAS with NRS Levels

Tables 4A and 4B show the relationship between CASAS test levels, scale score ranges, and NRS levels for ABE, ASE, and ESL learners.

Table 4a CASAS Scale Score Ranges Linked to NRS Educational Functioning Levels for Placement and Reporting Educational Gains (ABE and ASE)

NRS Level		CASAS Level	Reading & Math Scale Score Ranges
1	BE Literacy	A	200 and below
2	Beginning Basic Education	B	201-210
3	Low Intermediate Basic Education	B	211-220
4	High Intermediate Basic Education	C	221-235
5	Low Adult Secondary Education	D	236-245
6	High Adult Secondary Education	E	246 and above

* Estimated score below the accurate range

Table 4b CASAS Scale Score Ranges Linked to NRS Educational Functioning Levels for Placement and Reporting Educational Gains (ESL)

NRS Level	CASAS Level	Reading Scale Score Ranges	Math Scale Score Ranges
1	Beginning ESL Literacy	A	180 and below
2	Low Beginning ESL	A	181-190
3	High Beginning ESL	A	191-200
4	Low Intermediate ESL	B	201-210
5	High Intermediate ESL	B	211-220
6	Low Advanced ESL	C	221-235

Selection of the appropriate test series is based on a learner’s goals and the instructional focus of the program (life skills, life and work, citizenship, and secondary assessment). The pre-test is administered to the learner as soon as feasible after enrollment into the program: either during the intake process after an appraisal is given, or after placing the learner into the appropriate instructional level. All learners, with 12 or more hours

of instruction must have a valid CASAS pre-test for placement into the NRS Federal Tables. Adult education providers may find guidance for pre-test and post-test selection in the Next Assigned Test Charts provided by CASAS in the TAM or in the TOPSpro® Enterprise Next Assigned Test Report. If using eTests®, the pre- and post-test selection happens automatically. Learner post-tests are administered at the same level or a higher level, depending on the learners' pre-test score. CASAS and TOPSpro® Enterprise recommend an alternate test form within the same test series for post-testing. Additionally, the post-test must be in the same skill area as the pre-test, that is, programs cannot use a reading pre-test and a math post-test to determine learner gains. Learners are placed into the NRS Federal Reporting Tables based on their lowest accurate pre-test score when scaled pre-test scores from two different modalities fall into different EFLs. The skill area with the lowest first accurate pre-test matched to the highest accurate post-test measuring the same skill area is used for reporting learner gains for NRS Federal Tables.

The SEA has established a statewide performance goal of at least 50 percent paired test scores. Other sections of this document cover post-testing policies and procedures in more detail.

QUALITY CONTROL PROCEDURES

The SEA uses the TOPSpro® Enterprise to ensure that quality control checks are in place for all assessment data collection and reporting. SEA requires adult education providers to enter assessment data into the TOPSpro® Enterprise database minimally on a quarterly basis for all learners assessed during that quarter.

- Local TOPSpro® Enterprise Data Integrity Detail Reports assist adult education providers to conduct data integrity checks to ensure the accuracy and completeness of the data submitted. TOPSpro® Enterprise logic prevents inappropriate assessments from being scored and reported (e.g. administering the same form for pre-testing and post-testing).
- Statewide quarterly reporting of data assists Guam in monitoring the data collection and reporting process and in identifying data collection and assessment issues that may need to be addressed through targeted training and technical assistance. Monitoring of funded agencies also include onsite verification that local providers have policies and procedures in place to ensure accurate and complete data collection and to ensure the appropriate administration, scoring and reporting

assessment results.

Test Security Policy

Guam SEA requires that all WIOA, Title II funded adult education providers sign an annual test security agreement and develop local guidelines for implementing state assessment policy that reflects the test security agreement (See Appendix B).

CASAS publishes this test security policy to maintain the integrity of each of its assessments and to assist with the implementation of and adherence to the test security practices contained in this document. Administrators and testing personnel are responsible for following these practices and ensuring that agency staff follows said practices.

All testing materials online or on paper, including but not limited to CASAS eTest®, (online or desktop), test booklets, CDs, answer sheets, and answer keys, must be kept secure. No unauthorized personnel should be allowed access to CASAS eTest® or to paper test booklets. Security procedures for computerized testing and paper test booklets must be held to the same standard.

CASAS eTets®

CASAS will occasionally embed unpublished test items into operational CASAS eTests® in order to maintain and build its item bank. These items are not scored. The security of these items cannot be compromised and must be maintained in the same manner as all testing materials.

Paper Test Booklets

Paper test booklets and related test support materials should be kept in locked storage at all times when not in use. Prior to distribution of test booklets, the test administrator must number each test booklet for tracking purposes. As examinees finish the test, they must put their answer sheet inside their test booklet and wait until the conclusion of the testing session. The administrator must ensure that each test booklet is returned before anyone leaves the testing facility.

Confidentiality of Tests and Test Items

No agency, school, or other entity may use any CASAS test or test item—published or unpublished—as a tool to prepare examinees for the testing process. CASAS tests may never serve as practice tests in any capacity or for any purpose. Test items may not be

reviewed, discussed, or explained to anyone at any time.

If paper test booklets have been marked in or torn, agencies should shred the test booklets. If an agency is transitioning to a new test series, agencies should shred old test booklets and destroy related testing materials including CDs. It is never appropriate to retain test materials for use as a practice test or for instructional purposes.

No agency, school or other testing entity may share or provide any testing materials to another agency or school. Agencies that make such request should be advised to contact CASAS directly. Testing materials must remain at the test site at all times.

Improper use of CASAS Tests includes activities such as:

- Teaching to the actual CASAS test item
- Copying and distributing a CASAS test item or CASAS test booklet to unauthorized personnel or learners prior to or after test administration as a study guide
- Administering a lower level test to artificially increase the learning gain between pre and post-tests
- Reducing the amount of time given on a pre-test (e.g., less than 20 minutes while increasing the amount of time on a post-test (e.g., 40-60 minutes)
- Deleting test answers on the pre-test to lower the test score
- Deleting accurate tests to manipulate the learning gains
- Duplicating or copying the test of one learner and replacing the identification number of another learner
- Altering test items or test score information
- Providing the answers to test questions
- Translating test items and answers into another language
- Administering tests in quick succession without sufficient time for instructional intervention to maximize gains
- Failing to administer tests at specific agency sites or in certain program areas
- Excluding certain individuals or groups who have attended 12 hours or more from pre or post testing.

Purchasing Procedures for Each Assessment

The SEA requires programs to order CASAS assessment authorized for use in Guam directly from CASAS. The SEA validates CASAS test instruments with a list of approved assessments forms published in the latest Federal Register to ensure that local adult education programs order appropriate materials.

VALIDITY AND RELIABILITY

Validity

The Standards for Educational and Psychological Testing (2014) states that validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from test score. There are various evidences of validity with construct validity encompassing the overriding issue of proper use and construction of test items, and with content-related and criterion-related validity as subcomponents. Item content evidence is a measure of the extent to which test items measure what they are intended to measure. For a detailed discussion of CASAS content validity evidence, see the CASAS Technical Manual at <https://www.casas.org>.

Criterion-related validity, also referred to as predictive validity, assesses the ability or effectiveness of an instrument in predicting something it should theoretically be able to predict. CASAS created ABE Skill Level Descriptors (reading, math, and writing skills) to show a continuum of skills from beginning ABE through advanced adult secondary levels; CASAS also created ESL Skill Level Descriptors (listening, reading, writing, and speaking skills) for ESL from beginning literacy/pre-beginning ESL through proficient skills. Skill Level Descriptors provide general content information on how an adult learner's numerical scale score on a CASAS test in a specific skill area corresponds to the job-related and life skills tasks that a person can generally accomplish.

A common numerical scale reports results from most CASAS tests. CASAS has successfully used this scale with more than three million adult and youth learners. Five board levels divide the CASAS scale; A (beginning literacy) to E (advanced secondary), each encompassing a range of scores. CASAS further subdivides levels A and B to guide instructional placement and to monitor learner progress. CASAS defines each level scale score range with corresponding competency descriptors of performance in employment and adult life skills contexts.

Expert teachers, members of the CASAS National Consortium, as well as external validation studies have validated the CASAS Skill Level Descriptors. See the CASAS Technical Manual. During the late 1990s, staff from the Center for Applied Linguistics and CASAS worked together to review and

update the correlation between Student Performance Levels and CASAS levels to ensure that the NRS Skill Level Descriptors use for reporting learner gains were consistent with research already done in the field. Large-scale CASAS implementing states such as California, Connecticut, and Oregon participated in a national-level NRS advisory committee and provided guidance in the initial development and implementation of the NRS.

Once the NRS finalized the EFLs, CASAS conducted a review and confirmed that the CASAS Skill Level Descriptors align with the skill levels of the NRS.

The National Governors Association Center for Best Practices together with the Council of Chief State School Officers developed and published a set of Common Core State Standards (CCSS) in 2010.

At the request of the CASAS National Consortium, an alignment study between the CCSS and the CASAS Content Standards for Reading and Mathematics was completed in 2010 by an independent third party. The resulting report—*CASAS Content Standards and Common Core Standards: A Comparative Analysis*—is posted on the CASAS Web site.

Subsequently, the OCTAE commissioned a study to answer the following questions on how CCSS relate to Adult Education.

1. What content in the areas of English language arts and literacy (ELA/literacy) and mathematics is most relevant to preparing adult students for success in higher education and training programs?
2. What content in the areas of ELA/literacy and mathematics of is most relevant to preparing adult students for success in higher education and training programs?
3. Which standards in each content are most important for adult students?

The resulting report is titled Promoting College and Career Ready Standards in Adult Basic Education (Pimentel, 2013).

Again, at the request of the CASAS National Consortium, CASAS requested a review of the original comparative analysis in light of the results of the study commissioned by OCTAE. The study shows the relationship between the CCSS for Reading and CASAS Content Standards for Reading as well as the CCSS

deemed priority for Adult Education.

Reliability

The CASAS Technical Manual provides data on the reliability of the item bank and specific test series. The test administration manual for each test series also contains information about reliability.

Reliability (test accuracy) has two major subcomponents – consistency and stability. For each scale score attained on a CASAS test, a standard error of measurement (SEM) is given. In addition to reporting a scale score for raw scores attained on a test, CASAS established a range of accuracy for each test form. For every score in the accurate range, a SEM for each scale score is given. For scale scores exceeding accurate range, CASAS provides a usable, conservative scale score estimate. However, test administrators are encouraged to administer a test at the next more difficult test level to obtain a more accurate scale score estimate. CASAS does not report scale scores for raw scores falling below the accurate range. Information on test forms including SEMs, test information function, correlation and classification consistency are published in the CASAS Technical Manual.

CASAS uses the most currently researched and recommended methodology in educational measurement practice—Item Response Theory—to establish indexes of item bank, test, and test score reliability. For indexes of consistency, CASAS tests for the uni-dimensionality of the item bank ensuring items all measure the same underlying construct. The CASAS Technical Manual presents classical item statistics, including item point bi-serial correlations and their p-values, for all the test series.

The test for item stability is found under “parameter invariance” and “differential item functioning”. Parameter invariance analysis tests whether the item difficulties have changed over time. Differential item functioning tests whether the item difficulties change in the measurement of different kinds of learners, such as learners of different gender and different ethnicity. As part of ongoing maintenance for the assessments, the stability of item parameter estimates are evaluated by CASAS periodically.

Studies Conducted

The Program Effectiveness Panel of the U.S. Department of Education (1993) evaluated and upheld three claims of CASAS implementation of effective educational programs. Each claim centered on adult learners in adult and alternative education programs. The adoption of key elements of the CASAS system determined the degree of program implementation. These key elements include identifying CASAS Competencies necessary for learners to meet their goals, linking these competencies instructional materials using the CASAS Instructional Materials Quick Search, and linking these competencies to appropriate CASAS assessment tools. Learners within education programs that adopted the key elements demonstrated:

- Significant learning gains
- Increased hours of participation
- Achievement of higher goal attainment compared to programs that have not adopted the key elements

Numerous studies such as the National Evaluation of Adult Education Programs (1991) have repeatedly confirmed this claim. In addition, two California studies, an Oregon study as well as a North Carolina study, among others, confirm these three claims (for a detailed literature review, refer to the CASAS Technical Manual).

Another important study examined the relationship of CASAS to the 2002 version of the GED®. This study used data from California, Iowa, Oregon, Kansas, and Hawaii (total number of participants = 4801). The study found a clear monotonic increasing relationship between CASAS reading scores and GED® reading scores and CASAS math scores and GED® math scores. Moreover, the study found a similar relationship between CASAS reading and overall GED® results averaged across the five test content areas.

There have been a number of recent studies conducted across the United States to reaffirm that the content and competencies addressed in the initial development of the item banks are still valid and relevant to the current needs of learners, instructors, administrators, employers, and social service agencies:

- CASAS Content Standards for Reading and Mathematics and Common Core State Standards for Reading, Language, and Mathematics: A Comparative Analysis 2010
- Revalidation of the CASAS Competencies 2008
- CASAS National Consortium Content Standards 2007

For more information that is detailed and complete copies of these validation studies go to www.casas.org.

CASAS undertook the development of a content standards framework on behalf of CASAS National Consortium states. The project uses the expertise of adult education professionals across the country to determine the essential content standards in reading and math for ABE and ASE and in reading and listening for ESL. The project identifies the basic skills content standards at each NRS level embedded in CASAS Competencies and links them to appropriate CASAS assessments.

On behalf of CASAS National Consortium states, CASAS also undertook the alignment of CASAS content standards to the CCSS in 2010 and the subsequent College and Career Readiness Standards for Adult Education in 2013.

ADDITIONAL QUALITY CONTROL PROCEDURES

Test Security Policy

CASAS publishes this test security policy to maintain the integrity of each of its assessments and to assist with the implementation of and adherence to the test security practices contained in this document. Administrators and testing personnel are responsible for following these practices and ensuring that agency staff are aware of and follow said practices.

It is the immediate legal responsibility of the agency director, principal, or other primary administrator to enforce securing testing materials upon taking delivery of materials and at all times afterward. Only testing personnel and others qualified as part of the testing process may have access to any testing materials.

Security of Testing Materials

All testing materials, including but not limited to computerized-testing versions of CASAS eTests®, whether online or desktop, test booklets, CDs, answer sheets, and answer keys, must be kept secure.

No unauthorized personnel should be allowed access to CASAS eTests® or paper test booklets. Security procedures for computerized-testing and paper test booklets must be held to the same standard.

Test Administration

Testing personnel must remain in the testing room throughout an entire test session to ensure that students follow all testing rules. Examinees must sit three to five feet apart and refrain from talking during the testing session or seeking help from others in any way, including use of electronic devices.

Testing personnel must ensure that they follow all test administration directions and language as dictated in the appropriate CASAS Test Administration Manual.

CASAS eTests®: CASAS will occasionally embed unpublished test items into operational CASAS eTests® in order to maintain and build its item bank. These items are not scored. The security of these items

cannot be compromised and must be maintained in the same manner as all testing materials.

Paper test booklets: Paper test booklets and related test support materials should be kept in locked storage at all time when not in use. Prior to distribution of test booklets, the test administrator must number each test booklet for tracking purposes. As examinees finish the test, they must put their answer sheets inside their test booklet and wait until the conclusion of the testing session. The administrator must ensure that each test booklet is returned before anyone leaves the testing facility.

Confidentiality of Tests and Test Items

No agency, school, or other entity may use any CASAS test or test item – published or unpublished – as a tool to prepare examinees for the testing process. CASAS tests may never serve as practice tests in any capacity or for any purpose. Test items may not be reviewed, discussed, or explained to anyone at any time.

Paper test booklets: If test booklets have been marked in or torn, agencies should shred test booklets. If an agency is transitioning to a new test series, CASAS requests that agencies shred old test booklets and destroy related testing materials including CDs. It is never appropriate to retain test materials for use as a practice test or for instructional purposes.

No agency, school or other testing entity may share or provide any testing materials to another agency or school. Agencies that make such requests should be advised to contact CASAS directly. Testing materials must remain at the testing site at all times.

Copyright Infringement

No test materials may be duplicated, photocopied, or reproduced in any manner. Federal copyright law prohibits unauthorized reproduction and use of copyrighted test materials. Reproducing test materials is a violation of federal copyright law.

Test Security Policy Agreement

Agency directors, principals, and other primary administrators need to maintain a specific test security policy that discusses the proper handling and use of test materials.

All testing personnel must sign the Test Security Policy Agreement below agreeing to uphold the security policies of the agency school, or testing entity.

CASAS reserves the right to take appropriate action to rectify the violation of its test security policy should CASAS determine that any agency, school, or other testing entity has violated any provision of this test security, policy or that testing materials have been compromised in any manner, purposely or otherwise.

TEST SECURITY POLICY GUIDELINES

To protect the quality and standardization of CASAS assessments, I agree to:

1. Follow all test procedures as required in this Test Security Policy document.
2. Secure all CASAS test materials, whether paper-based or computer delivered, under lock and key except during the testing sessions.
3. Ensure that before or after any test administration, all test materials are secure and inaccessible to any non-testing personnel, examinees, or others not responsible for test administration.
4. Remain in the testing room at all times during the testing event and monitor all examinee activity as appropriate and in compliance with test security procedures.
5. Ensure that examinees sit at least three to five feet apart and do not talk or seek help from others during the testing event in any way, including use of electronic devices.
6. Refrain from assisting examinees with test answers on any test before or during the testing event.
7. Refrain from reviewing test questions with examinees after the testing event.
8. Ensure that agency staff members follow all specific testing procedures as stated in CASAS Test Administration Manuals (TAM).
9. Disallow use of any CASAS assessments as practice test or as instructional tools.
10. Advise any agency, school, or testing entity to contact CASAS, and not my agency, with any inquiry about sharing or duplicating CASAS testing materials.
11. Refrain from duplicating or in any way reproducing any CASAS testing materials, including but not limited to test booklets, answer keys, answer sheets, CDs, and CASAS eTests®.
12. Report any violation of this test security policy.

My signature on this document certifies that I have read the above policy, will follow all test administration directions as stated in my CASAS TAM, and agree to abide by all test security procedures.

_____	_____	_____
Signature	Position/Title	Date

_____	_____
Print Name	Agency Name

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