Policy Letter
Adult Basic Education

To: Adult Basic Education Directors

From: Ginny L. Chidsey, Wyoming State ABE Program Manager
Wyoming Community College Commission

Date: November 1, 2009

Subject: State Assessment Policy Revised for FY 2009-2010

Policy Number: ABE09-03

Policy Letter ABE09-01 is repealed and replaced with this Policy Letter ABE09-03.

Introduction

Need for Assessment

The Workforce Investment Act (WIA) and the National Reporting System (NRS) require states to measure adult learner educational gains - namely, gains in the development of basic English literacy and language skills. The NRS specifically requires that adult education programs (ABE) assess and place each student into an educational functioning level at intake and at least one other time during the year.

The Act establishes five (5) core indicators that will be used to assess state performance:

- Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills;
- Entered employment;
- Retained employment;
- Obtained a GED® or secondary school diploma;
- Entered postsecondary education or training.

Pursuant to the Act, the U.S. Department of Education has promulgated rules that require the State to have a written assessment policy that its local eligible providers must follow in measuring educational gain and reporting data in the NRS.
The state must submit its assessment policy to the Secretary of Education for review and approval each year at the time it submits its annual statistical report for the NRS.

It is critical for programs to administer assessments in a standardized and consistent way to help preserve data validity and reliability. Validity is how well an instrument measures what it is intended to measure. This relates to the NRS educational functioning levels for ASE, ABE and ESL. Reliability is how well an instrument performs similarly with use. It is very important that assessment data be comparable across Wyoming and at the national level.

Purpose of Assessment

Accurate assessment of student educational gain is critical because it helps:

- Establish appropriate performance standards for program accountability;
- Ensure the collection and reporting of quality data;
- Sustain continued funding for local programs;
- Accurately inform programs and students about their basic skill levels;
- Better equip students to set appropriate goals;
- Monitor program and student progress toward goals;
- Guide and motivate students to be actively involved in their learning;
- Determine the extent to which instructors are meeting student needs;
- Provide programs and instructors with information to improve instruction.

Policy Overview

This policy is intended to help ensure accuracy and consistency across programs in assessment administration and data collection/reporting. Additionally, the policy will identify and explain such important issues as:

- Approved assessments to measure student educational gain;
- Appropriate administration of pre- and post-tests;
- Appropriate reporting of student advancement.

General Requirements

Wyoming Approved Assessments

The assessments approved for Wyoming ABE programs are as follows:

- TABE®
- TABE CLAS-E®
- BEST Plus®
- BEST Literacy®
- WorkKeys®
Please refer to the table in *Exhibit A* for pertinent information on these tests (i.e., publisher contacts, approved forms and tests for the NRS levels, and publisher recommended post-test timing). Please refer to the tables in *Exhibit B* for standardized scoring requirements. The tables specify the score ranges tied to educational functioning levels for placement and for reporting educational gains.

Programs may not use other performance-based or homegrown assessments for reporting to the State. However, programs are encouraged to use their own placement tests and other assessments that provide additional, useful information to teachers and students.

Programs may use the results of tests for the NRS, only if the test was administered in a manner that is consistent with the State's assessment policy and the test publisher's guidelines.

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**General Guidelines**

Programs must follow these important guidelines when assessing students:

- Use the test scores and educational level descriptors found in *Exhibit B* as criteria for placing students at the appropriate NRS educational functioning levels.
- Determine educational gain by comparing the initial (pre-test) educational functioning level to the level attained on the post-test. If a student is not post-tested, then no advancement can be determined.
- Testing for NRS reporting must be conducted face-to-face in a secure, proctored setting with a trained test administrator.
- Assessments should be given under good logistical conditions (i.e., well-lit, quiet space, adherence to time limits).
- Instructors and advisors must have access to assessment results.
- If a student has a high school diploma or GED® and is seeking adult education services, they must provide a legitimate reason for these services. Lack of sufficient mastery of basic educational skills to enable the individual to function effectively in society is considered a legitimate reason to seek adult education services.

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**Test Administration Requirements**

All programs must ensure the following procedures are in place and carried out.

**Pretesting**

- All students enrolled in an ABE program must be assessed using one of the approved assessment instruments.
- Programs should follow publisher guidelines for test administration.
- Pre-testing must occur at student orientation or prior to the completion of 12 hours of participation in an ABE program, ideally, at intake or soon thereafter.
- **All students shall be officially enrolled in LACES upon completion of the registration/intake form.**
  - The hours spent in orientation, assessment, goal setting, working in the classroom, and working with the instructor shall count toward the student's total attendance hours.
- Allowable attendance is any time a student is working in the center or spending time with an instructor, other than GED testing time.
- Pre- and post-testing must use different test forms of an approved assessment (for example, TABE Form 9, Level D for pre-test and TABE Form 10, Level D for post-test).
- The lowest test score in a subject area should be used to determine a student's entry level. Parts of an assessment, such as reading or math, may be used. The assessment should be in areas in which instruction will be focused to facilitate student goal achievement.
  - When a student wants to work on a subject area that is not the lowest EFL, then the center/instructor/student will decide and that subject area will be chosen in LACES. For example, if a student receives a low score in reading and writing but wants to work on math, then math will be the subject tracked and assessed in LACES.
    - If a subject area is different from the lowest assessed area, it is recommended that a notation be made in the student’s comment section of LACES and in the student's hard copy file.
  - If more than one subject area falls within the same educational functioning level (EFL), LACES will default to reading and will track reading. However, LACES allows the subject area to be changed to either language or math, if these subjects placed the student in the same EFL as reading, and that is the student’s preferred study area.

**Post-testing**

- The length of time between the pre- and post-tests must be long enough to allow the test to measure educational gains according to the test publisher’s guidelines.
- See Exhibit A for publishers’ recommended post-test intervals.
- Before post-testing, the State requires that instructors use professional judgment and students complete an appropriate curriculum based on their academic assessments and diagnostics to determine if the student is ready for post-testing.
- Programs should consider these factors that will influence learning proficiency gains when determining timing for post-testing; intensity of instruction, class size, teacher training and experience, and use of and completion of appropriate curricula and materials.
- Before post-testing, the State requires that students receive **at least 60 hours** of instruction.
  - **Exception for Low ASE and High ASE students ONLY:**
    - Only students placed in Low ASE and High ASE levels (tested with TABE) may be an exception to the 60 hours post-testing timeframe.
    - Testing before the time designated by the publisher should be limited and rare.
    - The following must be in place when administering any approved post test before the required instructional period of 60 hours:
      - The student’s must have goal(s) in LACES to Obtain Employment, Retain Employment, Obtain a GED and/or Transition to Post Secondary Education; and
      - The student **must have a minimum of 30 hours of instruction**; and
      - A Waiver for Post Testing Before 60 Hours and associated documentation is pre-approved in writing by a program supervisor, prior to post-testing noting the special circumstances must be:
        - placed in the student file;
        - documented in LACES; and
        - will be monitored by the State of Wyoming’s ABE office.
  - The State requires having **no more than 20%** of ASE students be pre and post tested before 60 hours of instruction. (This percentage will decrease in subsequent years).
All programs must strive to achieve or exceed the State's post-test standard. For program year 2009-2010, the **post-test rate standard is 30%**. (This percentage will increase in subsequent years).

Effected students may be post-tested and/or re-assessed as described in the individual publisher's user manuals:
- the end of the instructional session, i.e., end of 60 hours and/or managed enrollment class period, or
- a student may be re-assessed after he/she has had an instructional lapse in services for more than ninety (90) consecutive days.

**General**

- Student scaled scores must be entered in the LACES database.
- All interim and post-test results must be entered into LACES. If more than one assessment is given in the same subject area, the latest assessment determines educational functioning level completion or advancement. Program's should use the lowest subject area test score to determine a student's progress unless the student and center have decided to use the student's preferred subject area, as discussed previously.
  - Regardless of what subject area is chosen, the student must be tracked and assessed within the same subject area.
- Assessments are good for one-year from the date administered.
- Students may be co-enrolled in ESL and ABE or ASE program. If co-enrolled, the student should be enrolled in the program in which they can demonstrate progress (e.g., if a student tops out on the BEST assessment, then the TABE should be administered; the posttest, then, should also be given in TABE. This person should be enrolled in ABE on LACES.
- The LACES database allows the most recent assessment to be pushed forward when a returning student enrolls in the new program year.
  - Official Practice Tests (OPTs) **should not** be pushed forward in LACES, as this is not an approved NRS assessment and will cause problems in LACES if attempting to push these forward.
  - Official Practice Tests (OPTs) can be tracked either in LACES Assessments or in the LACES Student General Comment section. Note the assessment date, subject area, form, and score in the General Comment section.
    - Please note if listing OPTs in the Student Comment section of LACES, this data cannot be exported later.

**Assessment Training**

Pre-service and in-service training must be provided for all staff who conduct student intake; those who administer or score each of the tests used to measure educational gain; and all staff involved in gathering, analyzing, compiling, and reporting data for the NRS. The training includes the following topics:

- NRS policy, accountability policies, and the data collection process
- Definitions of measures
- Conducting assessments

Local programs are responsible for using lead instructors, who attend statewide training, to train new staff. Statewide training will be coordinated by the State ABE office, upon request. Local programs ensure that all staff members assigned to administer or score tests or to conduct intake are trained on test publisher guidelines, recommendations, and scoring
procedures. Programs must pay particular attention to assessments that require certification for test administration. (See Exhibit A.)

In general, programs and assigned staff must follow these training guidelines for administering all assessments:

- Read the publisher manual, study examples provided and work through any practice exercises.
- Become familiar with the assessment, its tests, procedures, instructions, and scoring rules.
- Practice giving the tests several times to colleagues or non-student volunteers before actual test administration.
- If recommended by publisher guidelines, experienced local examiners should provide training to new test administrators and provide refresher trainings as recommended by publisher.
- Data entry personnel must be familiarized with proper assessment guidelines, proper data entry protocol, and NRS guidelines.
- For each training, programs must keep a copy of the syllabus, including topics covered, along with a record of all trainers and trainees. The state office will monitor these training documents.

Pre- and in-service training, refresher information, and guidance are offered upon request of the ABE State office and will generally be conducted in conjunction with other conferences and/or meetings around the state. When new instruments or forms are added to the assessment list, training is provided in their use. The State maintains copies of syllabi and records of all trainers and trainees for each training they provide.

Student Accommodations

Programs must consider individual student needs when providing accommodations. Programs are responsible for providing accessible services and for ensuring that these services meet reasonable criteria. In addition, reasonable accommodations are to be provided at no cost to the student.

Administrative responsibilities for accommodations:

Local programs can best service students with disabilities by becoming aware, being informed, encouraging students to self-identify, keeping current student documentation on file, and helping protect student rights under the law.

Programs need to provide reasonable accommodations once a student discloses a disability and requests accommodations. The program will need current documentation, including an evaluation and official diagnosis by a qualified professional diagnostician. The documentation should describe the nature and extent of the disability and state specific recommendations for the accommodation(s) the student may need to participate effectively. Complete documentation will not only provide the basis for setting realistic expectations and student goals, but will also help facilitate the learning process, help students make appropriate requests for assistance, and increase the likelihood of success.

The U.S. Department of Health & Human Services (HHS), Office for Civil Rights (OCR), places no obligation on an institution to determine appropriate accommodations. Further, it is up to the student to advise the institution if accommodations are not effective.

To comply with Section 504 and ADA administrative requirements, programs should arrange to:

- Have access to a designated Section 504/ADA coordinator.
- Provide public and internal notice that the institution/organization does not discriminate based on disability.
- Have access to an established grievance policy/procedure. If the program is part of a larger institution/organization, staff members should become familiar with the grievance policy in place. In addition, enrolled students should receive information describing the grievance process.
- Provide reasonable access and accommodations for qualified students.

**Identifying students in need of accommodation:**

Adult students with disabilities are responsible for providing information on and documentation of their disability. Documentation may include such items as a physician’s report, a diagnostic assessment from a qualified professional diagnostian, Individual Education Plan (IEP) records, a vocational rehabilitation report, or report from other service providers.

**Testing students in need of accommodation:**

For testing and placing special populations and students with self-disclosed disabilities, programs must:

- Comply within the guidance set by ADAAA - Americans with Disabilities Act Amendments Act of 2008
- All documented disabilities will be accommodated in a testing situation following each publisher’s recommended guidelines. The following test manuals should be consulted. See Exhibit A for publisher contacts.
  - TABE – Test of Adult Basic Education, CTB/McGraw-Hill
  - TABE CLAS-E - Test of Adult Basic Education - Complete Language Assessment System, CTB/McGraw-Hill
  - Best Plus – Basic English Skills Test, Center for Applied Linguistics
  - Best Literacy - Basic English Skills Test, Center for Applied Linguistics
  - WorkKeys – ACTs WorkKeys Assessment, ACT WorkKeys

**Quality Control**

To help ensure the quality of assessment data, all programs must follow these operating procedures:

- Testing data must be entered into the program database within four (4) weeks of completion.
- Staff with assigned responsibility for assessment must be adequately trained and have a clear understanding of the instrument’s administration (i.e., timing, scoring, determining appropriate NRS levels, etc.).
- If different staff members are assigned to assessment and data entry of results, the roles, responsibilities, tasks, and interfaces must be clearly communicated in writing.
- Assessment results must be kept in student files (electronic and/or paper) until the end of the seventh year as required by the State of Wyoming, to ensure a full audit trail, if necessary.
  - Records may be archived off site in a secure location, provided the local program provides the State its program’s security, record retrieval, record retention, and record destruction policy and procedure.
- The assessment results in student files must match those in the program database.
- Each program is responsible to periodically assess personnel to assure consistency within the program and conformance with the assessment policy.

During program site visits, the State ABE office will review training documents, training of personnel, consistency of test administrators and data entry personnel, and understanding and conformance to the assessment policy by program personnel.
Guidelines for Approved Assessments

Assessment Guidelines

This section discusses fundamental procedures for administering and reporting results on Wyoming ABE approved assessments. The guidelines may differ depending upon the selected instrument, as shown in the following table. Please refer to Exhibits A and B for further, detailed guidelines.

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Guidelines</th>
</tr>
</thead>
</table>
| TABE       | • Locator is required.  
• Pre- and post-testing must use different test forms of an approved assessment (for example, TABE Form 9, Level D for pre-test and TABE Form 10, Level D for post-test).  
• Use an alternate form and/or level if the student pre-tested at a level where they topped that level of the test. Consult publisher’s guidelines for students pre-testing at a level where they topped that level of the test (http://www.ctb.com/).  
• Scores at entry and at the end are compared to measure student skill attainment.  
• The publisher discourages random and/or frequent testing. |
| TABE CLAS-E| • Locator is required.  
• Pre- and post-testing must use different test forms of an approved assessment (for example, TABE CLAS-E Form A for pre-test and TABE CLAS-E Form B for post-test).  
• Scores at entry and at the end are compared to measure student skill attainment.  
• The publisher discourages random and/or frequent testing. |
| BEST Plus  | • BEST Plus tests oral proficiency only.  
• The computer-adaptive version can be given for pre- and post-testing.  
• With the semi-adaptive print version, use one form for pre-testing and a different form for post-testing.  
• Training to administer and score is required; contact Kelly Willmarth, LCCC and/or Laura Chew, WWCC for training opportunities (see Exhibit A). |
| BEST Literacy| • BEST Literacy tests reading and writing proficiency only.  
• Use one form for pre-testing and a different form for post-testing.  
• Formal training is not required for administration; however, the test publisher recommends a thorough review of the BEST Literacy Test Manual to become familiar with proper testing and scoring procedures. |
| WorkKeys  | • Students should be enrolled in regular instruction offered by the program, i.e., a quarter course, semester course, or a program year course. |
# Wyoming Approved Assessment Instruments

<table>
<thead>
<tr>
<th>Instrument/Publisher Contact</th>
<th>Approved Forms</th>
<th>Approved Tests</th>
<th>Appropriate NRS Levels</th>
<th>Pre- and Post-Testing Intervals (Publisher Recommended)</th>
</tr>
</thead>
</table>
| **TABE** (Test of Adult Basic Education) | Forms 9-10 *Locator is required* | • Reading  
• Language  
• Total Math | • All ABE/ASE NRS Levels  
• TABE may be used when testing out of Advanced ESL with BEST and if the program does not use TABE CLAS-E. | 60 hours  
(same level, different form)  
120 Hours  
(same level, same form)  
Random and/or frequent testing is discouraged. |
| Paula Brown  
Paula_e_brown@ctb.com  
303.816.4538  
CTB/McGraw-Hill  
Customer Service Department  
P.O. Box 881002  
Indianapolis, IN 46208-1002  
Phone orders: 800.538.9547  
Fax orders: 800.282.0266  
http://www.ctb.com | | | |
| **TABE CLAS-E** (Test of Adult Basic Education – Complete Language Assessment System – English) | Forms A and B *Locator is required* | • Reading  
• Writing  
• ESL Listening  
• ESL Speaking | • All ESL NRS Levels | 60 - 95 hours  
(same level, different form)  
100 - 140 Hours  
(same level, same form)  
Random and/or frequent testing is discouraged. |
| Paula Brown  
Paula_e_brown@ctb.com  
303.816.4538  
CTB/McGraw-Hill  
Customer Service Department  
P.O. Box 881002  
Indianapolis, IN 46208-1002  
Phone orders: 800.538.9547  
Fax orders: 800.282.0266  
http://www.ctb.com | | | |
| **BEST Plus** (Basic English Skills Test Plus)  
Tests oral proficiency | Computer-adaptive or Print-Based (Forms A, B and C) | • Computer (CD) and print-based versions test oral proficiency only | • All ESL NRS Levels | 60 hours minimum, or at end of instructional session |
| BEST Plus User Support  
http://www.cal.org  
best-plus@cal.org  
866.845.2378  
Certified WY Trainers contact:  
Kelly Willmarth  307.637.2403  
kwillmar@lccc.wy.edu  
Laura Chew  307.382.1829  
lchew@wwcc.wy.edu | | | |
| **BEST Literacy** (Basic English Skills Test Literacy)  
Tests reading and writing proficiency | Forms B, C, and D | • Reading and Writing only | • All ESL NRS Levels | 60 hours minimum, or at end of instructional session |
| BEST Literacy User Support  
http://www.cal.org  
best-plus@cal.org  
866.845.2378 | | | |
| **WorkKeys** (ACT’s WorkKeys Assessment) | WorkKeys Assessment Component | • Reading for Information  
• Writing  
• Applied Math | • High Intermediate Basic Education  
• Low Adult Secondary Education  
• High Adult Secondary Education | Each quarter, semester, or program year, as applicable |
| ACT WorkKeys Customer Service  
2727 Scott Boulevard  
P.O. Box 1008  
Iowa City, Iowa 52243-1008  
800.967.5599  
http://www.act.org/workkeys/ | | | |
### Functioning Level Table

<table>
<thead>
<tr>
<th>Educational Functioning Level Descriptors—Adult Basic Education Levels</th>
<th>Basic Reading and Writing</th>
<th>Numeracy Skills</th>
<th>Functional and Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning ABE Literacy (ABE)</strong></td>
<td>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers, but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.</td>
<td>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</td>
<td>Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry-level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</td>
</tr>
<tr>
<td><strong>Beginning Basic Education (ABE)</strong></td>
<td>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</td>
<td>Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.</td>
<td>Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry-level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.</td>
</tr>
<tr>
<td><strong>Low Intermediate Basic Education (ABE)</strong></td>
<td>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</td>
<td>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.</td>
<td>Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry-level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.</td>
</tr>
</tbody>
</table>

### Notes:
The descriptors are entry-level descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

- SPL = student performance levels
- BEST Plus = Basic English Skills Test Plus
- BEST Literacy = Basic English Skills Test Literacy
- WorkKeys = ACT’s WorkKeys Assessment
<table>
<thead>
<tr>
<th>High Intermediate Basic Education (ABE)</th>
<th>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.</th>
<th>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.</th>
<th>Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABE (9–10) scale scores: (grade level 6–8.9):</td>
<td>Reading: 518–566</td>
<td>Total Math: 506–565</td>
<td>Language: 524–559</td>
</tr>
<tr>
<td>WorkKeys scale scores:</td>
<td>Reading for Information: 75–78</td>
<td>Writing: 75–77</td>
<td>Applied Mathematics: 75–77</td>
</tr>
<tr>
<td>Low Adult Secondary Education (ASE)</td>
<td>Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.</td>
<td>Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.</td>
<td>Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.</td>
</tr>
<tr>
<td>WorkKeys scale scores:</td>
<td>Reading for Information: 79–81</td>
<td>Writing: 78–85</td>
<td>Applied Mathematics: 78–81</td>
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# Functioning Level Table
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<td><strong>Literacy Level</strong></td>
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<td>-------------------</td>
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<tr>
<td><strong>High Adult Secondary Education (ASE)</strong></td>
</tr>
<tr>
<td>TABE (9–10) scale scores:</td>
</tr>
<tr>
<td><strong>Beginning ESL Literacy</strong></td>
</tr>
<tr>
<td>TABE CLAS-E scale scores: (SPL 0-1)</td>
</tr>
<tr>
<td><strong>Low Beginning ESL</strong></td>
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(Continued)

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<th>Basic Reading and Writing</th>
<th>Numeracy Skills</th>
<th>Functional and Workplace Skills</th>
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<tbody>
<tr>
<td><strong>High Beginning ESL</strong></td>
<td>Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.</td>
<td>Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading.</td>
<td>Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace, and community. Can handle routine entry-level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.</td>
</tr>
<tr>
<td>TABE CLAS-E scale scores: (SPL 3)</td>
<td>Reading: 437–476</td>
<td>Listening: 438-468</td>
<td>Total Listening/Writing: 442-482</td>
</tr>
<tr>
<td></td>
<td>Writing: 446-488</td>
<td>Speaking: 461-501</td>
<td>Total Listening/Speaking: 450-485</td>
</tr>
<tr>
<td>BEST Plus: 418–438 (SPL 3)</td>
<td>BEST Literacy: 53-63 (SPL 3)</td>
<td></td>
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<tr>
<td><strong>Low Intermediate ESL</strong></td>
<td>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.</td>
<td>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar.</td>
<td>Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry-level jobs that involve some written or oral English communication, but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</td>
</tr>
<tr>
<td>TABE CLAS-E scale scores: (SPL 4)</td>
<td>Reading: 477-508</td>
<td>Writing: 489-520</td>
<td>Total Reading/Writing: 483-514</td>
</tr>
<tr>
<td></td>
<td>Total Listening/Writing: 486-525</td>
<td>Total Listening/Writing: 484-514</td>
<td>Total Listening/Writing: 484-525</td>
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<tr>
<td><strong>High Intermediate ESL</strong></td>
<td>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.</td>
<td>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</td>
<td>Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.</td>
</tr>
<tr>
<td>TABE CLAS-E scale scores: (SPL 5)</td>
<td>Reading: 509-557</td>
<td>Writing: 521-555</td>
<td>Total Reading/Writing: 515-556</td>
</tr>
<tr>
<td></td>
<td>Total Reading/Writing: 526-558</td>
<td>Total Reading/Writing: 526-558</td>
<td>Total Reading/Writing: 526-558</td>
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**Casper College ● Central Wyoming College ● Eastern Wyoming College ● Laramie County Community College**

**Northern Wyoming Community College District ● Northwest College ● Western Wyoming Community College**
<table>
<thead>
<tr>
<th>Educational Functioning Level Descriptors — Adult Basic Education Levels</th>
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<thead>
<tr>
<th><strong>Literacy Level</strong></th>
<th><strong>Basic Reading and Writing</strong></th>
<th><strong>Numeracy Skills</strong></th>
<th><strong>Functional and Workplace Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced ESL</strong></td>
<td>Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.</td>
<td>Individual can read moderately complex text related to life roles, descriptions, and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.</td>
<td>Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables, and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.</td>
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**Exit Criteria:**
- **Best Plus:** 507-540 (SPL 6)
- **Best Literacy:** 76-78 (SPL 6)

**Notes:**
- **Best Plus and Best Literacy:** If an examinee pre-tests into SPL 7 with a Best Plus scale score of 541 or above or a Best Literacy scale score of 76 in the NRS Advanced ESL level, use a different ESL assessment that measures higher reading and writing skills to more accurately measure an examinee's language ability. Any student that falls into this category should be re-tested with another assessment at the time of pre-testing.