

Wyoming Adult Education Assessment Policy

For Program Year 2026-2027

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Wyoming Community College Commission



WCCC Contact Information:

Email: diane.mcqueen@wyo.gov

Website: <https://communitycolleges.wy.edu>

Phone: 307-777-7885

National Reporting System (NRS)

Website: <http://nrsweb.org>

The NRS website contains resources for a more comprehensive understanding of the accountability system for federally administered adult education and family literacy (AEFLA) program and the current guidance for measuring outcomes.

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Modifications this year to the Assessment Policy

-eliminated CASAS, TABE 11 &12, and TABE CLAS-E forms A, B

-added section on verification of eligibility for Table 2A Reportables

-Section XII. HSE Testing in Wyoming

Assessment Policy
for Program Year 2026-2027

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Part I. Introduction and State Context

Need for Assessment

The Workforce Innovation and Opportunity Act (WIOA – Title II) and the National Reporting System (NRS) require standardized assessment. [34 CFR 462 Subpart D](#) outlines the requirements that must be included to guide local providers in measuring educational gain and reporting data in the NRS. “To ensure comparability of the meaning of the educational functioning levels across all programs in the State, all programs must use *standardized assessment procedures* that conform to the State’s assessment policy when determining students’ educational functioning levels. The assessment procedure must include a standardized test or a standardized performance-based assessment with a standardized scoring rubric that has been approved by the Office of Career, Technical, and Adult Education (OCTAE) within the US Department of Education (DOE) for measuring educational gain within the NRS framework.” Adult learner educational gains are namely, gains in the development of basic English literacy, language skills, and/or numeracy skills. The NRS specifically requires that adult education (AE) programs assess and place each student of Adult Basic Education (ABE), English as a Second Language (ESL), and Adult Secondary Education (ASE) into NRS educational functioning levels at intake and at least one other time during the year to determine and document the academic progress of each student.

The Act establishes primary indicators of performance for WIOA Core programs that will be used to assess state performance ([WIOA Sec 116](#)). Part(IV) and (V) pertain to academic gain:

- (I) the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program;
- (II) the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment.

Adult Education will continue to track basic academic skill gains in English language arts, English literacy, speaking and listening, and numeracy. Descriptors for the NRS educational functioning levels can be found in Exhibits B1 and B2.

The U.S. D.O.E. 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.

The State uses measurable skill gain, determined in part by assessments, to set performance standards. It is very important that assessments are uniformly implemented and data be comparable across Wyoming Adult Education programs and within each program outreach site in order to document achievement. With the implementation of the Wyoming AE funding formula that ties increased measurable skill gains to local program funding, it is vital that comparability of testing be uniform across the state.

Every Adult Education grant recipient is responsible for following the Assessment Policy and is held accountable for both the security and integrity of the data entered into the state’s management information system – LACES. 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 with similar use.

Purpose and Use of Standardized Assessments

Assessment is much broader than test administration for instructional purposes. A full assessment profile includes consideration of work, educational experiences, career ambition and educational goals. Assessment should take participant goals, strengths, interests, motivation and outside support needs into account in addition to academic development needs.

Accurate assessment using standardized assessments of student educational gain is critical for reporting to NRS. Simply reaching a minimum number of hours of attendance should not be the significant factor to determine the time to post-test.

Assessment is important because it helps:

Assessment Use by Program & State	Assessment Use by Student
Establish state appropriate performance standards for program accountability	Inform students about their basic skills abilities and areas to focus on for learning
Ensure the collection and reporting of quality data	Assists students to determine short and long-term goals
Sustain continued funding for local programs using the performance outcomes in the funding formula	Guide and motivate students to be actively involved in their learning
Accurately inform programs about the students' basic skill levels and accuracy in placement of adult learners	Offer students the most appropriate instructional programs
Monitor program and student progress and certify learner mastery	Monitor progress toward career goals and readiness to take the high school equivalency test battery
Determine the extent to which instructors are meeting student needs	
Provide programs and instructors with information to improve instruction.	
Plan and develop professional development activities	

Informal Assessments

Local AE providers are encouraged to use a variety of informal assessments to monitor learning and inform instruction on a regular basis. These informal assessments may include but are not limited to teacher-made tests, unit tests, portfolios, rubrics for learner observations and applied performance.

Informal Assessments for Digital Literacy, Financial Literacy and Employability Skills Because there are no federally approved assessments to measure digital literacy, financial literacy, and employability soft skills for Adult Education programs, Wyoming's AE providers are permitted to utilize informal assessments to capture and quantify skill levels for these subjects. This may include, but is not limited to, Northstar, Teknimedia, Essential Education, AZTEC, and/or other informal assessments used or developed by a local program.

Policy Overview and Summary

This policy is intended to help ensure accuracy and consistency across programs in assessment administration, data collection, and 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.

For additional clarification and technical assistance, contact the State Adult Education Director at the Wyoming Community College Commission at (307) 777-7885.

Part II. General Assessment Requirements

Wyoming Approved Assessments

The assessments approved for Wyoming AE programs to use as standardized assessment instruments (were identified in the [Federal Register /Vol. 89, No. 119](#) on Thursday, June 20, 2024, and [Federal Register / Vol. 88. No. 133](#) on July 13, 2023) allowable for NRS reporting are as follows for Wyoming:

ABE/ASE tests ESL tests

TABE® 13 & 14 (Reading, Language, and Math) TABE CLAS-E® Forms C & D (Listening, Speaking, Reading, & Writing)

All eligible students served with AE funding are required to be pretested during the initial introduction to the program, using only state approved instruments with standardized scale scores. The skill areas to be assessed are literacy, numeracy, and

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language skills. Whenever possible, all students should be given a complete battery of assessments. Demographic and skill level data should be collected during the initial introduction and entered into LACES. At the latest a student should be pretested with the first 12 hours of enrollment [[34 CFR 462.40 \(c\)\(1\)](#)].

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. Level placements in a subject area should be based upon the lowest NRS scores obtained through an approved NRS assessment. However, this may be modified if necessary, after consulting with the enrolled participant and/or program director should a different subject be the initial course of study in the program. (34 CFR 462.30 (10)).

Programs may *not* use other homegrown assessments for reporting to the State for NRS purposes. However, programs are permitted to use their own diagnostic assessments and other informal assessments that provide additional, useful instructional information, particularly for digital and financial literacy as well as to measure employability skills.

Programs may use the results of post-tests for measurable skill gain reporting and advancing students across educational functioning levels for the NRS. Test results may only be entered into LACES if the test was administered in a manner that is consistent with the State's assessment policy and the test publisher's guidelines. The testing must be administered with a trained & certified instructor or proctor under standardized testing conditions.

Minimum Instruction for Inclusion in NRS

The use of standardized assessments is essential to ensure that all adult students are placed at an appropriate level of instruction. Local AE providers must measure the educational skill levels of all students receiving 12 or more hours of instruction with an NRS-approved assessment. The post-test is used to measure educational gain and advance students across educational functioning levels. [[34 CFR 462.40 \(c\)\(11\)](#)]

Assessment systems may include appraisal pre-assessment tools, or locator tests which supply basic skill level information for the individual. Test results guide placement into an appropriate instructional program and identify the appropriate pretest level. These pre-assessment tests are not used to measure learner progress or educational functioning level.

Programs must follow these important guidelines when assessing students:

- The test publisher describes the use of a locator or pre-assessment tool if it is required for determining initial level to begin testing.
- Use the test scores and educational level descriptors found in *Exhibits A and B* as criteria for placing students at the appropriate NRS educational functioning levels.
- Determine measurable skill 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, through post testing, can be determined. ▪ Testing for NRS reporting must be conducted face-to-face or through remote testing 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, counselors and advisors must have access to assessment results and counsel with students on academic progress.
- If a student has a high school diploma or high school equivalency certificate (HSEC) and is seeking AE 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 or on the job is considered a legitimate reason to seek AE services.

Special populations may require exceptions or accommodations (e.g. learners with disabilities, language barriers, and limited literacy skills). [[34 CFR 462.40 \(c\)\(6\)](#)]. See additional information under “Student Accommodations.”

Part III. Requirements for Administering Each Assessment Assessment Guidelines

This section discusses fundamental procedures for administering and reporting results on Wyoming AE 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. [[34 CFR 462.40 \(c\)\(6\)](#)]

Instrument	Guidelines
TABE 13/14	<ul style="list-style-type: none"> ▪ Locator is required. ▪ Tests Reading, Math and Language ▪ Pre- and post-testing should use different test forms of an approved assessment (for example, TABE Form 13, Level D for pre-test and TABE Form 14, 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 publishers' guidelines for students pre-testing at a level where they topped that level of the test (http://www.DRC 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 Forms C & D	<ul style="list-style-type: none"> ▪ Locator is required. ▪ Tests reading, writing, listening and speaking ▪ Pre- and post-testing should use different test forms of an approved assessment (for example, TABE CLAS-E Form C for pre-test and TABE CLAS-E Form D 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.

Test Administration Requirements

Grant recipients receiving AEFLA and state funding must report all participants who complete an intake form. Students who complete an NRS approved pre-test and complete, at a minimum, 12 hours of instruction are considered **fundable** students for federal reporting purposes. Students with less than 12 hours are considered **non-fundable** and are reported on NRS Table 2A as 'Reportable Individuals.'

Reportable Individuals

Students who seek information about Adult Education programs in Wyoming by completing an intake form, but never enroll in the program are considered '**reportable**' students and are reported on Table 2A. (See [20 CFR § 677.150\(b\)](#), [34 CFR § 361.150\(b\)](#), and [34 CFR § 463.150\(b\)](#)). A reportable individual is an individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of the program, including:

- 1) Individuals who provide identifying information (including those who are determined ineligible to become a participant for a particular program);
- 2) Individuals who only use the self-service system;
- 3) Individuals who only receive information-only services or activities

Students who complete an intake form but are subsequently deemed ineligible through a State approved '**Verification of Lawful Presence in the U.S. form**', are also considered a 'Reportable Individual'. These applicants may have accrual hours for the intake process but the total hours must not exceed 12 hours.

Although a reportable individual does not "exit" as defined in [463.150\(c\)](#), for tracking purposes a reportable individual will eventually stop being reported and, therefore, a reportable individual is "exited" when 90 days have elapsed since the last date of service and no future services are planned. This means the individual has had 90 days of no services, including self service and information-only service, since being identified as a reportable individual (see [34 CFR § 463.150\(c\)\(1\)](#)).

All programs must ensure the following procedures are in place and implemented. The allowed assessments for NRS reporting are described below. [[34 CFR 462.40 \(c\)\(1\) and \(2\)](#)]

Testing Guidelines

- Pre-testing **must** occur at student orientation, during a career services course or prior to the completion of 12 hours of participation in an Adult Education (AE), Corrections Education, English Language Acquisition (ELA), Integrated English Literacy and Civics Education (IELCE), or Integrated Education and Training (IET) program, ideally, at intake or soon thereafter, and utilized when setting SMARTER goals and completing career maps. [[34 CFR 462.40 \(c\)\(9\)](#)]

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- The initial 12 contact hours can be accrued through face-to-face interaction, virtual classrooms, telephone, video, teleconference, or online communication where participant and program staff can interact and through which participant identity is verifiable.

- All students are to be administered a locator assessment to identify the level(s) for initial pre-testing. [[34 CFR 462.40 \(c\)\(1\)](#)]
 - All students enrolled in an ABE or ASE level program must be assessed using **TABE 13 & 14** (levels L, E, M, D or A)
 - ESL students must be assessed using the approved assessments for **TABE CLAS-E Forms C/D** (Levels 1-4). These are the only assessments that may be used for student

placement and to document the Educational Functioning Level (EFL) based on scores according to the publisher's guidelines.

- Programs must follow publisher guidelines for test administration.
- All instructors and other individuals who administer a TABE assessment must be certified through the test manufacturer's certification process.
- Programs must ensure that the time for administering the post-test is long enough after the pretest to allow the test to measure educational gains according to the test publisher's guidelines.
- All students must be officially registered in LACES upon completion of the registration/intake form.
- The hours spent in a career services course, career pathways course, intake, assessment, career explorations, in an IELCE or IET program, working in the classroom, in a virtual environment, working with the instructor or in approved distance learning curriculum shall count toward the student's total attendance hours.
- Allowable attendance includes time a student is working in the AE center lab or class, in an approved distance learning program, in virtual/hyflex classrooms settings, or spending time with an instructor and/or career navigator/advisor in advisory activities. High School Equivalency (HSE) testing time is not included in instructional hours.
 - Hours accrued through face to face interactions with students are to be verified by student or instructor signature or time card methods where the student clocks in/out. Hours are then entered into the student file on the LACES database.
 - Hours accrued in a virtual classroom are to be recorded by the instructor and recorded in the student file on the LACES database as either contact hours or proxy hours.
 - Hours accrued through distance learning are to be recorded & entered into the LACES database through one of the following formats:
 - ✓ Proxy 'clock time' hours as recorded by the distance learning software program
 - ✓ Proxy hours as recorded by the instructor for Learner Mastery or Teacher Verification models
- Within a program year, if a student "**stops-out**" of class and then returns after an absence of less than 90 days (three months), a new pretest does not have to be given. If the student is absent between 91-179 days and the test on record has been given in the current program year, a new test does not have to be given. Students with a lapse of 180 days or more must be retested. *TABE tests will be good for one year from the test date for all continuing students.*
- Pre- and post-testing must use alternate test forms of an approved assessment (for example, TABE® 13, Level D for pre-test and TABE® 14, Level D for post-test) for the minimum hours of instruction to be utilized.
- When using the minimum number of instructional hours, the majority of the instructional hours should be in the subject being tested.
- *Full battery* pre/post-tests must be given to all students except when there are valid 'Exceptions' (See below). ➢ **TABE 13/14** areas to be measured are reading, math, and language skills.
- The assessment(s) should be in areas in which instruction will be focused to facilitate student educational gain. [34 [CFR 462.40 \(c\)\(2\)and\(5\)](#)].
 - Exceptions:
 - ✓ If a student is a referral from a college and needs remediation in only one subject and is not enrolled in college in the same subject.
 - ✓ If a student is a referral from a business and needs remediation in only one subject.
 - ✓ If a student has partially completed a HSE and only needs remediation in one or more subjects.
 - Pre- and post-testing should use alternate test forms of an approved assessment for ESL.

- pre-testing (reading, writing, speaking and listening).
- Programs should make every attempt to provide a full battery post-test.

Virtual (Remote) Testing

- Virtual testing must follow test manufacturer guidelines and must use only approved NRS and Wyoming approved assessments for adult education. Test manufacturer guidelines must:
 - Specify how participants will be identified
 - Detail maintenance of test security issues
 - Describe how proctoring will be completed
 - Establish technology requirements
 - Provide procedures on protocols to be implemented in the event of technology issues which occur during the proctoring of an assessment.
- Virtual testing, using only NRS approved and Wyoming approved assessments for Adult Education may also include assessments given within a virtual classroom environment where the instructor/proctor controls the release of each test page virtually and where the testing environment ensures that:
 - test manufacturer guidelines for virtual testing can be implemented
 - the instructor is able to verify the student’s identity
 - student responses to each test item are recorded by the instructor/proctor in either virtual form for the online TABE or on paper-based answer forms.
- Remote proctoring is a permissible testing option for participants needing to test from a remote location.

TABE Score Report Indicators: Out of Range, Above Targeted Level, and NRS Exit Score Achieved Out of Range/O/R) Indicator

Each of the TABE 13&14 test levels (L, E, M, D, and A) and CLAS-E levels (1, 2, 3, and 4) has content aligned specifically to a range of NRS levels, and a student can only be classified into those NRS levels. Due to this content alignment, as well as measurement properties of each TABE level test, a student will be classified as “Out of Range” (O/R) if they performed more than one NRS level below the targeted level. They will not receive a scale score or an NRS level on their score report, and they will need to take a lower TABE level test. The TABE 13&14 score report will indicate the recommended level that a student should take for their next test.

SAMPLE TABE 13&14 INDIVIDUAL PROFILE REPORT: OUT OF RANGE (O/R) INDICATOR

Content	Test Date	Level	Possible	Points	Items	Scale	SEM NRS	MS	Next	Recommended
Reading	12/06/2024	14M	44	40	41	575	29	4*	N	130
Math	12/06/2024	14M	40	19	40	494	13	3	N	13M
Language	12/06/2024	14D	33	5	33	N/A	N/A	O/R	N	13M

O/R=Out or Range for NRS Reporting N/A=Not Available *=Highest NRS Level Achieved for the tested TABE 13/14 Level

SAMPLE TABE CLAS-E INDIVIDUAL PROFILE REPORT: OUT OF RANGE (O/R) INDICATOR

Skill Area Test Date Level / Form Points		Possible	Number Correct	Scale Score	SEM	NRS Level
Reading	07/07/2024	2/C	INV	INV	INV	INV
Listening	07/09/2024	4/c	23	12	N/A	O/R
Writing	07/09/2024	2/C	35	26	439	18 4*
Speaking	07/09/2024	4/C	108	108	760	76 6**

O/R=Out or Range for NRS Reporting N/A=Not Available *=Highest NRS Level Achieved for the tested TABE CLAS-E Level
 **=NRS Exit Score Achieved

Highest Reporting Level (*) Indicator

If a student scores more than one NRS level above the targeted level, then a single asterisk (*) symbol will appear next to the NRS level on their score report, and their score will be set to the highest possible scale score for that test level. In this case the student is performing at the very top of the test level, and you may

want to test them with a higher level of TABE to better assess their ability. The TABE 13&14 score report will indicate the recommended level that a student should take for their next test.

NRS Exit Score Achieved () Indicator (TABE CLAS-E Only)**

If a student reaches NRS Level 6 on a TABE CLAS-E test, then a double asterisk (**) symbol will appear next to the NRS level on their score report. This indicates that the student has no room for growth and is ready to exit the program.

The following table provides guidance on moving students to a different level of TABE based on their score indicators.

SCORE REPORT SYMBOL	MEANING OF THE SYMBOL	EFFECT ON THE STUDENT'S SCORE	RECOMMENDED CHANGE
Out of Range (O/R) in place of the NRS level and N/A in place of the scale score	The student scored more than one NRS level below the target level.	The student does not receive a scale score of NRS level.	The student should take a lower level of TABE.

Single asterisk (*) after the NRS level.	The student performed at the top of the scale / NRS level.	The student has no additional opportunity to show growth on that level of TABE.	The student would need to be assigned the next level of TABE on a future test to measure NRS growth.
Double asterisk (**) after the NRS Level (TABE CLAS=E only)	The student achieved the NRS exit score.	The student has reached NRS Level 6.	The student has no more room for growth and is ready to exit the program.

Publisher’s Recommended Pre/Post Testing Intervals

Providers must utilize alternate and equivalent test forms for pre and post-testing. (see Exhibit A)

Quick Reference to Pre/Post-testing

DRC - Pre and Post Testing Requirements for NRS Reporting

TABE 13 & 14	<ul style="list-style-type: none"> ➤ Test manufacturer guidelines: 50-60 hours is recommended for post-testing with an alternate form for participants that test into NRS Levels 1-4. Minimum of 40 hours. ➤ 30-59 hours of instruction is recommended for post-testing with an alternative form for participants that test into NRS levels 5-6. Minimum of 30 hours. ➤ If the same form of the <i>TABE</i> is used, then 60-80 hours of instruction is required.
TABE CLAS-E Forms C & D	<ul style="list-style-type: none"> ➤ 50-60 hours is recommended when post-testing with an alternate form. Minimum of 40 hours. ➤ If the same form is used, then 100-140 hours of instruction is recommended. Minimum of 50 hours.

Part IV. Post-testing Guidelines

- Programs must use the same assessment instrument for both pre and post-tests.
- 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. [[34 CFR 462.40 \(c\)\(3\)\(iii\)](#)]
- Programs should consider the factors that will influence learning proficiency gains when determining timing for post testing; intensity of instruction, duration of classes, class size, teacher training and experience, and use of and completion of appropriate curricula and materials. Hybrid classrooms which incorporate face to face instruction, virtual classrooms and/or distance learning may offer additional opportunity for gains by extending the hours of instruction outside of class.
- 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 ▪ A list of participants who may be eligible for post-testing, based on their instructional hours, is available on the LACES Dashboard – Student Alerts – Eligible for Post-Testing. This is to be checked monthly by local and State staff. ▪ Post-testing at the minimum hours of instructions, **as defined by the publisher**, must be completed on alternate forms of the TABE. If the same assessment form is used, the hour requirement is increased in accordance to the test manufacturer guidelines for each type of test, as per test manufacturers guidelines.
- Hours calculated for post testing purposes may include contact hours and proxy hours.

➤ **Contact Hours:** Synchronous time spent instructing the learner. Contact hours include two-way interaction between instructor and learner by face-to-face interaction,

telephone, video, teleconference, virtual classrooms, or other online communication where learner and program staff are able to interact and through which learner identity is verifiable.

- **Proxy Hours:** Asynchronous time a learner spends independently engaged with State approved distance learning activities. Proxy hours can include independent instructional activities in a computer lab, activities assigned out of class, or supplemental activities, but the curricula must be pre-approved by the State Distance Learning Committee.
- Testing before the time designated by the publisher should not occur without a Post-testing Exception Form. Corrective action and retraining will occur should this happen. Only 3% of all fundable students can be post-tested using a Post-Testing Exception Form as long as they have completed 30 hours of instruction and the student has demonstrated through informal testing protocols an ability to show measurable skill gain.
 - Waivers are to be approved by the local program director who are required to maintain a log of waivers detailing the following information:
 - ✓ Name of student
 - ✓ Name of local provider: Location
 - ✓ Reason for waiver
 - ✓ Date of approval

Recommendation for Low ASE and High ASE (NRS Level 5 & 6) students Students placed into NRS Level 5 (tested with TABE 13/14) may be post-tested after a **minimum of 30 hours** of instruction when using alternate forms of the test. For the same form, 60-80 hours of instruction are required.

- Testing before the minimum time designated by the publisher should not occur. Corrective action and retraining will occur should this happen.
- The following must be in place when sending **ASE students** (NRS levels 5 & 6 as tested with TABE 13/14)
 - Staff confirms the student has taken a post-test and has shown academic gain (where applicable) before taking the Official Practice Tests (OPT), when applicable, AND
 - That the student has been placed into a LACES class which indicates instruction is at a ninth grade or higher level (only applicable when all subjects are not at ASE levels). This supports the maximum outcomes for post-exit outcome measures.
 - ✓ Students who have one or more subjects below the ASE level need to be placed into a 9+ class before taking their final HSE exam AND before the last hours date/exit date.
 - For students using a High School Equivalency (HSE) test as their post-test for completion, proof of readiness to test on a HSE test should be evidenced by:
 - ✓ A minimum score of 8 on the HiSET or a 150 on the GED 2014 Official Practice Tests,
 - ✓ Hard copy results placed in the student file, and
 - ✓ All Official Practice Test results must be documented in LACES
- High School Equivalency (HSE) test passing rates differ with each test:
 - HiSET
 - ✓ “Prepared” on a subtest with a total of 45 on four subtests.
 - ✓ College and Career Ready is 15 out of 20 on a subtest.202
 - GED 2014
 - ✓ Passing score is 150 on each of the five subtests.
 - ✓ GED Honors is 170 on a subtest. .

Recommendation for ABE Level (NRS Levels 1- 4) Students

In accordance with test manufacturer guidelines for TABE 13/14, participants may be assessed after 40 hours of instruction when using alternate forms of the test. The State allows no more than 3% of all students to be post tested before 40 hours of instruction; however, participants must have logged

at least 30 hours of instruction before an exception can be granted. Local directors are required to maintain a log of testing exceptions and must complete the Exception to Test form, found as *Exhibit E*. This will be monitored by the State.

- 60-80 hours of instruction are required if the same level and form of the assessment is used for TABE 13/14 and 100-140 hours for TABE CLAS-E forms C/D.
- Testing before the time designated by the publisher should not occur. Corrective action and training of staff will occur should this happen.
- The following must be in place when sending students to HSEC test:
 - Staff confirms the student has a minimum of 40 hours of instruction between pre and post-testing sessions
 - Staff has documented through informal testing or through an official practice test (for HSEC candidates) the student's readiness to test AND has received documented permission from the local director for the *Exception to Post-test, when applicable*.
 - All Official Practice Test scores have been entered on LACES and must indicate a readiness to test.
 - Students who have not reached NRS 5/6 in all subjects must be enrolled in a 9+ class just prior to taking their final high school equivalency assessment.

Recommendation for all ESL NRS Levels using TABE CLAS-E Forms C/D ▪ For

alternate form testing, DRC recommends 50-60 hours of instruction with a minimum of 40 hours. ▪ For same form testing DRC recommends 100-140 hours of instruction

All programs are required to achieve or exceed the State's post-test standard of 50%. To achieve this goal, programs must adhere to post-testing recommendations and retain their students for a sufficient length of time to qualify for post-testing. Affected students may be post-tested and/or re-assessed at:

- the end of the instructional session, i.e. end of 30-60 hours and/or managed enrollment class period of the same length, OR
- a student must be re-assessed after he/she has had an instructional lapse in services for more than 180 consecutive days.

Only one measurable skill gain will be counted per period of participation (PoP) per student. For new PoPs the program may use the same subject area or change the subject area being tracked.

Retesting Continuing Students

If a student is attending class at the end of the program year and continues into the next program year, that student's contact hours from the previous year carries over and counts toward the post-testing hour requirement in the new program year for a single period of participation. For example, a student enrolls in an adult education class in March and accumulates 27 hours of instruction by June 30. S/he continues with the class when it resumes in July. The student only has to make up the difference in required instruction hours for their level to be eligible to post-test. This requires that the student assessment be pushed forward in LACES from the previous year. The student must not be separated from the AE program in the prior year (absent from class for 90 days or more as federal law requires that the student be dropped/separated from the class with no exceptions.)

Pushing Assessments Forward on LACES

- Continuing students who have attendance hours between April – June of the previous fiscal year may have assessments pushed forward for up to 365 days from the test date.
- "Stop out" students whose 'stop-out' was recorded between July-June in the previous fiscal year may not have their assessments pushed forward.
- In order to ensure that only assessments on students who demonstrate continued enrollment from one fiscal year to the next, assessments should not be pushed forward until July 1st of each year.

Late re-entry or "stop-out"

Late re-entry or 'stop-out' students are those students who were in attendance during the last **quarter** of the previous year (April –June), left the program for a period of time and re-entered during the current year. Local programs may roll assessment scores over the program year for "stop-out" or continuing students on assessments not older than 180 days and consider instructional hours obtained between January and June when calculating time for post-testing. **Exceptions to Post-Testing Policy**

There are circumstances when it is permissible to posttest a student before the recommended hours of instruction. The length of time between the pre-and post-tests has been established by test publishers in order to allow the test to validly and

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reliably measure educational gains. When these procedures are not followed correctly or consistently, the determination of educational functioning level is invalid and not comparable across programs or possibly even within programs, making the data validity questionable.

Exceptions to the required minimum number of post-testing hours are permitted, as long as they are limited, rare, and documented. Examples may include:

- The participant is permanently moving out of the area.
- The participant is permanently leaving the program AND the instructor has determined that the participant has made sufficient progress to warrant post-testing.
- Early post-testing is conducted due to health-related protocols.
- Early post-testing for individuals in county jails, halfway houses and detention centers are permissible, at the 30 hours of attendance mark, if the local program is made aware that the student will be moved.

When an exception to post-test early is used, an approved Post-testing Exception form must be *uploaded* into the students' LACES record. The Posttest Exception Form is attached as Exhibit E. The State allows no more than **3%** students to be post tested before 40 hours of instruction; however, participants must have logged at least 30 hours of instruction before an exception can be granted. Local directors are required to maintain a log of testing exceptions and must complete the Exception to Test form referenced above. This will be monitored by the State.

Exclusions to Performance

There are instances when a participant may be excluded from performance as measured through post testing. [OCTAE Program Memorandum 17-2](#), clarifies these exclusions as:

- 1) The participant becomes incarcerated in a correctional institution or has become a resident of an institution or facility providing 24-hour support, such as a hospital or treatment center during the course of receiving services as a participant. ▪ Participants who are criminal offenders in a correctional institution and remain incarcerated after receiving allowable services under [WIOA Section 225](#), are excluded from the calculation of performance for:
 - Employment rate-2nd quarter after exit
 - Employment rate-4th quarter after exit
 - Median earnings-2nd quarter after exit; and
 - Credential attainment rate
- Wyoming AE policy provides additional guidance on 'Institutional' vs 'Corrections' as:
 - Students who began a program of study in Wyoming and were institutionalized (or semi-institutionalized) in a re entry program, halfway house, juvenile facility or detention center at intake, should be considered 'Institutional' students with their LACES records marked accordingly and may be exempted from performance if they are unexpectedly moved to a full corrections facility.
 - Students who began a program of study in Wyoming in a county jail or in a facility served by the Wyoming Department of Corrections are to be considered 'Corrections' students with their LACES records marked accordingly and may not be excluded from performance if

they are moved unexpectedly to another correctional facility not served by the local program.

- 2) The participant exits the program because of medical treatment and that treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation in the program.
- 3) The participant is deceased.
- 4) The participants exit the program because the participant is a member of the National Guard or other reserve military unit of the armed forces and is called to active duty for at least 90 days.

Part V. Fast Track 12+ to High School Equivalency Completion Quite often there are circumstances (such as family situations, moving, employment, postsecondary, etc.) when a participant may need to complete a program of study for a high school equivalency certificate quickly. In order to provide these participants with an 'early completion option', the State permits participants who test into an Adult Education program with test scores in all subjects at ASE levels to be fast-tracked after completing 12 hours of study. Fast tracked participants will not need to complete a post-test. Local programs must receive State permission to utilize the Fast Track 12+ option and local director permission to fast-track individual students is required.

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Allowable measurable skill gains for these students will be:

- MSG type 1c: entry into postsecondary education or training
- MSG type 1d: partial completion of a high school equivalency subtest
- MSG type 2: attainment of a secondary school diploma or its equivalent

Fast tracked students must complete a career services course in which initial testing and career explorations are completed. Individualized career maps detailing 'next steps' in the career planning process must be on record for each fast-tracked student.

In addition, fast-tracked students must have completed an official practice test at the prepared or well-prepared levels prior to taking their first HSE examination. All OPT's must be recorded in the student's individual LACES record.

Part VI. General Data Entry

- Students' scaled scores must be entered in the LACES database to identify the appropriate NRS level.
- All interim and post-test results must be entered into LACES by the 10th of each month. If more than one assessment is given in the same subject area, the latest assessment determines measurable skill gain completion or advancement. Programs may determine the subject area test score used to determine a student's progress.
- Regardless of the subject area chosen, the student must be tracked and assessed within the same subject area during each PoP.
 - Attendance should be entered into LACES on a weekly basis so that accurate, up-to-date hours for post-testing purposes can be measured.
 - The state will check data entry quarterly and verify data entry during virtual and/or on-site monitoring visits.
 - Only one measurable skills gain per participant per POP can be counted towards successful measures of performance.
- A PoP is determined when a student exits the program and there is a 90-day period with no services scheduled. The exit date cannot be determined until at least 90 days have elapsed since the participant received services. Participants with more than one program entry will have multiple PoPs in a program year. Scheduled future services must be documented in LACES.
- Assessments are good for twelve months from the date administered for all **continuing** students when used for eligibility for entrance into the program. Programs may choose to reassess to establish a new baseline on returning students who have an absence of 90-179 days.
- Participants with extended absences of 180 days or more **must** be retested.
- Students may be co-enrolled in ESL and ABE or ASE program. If co-enrolled, the student should

be enrolled in LACES in the program in which they can demonstrate progress (e.g., if a student tops out on the TABE CLAS-E assessment in the Advanced level, then a TABE 13/14 should be administered to determine the level for the next PoP; the posttest should also be given in TABE 13/14.

- The LACES database allows the most recent assessment (the one assessment a student is to be tracked in for the PoP) to be pushed forward when a returning student enrolls in the new program year or utilized for a new PoP. ▪ Participants must be post tested using the same assessment instrument as a pre-test, but utilizing a different form. ▪ OPTs cannot be pushed forward in LACES, as this is not an approved NRS assessment. Problems will occur in LACES if attempting to push these forward.
 - OPTs must be tracked under the LACES Assessments tab.
 - OPTs must be administered following the protocols for any standardized test and cannot be used as a diagnostic instrument. They are only to be used as a determination of readiness for taking the HSE test.
- College entrance exams are not an approved NRS assessment

Part VII. Assessment Training

New instructor/staff on-boarding 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 skill gain; and all staff involved in gathering, analyzing, compiling, and reporting data for the NRS are to be certified by TABE. This training is required to ensure accurate use of tests and appropriate interpretation of learner results. Training also maintains the integrity and quality of the assessment process. The training includes the following topics:

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- NRS policy, accountability policies, and the data collection process
- Definitions of Measures
- Standardized administration of assessments
- Interpreting assessment results

Local programs are responsible for utilizing online and lead instructor training to train new staff. Statewide training will be coordinated by the State AE office at state conferences or through publisher training materials. [[34 CFR 462.40 \(c\)\(12\) \(I and II\)](#)]. In general, programs and assigned staff must follow these training guidelines [[34 CFR 462.40 \(c\)\(12\) and \(13\)](#)] for administering all assessments:

- Read the publisher's Guide to Administering the TABE assessments, study examples provided and work through any practice exercises.
- Become familiar with the assessment, its tests, procedures, instructions, timing, scoring rules and standard testing procedures.
- Practice giving the tests several times to colleagues or non-student volunteers before actual test administration. ▪ Test administrators and data entry personnel must be familiar with proper assessment guidelines, proper data entry protocol, and NRS guidelines (see www.nrsweb.org).
- Annual training must include:
 - NRS policy, accountability policies, and data quality and collection process
 - Definitions of measures
 - Conducting assessments
 - Importance of appropriate accommodations when needed and approved
- For each training, programs must keep a copy of the syllabus, including topics covered, along with a record of all trainers and trainees. There should be a minimum of two staff trained to administer assessments. The state office will monitor these training documents.

On-boarding and in-service training, refresher information, and guidance are offered upon request of the AE 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.

Test Publisher Requirements for Training

TABE 13/14 & TABE CLAS-E

DRC/CTB recommends that test administrators be trained before purchasing materials or administering the test. The State requires all test administrators to be certified in TABE test administration. DRC/CTB certifies test administrators that complete TABE training. Certificates must be kept locally. This will be monitored by the State. All persons who administer, score, and/or interpret the test must be trained. <http://tabetest.com/students-2/tabe-professional-development/>. The State and local providers maintain copies of TABE certifications earned by AE staff. Local directors will establish a timeline to observe the process and procedure of administering assessments to verify that correct procedures have been followed. Test manufacturer guidance on virtual testing can be found at: <https://tabetest.com/>

Part VIII. Assessment Validity and the Purchase of Assessments

TABE Validity

As outlined in DRC Corporation's Subscription Agreement (https://tabetest.com/PDFs/TABE_Online_CLAS-E_Online_Lic_Subscript_Agmt.pdf), online TABE tests are only valid for a twelve month period commencing on the Service Activation Date of each specific order. "At the end of each 12-month Order Term, the unused administrations of the Service(s) will expire." Upon the expiration of purchased assessments, the local provider will no longer have assessments available. **Purchasing Assessments**

Because DRC policy dictates that purchased TABE tests are only valid for a one-year period, local providers are not allowed to stockpile tests and should only order enough tests as needed for a fiscal year. In addition, as outlined on the DRC website, minimum test orders are for approximately 120 tests or \$500. Local providers who do not need or cannot utilize this many tests in a fiscal year are encouraged to contact the local DRC representative to negotiate a smaller order. Local providers may purchase TABE assessments utilizing awarded state/federal AEFLA grant funds or through another funding sources.

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Part IX. Accommodations 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 the examinees without changing what the test measures. 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. Test publishers describe accommodations in their administration documents. Accommodated assessments shall follow test publisher guidelines [[34CRF462.40\(c\)\(6\)](#)].

Administrative Responsibilities for Accommodations

Local programs can best serve 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 Accommodations

All students are informed during orientation/intake of their right to request accommodations. 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 diagnostician, Individual Education Plan (IEP) records, a vocational rehabilitation report, and/or report from other appropriate agencies.

Testing Students in Need of Accommodations

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 13/14 – Test of Adult Basic Education, DRC
 - TABE CLAS-E - Test of Adult Basic Education - Complete Language Assessment System, DRC
- If a student will be requesting any of the accommodations available for GED® testing or HiSET® testing, the same accommodations should be available during classroom study and for administration of the pre/post-test and the OPT. See Exhibit C for a list of "Accommodations Available." Contact your local Chief Examiner for information regarding required accommodations documentation and approval.

Providing Accommodations Using TABE Assessments

DISABILITY	TEST ADMINISTRATION PROCEDURES	TABE TEST FORMS AVAILABLE
Specific learning disability such as dyslexia, dyscalculia, receptive aphasia, hyperactivity, written language disorder, attention deficit disorder or ADHD	Extended time or alternate schedule Frequent breaks Scribe/writer/alternate room Computer with spelling and grammar check disabled Simple calculator for Level A/B only	Large-print tests

Deaf or hearing impaired Blind or visually impaired Mobility impairment	Sign language interpreter for test directions only Head phones for those taking a listening test Magnifier Extended time Alternate site/equipment Scribe/writer/communication board	Braille Large-print TABE tests Computer-based TABE tests
Psychiatric disability such as schizophrenia, major depression	Extended time Supervised breaks	
Developmental disability, such as autism, cerebral palsy, epilepsy, mental retardation	Recommendation from physician is suggested Private room	

Part X. Quality Control

Instructors are required to complete a student weekly attendance form for each class taught. This attendance form (paper or computerized), and any student data, including pre and post-test scores, are to be submitted to the local program director at the end of each week in which classes are held. Data is to be entered into LACES by the 10th of each month. To help ensure the quality of assessment data, all programs must follow these operating procedures:

- Every local program provider must have a minimum of two staff trained to administer the AE and/or ESL assessments. ▪ Testing data must be entered into the program database within two (2) weeks of completion. ▪ All new students must be given a locator test to determine educational functioning level.
- 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, interfaces with other agencies or programs, and verification and site review of records must be clearly communicated in writing. Assessment results must be kept in student files (electronic and/or paper) 3 years after the end of the grant cycle, to ensure a full audit trail, if necessary.
- Records may be archived off site in a secure location, provided the local program maintains program security, record retrieval, record retention, and record destruction policy and procedures.
- The assessment results in permanent 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.
- Assessment policies and procedures will be verified during program monitoring.
- Hard copies of all student forms, assessments, career plans, instructor progress notes, certificates & credentials earned, referrals made, co-enrollments with WIOA core partners, attendance records, surveys, and representative examples of student work must be maintained in local files. Virtual files are not permissible on active participants.

Improper Use of Assessments

- Teaching to the actual test item and/or providing answers to test questions.
- Copying and distributing a test item or test booklet as a study guide to unauthorized personnel or learners prior to or after test administration.
- Administering a lower-level test to artificially increase the learning gain between pre and post-tests. ▪ Reducing the amount of time given on a pretest while

increasing the amount of time on a post-test. ▪ Not timing a test to see how much a student knows and recording this test as a standardized test. ▪ Deleting test answers on a pretest to lower the test score.

- Deleting accurate tests to manipulate the learning gains.
- Duplicating or copying the test of one learner and replacing the name of another student.

- Altering test items or test score information.
- Reporting out of range test scores to artificially inflate learning gains.
- Translating test items and answers into another language.
- Administering tests in quick succession without sufficient time for instructional intervention to maximize gains.

Part XI. Alternative EFL Placement Option

Wyoming permits the use of Alternative EFL placement options for students who are postsecondary bound AND are enrolled in a '**Transitions** or **Bridge to Post Secondary** Education' Adult Education class, either concurrently or before entry into postsecondary. The Alternative Placement Option may only be used with students needing remediation in English and/or Mathematics as determined by one of the College placement exams shown below:

English Math		
College Approved Placement Tests	Score Placements into Adult Education's Transition to Post Secondary Classes	
ACT	Scores between 0-17	Scores between 0-20
ACCUPLACER	Scores between 0-84	Scores between: Arithmetic: 0-60 and Elementary Algebra: 0-54
ALEKS		Scores between 0-29
McCann	Scores between 0-70	
NEXT GEN. Accuplacer	Scores between 0-249	Scores between: Arithmetic: 0-300 or QAS: 0-249
SAT	Composite scores between 1010-1340 or 1) Writing Scores between 0-30 2) Reading scores between 0-20	Scores between 0-480

Placing Students in LACES

As indicated by LiteracyPro LACES, using the Alternative Placement Option (APO) will require that local providers identify a scale score range each time a student is placed into Adult Education using APO. In order to do this, local programs are to utilize the cut scores shown in the chart below for each College level examination. The chart does not represent a crosswalk from NRS levels to the assessment, but is meant as a simple means of placement into AE classes.

College Examination Placement Levels									
Name	Subject		NRS 1	NRS 2	NRS 3	NRS 4	NRS 5	NRS 6	
			SCORE RANGES						
ACT	English		0-3	4-6	7-9	10-12	13-15	16-17	
	Math		0-3	4-6	7-9	10-12	13-15	16-20	
ACCUPLACER	English		0-14	15-29	30-44	45-59	60-74	75-84	
	Math:	Arth. & Elem Algebra	0-10	11-20	21-30	31-70	41-50	50-up	
ALEKS	Math		0-4	5-7	8-10	11-13	14-15	16-17	
McCANN	English		0-12	13-25	26-37	38-49	50-61	62-70	
Next Gen. Accuplacer	English		0-42	43-84	85-126	127-168	169-210	211-249	
	Math	Arithmetic	0-50	50-100	101-150	151-200	201-250	251-300	
		QAS	0-42	43-84	85-126	127-168	169-210	211-249	
SAT	English	Composite	0-1010	1011-1077	1078-1143	1144-1209	1210-1276	1277-1340	
		Reading	0-3	4-6	7-9	10-12	13-15	16-20	
		Writing	0-5	6-10	1-15	16-20	21-25	26-30	
	Math		0-80	81-161	162—242	243-323	324-404	405-480	

Measurable skill gains for APO participants will include MSG type 1c: Enrolled in postsecondary education and training, concurrently or after enrolling in the Adult Education program.

Part XII: High School Equivalency Testing in Wyoming

Allowable Tests

Examinees in Wyoming have a choice of assessments: GED or HiSET. The HiSET and GED are both high school equivalency (HSE) exams that serve the same overall purpose — proving an individual has the academic skills of a U.S. high school graduate — but they differ in a few key ways:

Feature HiSET GED

Full Name	High School Equivalency Test	General Educational Development test
Administered by	Educational Testing Service	GED Testing Service (joint venture between Pearson VUE & ACE)
Format Options	Paper-based or computer based	Computer based only (except approved accommodations)
Subject Areas	Five sections: reading, writing, mathematics, science & social studies	Four sections: reasoning through language arts, mathematical reasoning, science, and social studies
Scoring	Each subtest is scored 0-20; passing = at least 8 on each subtest with a total score ≥ 45 and at least 2/6 on the essay portion	Each subtest is scored 100-200; passing score is at least 145 per subject.
Test Length	7 hours total	7.5 hours total
Question Types	Multiple choice, essay, some technology enhanced on computer	Multiple choice, drag-and-drop, fill-in-the-blank, short answer, essay
Cost	Varies by Testing Center in Wyoming	Varies by Testing Center in Wyoming
Availability	Offered in many states through the U.S.A.	Most widely available HSE exam in the U.S.A.
Reputation & Acceptance	Accepted in all states that use it and by all U.S. colleges/employers (Same as GED)	Accepted nationwide and internationally.

Combining Tests

Wyoming does not permit examinees to ‘mix and match’ test types. A subtest for a GED may not be combined with subtests for HiSET to earn a Wyoming high school credential. Likewise, a Spanish version HiSET/GED subtest may not be combined with an English version HiSET/GED subtest for a Wyoming credential.

Official High School Equivalency (OPT) Test Scores

- OPT exams should not be given to students unless they have demonstrated a readiness to test, as measured by TABE unless approved by the local director.
- OPT: Free Practice Tests are not valid practice tests for local programs in Wyoming as these tests are readily available to anyone from the test publisher’s website.
- Official Practice tests may include:
 - HiSET official practice tests published by the test manufacturer.
 - GED Ready as published by the test manufacturer.
 - Official practice tests available on State approved distance learning platforms may also be used in periods of extended closure or when approved by local program director. This is not applicable for age waiver students as students who are 16/17 years old must complete an age waiver application using only test manufacturer official practice tests with this process.

All official practice test scores earned must be entered into the LACES system before a student commences testing for their high school equivalency certificate.

Age Requirements

As promulgated under authority of Laws 2013 ch. 25 and W.S. 21-16-1308(b)(iv)(C), the Wyoming Community College Commission provides high school equivalency credentialing to the following groups of individuals who were unable to receive a high school diploma from their school district or residence:

- Adults
- Out-of-school youth (where youth is defined as anyone between the ages of 16-24).
 - Individuals who are 16-17 years of age must enroll in a Wyoming Adult Education center and successfully complete the age waiver process.(See below)
 - No one under the age of 16 may test.

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- Homeschooled individuals who did not receive a diploma but are able to demonstrate attainment of knowledge and skills that are equivalent to those which would be attained in a high school program of study through passing any of the state-authorized equivalency certification assessments. Homeschooled youth who are 16-17 years of age must complete the age waiver process described above
- In-school youth (ages 16-21) cannot be credentialed.

Age Waivers for 16-17 Year-Old Examinees

The minimum HSEC testing age in Wyoming is 18 years old. Individuals may not test if they are currently enrolled in school or have received an accredited high school diploma. Individuals who are 16 or 17 may request an age waiver for testing. To be considered, individuals are required to spend a minimum of 12 hours working with an approved Adult Education (AE) center preparing to submit an Age Waiver Application including verification that the individual is ready to test. During the 12 hours, individuals will be required to take at least one TABE test, complete required paperwork, and take an official practice test for each section of the High School Equivalency Examination. All applications must be approved by the state office prior to testing. Applicants for virtual testing must earn a passing score on all official practice tests in order to receive approval on the age waiver application.

The Wyoming age waiver application is available at:

<https://communitycolleges.wy.edu/adult-education/directors?jumpto=#form-for-reporting-application-processing>.

Accommodations

Testers needing accommodations for high school equivalency testing should consult the test manufacturer's website as follows:

- HiSET: <https://hiset.org/get-started/test-accommodations/>
- GED: https://www.ged.com/about_test/accommodationsundertheda/

Residency

Testers do not have to be a resident of Wyoming to take a high school equivalency in the State.

Testing Modality

High School equivalency testers who utilize the GED must test in person at a Wyoming testing center. No virtual testing is approved for credentialing purposes for the GED. Paper-based testing for the GED is limited to those needing accommodations and/or in Correctional facilities. Computer-based testing is the norm.

Individuals attempting to be credentialed for a high school equivalency through a HiSET exam may test in person or virtually using either paper-based or computer-based assessments.

Verification of Identity

All testers must present identification on the day of the test to verify identity. Acceptable forms of identification include:

- Federal or state issued photo ID
- Valid passport
- Valid accredited instructional institution-issued, unedited, unmodified/altered photo identification card

Transcripts, Verifications and Credentials

DiplomaSender is the exclusive provider of the State of Wyoming diploma and transcripts for examinees, authorized by the Wyoming Community College Commission. All examinees are encouraged to register for an account with DiplomaSender so that access to academic records is easily available. First-time examinees will receive a complimentary set of documents.

Website: DiplomaSender.com

Call: 1-855-313-5799

Email: support@diplomasender.com

HSE Testing Centers

High school equivalency testing centers are available at:

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- All Wyoming community colleges and outreach centers
- All Wyoming Department of Corrections facilities (not open to the public)
- Uinta B.O.C.E.S #1 in Evanston
- Carbon County Higher Education Center in Rawlins
- Wyoming Boys School
- Wyoming Girls School
- Virtually: online at:
<https://hiset.org/get-started/online-proctored-tests/> ➤
Virtual testing for the GED is not approved for Wyoming

Exhibit A - Wyoming Approved Assessment Instruments

Subject/skill area(s) each test assesses [34CFR 462.40\(c\)\(5\)](#)

Instrument/ Publisher Contact	Approved Forms	Approved Tests	Appropriate NRS Levels	Pre- and Post-Testing Intervals (Publisher Recommended)
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EFL Alignment and NRS Scale Scores	CLAS-E Level 1	200-354	355-388	389-427	n/a	n/a	n/a
	CLAS-E Level 2	200-354	355-388	389-427	428-448	n/a	n/a
	CLAS-E Level 3	n/a	355-388	389-427	428-448	449-487	n/a
	CLAS-E Level 4	n/a	n/a	n/a	428-448	449-487	488-580

TABE CLAS-E: Writing Assessments: Forms C/D

Type of Learner	ESL						
		NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
EFL Alignment and NRS Scale Scores	CLAS-E Level 1	210-384	385-414	415-437	n/a	n/a	n/a
	CLAS-E Level 2	210-384	385-414	415-437	438-461	n/a	n/a
	CLAS-E Level 3	n/a	385-414	415-437	438-461	462-500	n/a
	CLAS-E Level 4	n/a	n/a	n/a	438-461	462-500	501-670

TABE CLAS-E: Listening Assessments: Forms C/D

Type of Learner	ESL						
		NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
EFL Alignment and NRS Scale Scores	CLAS-E Level 1	200-348	349-389	390-427	n/a	n/a	n/a
	CLAS-E Level 2	200-348	349-389	390-427	428-457	n/a	n/a
	CLAS-E Level 3	n/a	349-389	390-427	428-457	458-488	n/a
	CLAS-E Level 4	n/a	n/a	n/a	428-457	458-488	489-620

TABE CLAS-E: Speaking Assessments: Forms C/D

Type of Learner	ESL						
		NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
EFL Alignment and NRS Scale Scores	CLAS-E Level 1	170-338	339-402	403-436	n/a	n/a	n/a
	CLAS-E Level 2	170-338	339-402	403-436	437-475	n/a	n/a
	CLAS-E Level 3	n/a	339-402	403-436	437-475	476-653	n/a

	CLAS-E Level 4	n/a	n/a	n/a	437-475	476-542	543-760
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TABE CLAS-E Information on Subtests

TABE CLAS-E Reading Test: Forms C/D	
Item Type/Content	Language proficiency of adult English language learners in the area of reading
Applicable Program(s)	ESL
Subject or Modality	Reading
Version Availability	Print & Computer Based
Administration Time	30 minutes
Locator/Appraisal	TABE CLAS-E Locator (Locator test time=20 minutes)
Forms Available	C1, C2, C3, C4, D1, D2, D3, D4
Length before Post-test	50 hours, with a minimum of 40 hours
Training Requirements	Basic

TABE CLAS-E Writing Test: Forms C/D	
Item Type/Content	Language proficiency of adult English language learners in the area of writing
Applicable Program(s)	ESL
Subject or Modality	Writing
Version Availability	Print and Computer Based
Administration Time	30 minutes
Locator/Appraisal	TABE CLAS-E Locator (Locator test time=20 minutes)
Forms Available	C1, C2, C3, C4, D1, D2, D3, D4
Length before Post-test	50 hours, with a minimum of 40 hours
Training Requirements	Basic

TABE CLAS-E Listening Test: Forms C/D	
Item Type/Content	Language proficiency of adult English language learners in the area of listening
Applicable Program(s)	ESL

Subject or Modality	Listening
Version Availability	Print and computer based with audio media
Administration Time	30 minutes
Locator/Appraisal	TABE CLAS-E Locator with audio media (Locator test time=25 minutes)
Forms Available	C1, C2, C3, C4, D1, D2, D3, D4
Length before Post-test	50 hours, with a minimum of 40 hours
Training Requirements	Basic

TABE CLAS-E Speaking Test: Forms C/D	
Item Type/Content	Language proficiency of adult English language learners in the area of speaking
Applicable Program(s)	ESL
Subject or Modality	Speaking
Version Availability	Print and computer based
Administration Time	25 minutes
Locator/Appraisal	TABE CLAS-E Locator (Locator test time=25 minutes)
Forms Available	C1, C2, C3, C4, D1, D2, D3, D4
Length before Post-test	50 hours, with a minimum of 40 hours
Training Requirements	Basic

TABE 13 & 14 Series by DRC- Approved for Use by WIOA Title II Funded Providers

TABE 13/14: Reading						
Type of Learner	ABE, ASE					
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
EFL Alignment and NRS Scale Scores	TABE L	300-441	442-500	n/a	n/a	n/a
	TABE E	310-441	442-500	501-535	n/a	n/a
	TABE M	n/a	442-500	501-535	536-575	n/a
	TABE D	n/a	n/a	501-535	536-575	576-616
	TABE A	n/a	n/a	n/a	536-575	576-616

TABE 13/14: Math

Type of Learner ABE, ASE						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
EFL Alignment and NRS Scale Scores TABE L TABE E TABE M TABE D TABE A	300-448	449-495	n/a	n/a	n/a	n/a
	310-448	449-495	496-536	n/a	n/a	n/a
	n/a	449-495	496-536	537-595	n/a	n/a
	n/a	n/a	496-536	537-595	596-656	n/a
	n/a	n/a	n/a	537-595	596-656	657-800

TABE 13/14: Language

Type of Learner ABE, ASE						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
EFL Alignment and NRS Scale Scores TABE L TABE E TABE M TABE D TABE A	300-457	458-510	n/a	n/a	n/a	n/a
	310-457	458-510	511-546	n/a	n/a	n/a
	n/a	458-510	511-546	547-583	n/a	n/a
	n/a	n/a	511-546	547-583	584-630	n/a
	n/a	n/a	n/a	547-583	584-630	631-800

TABE Information on Subtests

TABE 13/14 Reading Test	
Item Type/Content	Reading content reflects mature, life and work-related situations and highlights overlapping objectives, from word-meaning skills to critical-thinking skills
Applicable Program(s)	ABE, ASE
Subject or Modality	Reading
Version Availability	Print and Computer-based
Administration Time	100 minutes for Levels E, M, D, A
Locator/Appraisal	TABE Locator (35 minutes)

Forms Available	13, 14 (Levels L, E, M, D, A)
Length before Post-test	40 - 60 hours for learners pre-testing in NRS levels 1-4 30 - 60 hours for learners pre-testing in NRS 5-6
Training Requirements	Certification through test manufacturer's website

TABE 13/14 Mathematics Test	
Item Type/Content	Mathematics reflects math application, particularly routine tasks such as estimating quantities and making computations involving time, distance, weight, statistics, and equations
Applicable Program(s)	ABE, ASE
Subject or Modality	Math
Version Availability	Print and Computer-based
Administration Time	60 minutes for levels E, M, D, A
Locator/Appraisal	TABE Locator (10 minutes for Part 1 and 10 minutes for Part 2)
Forms Available	13, 14 (Levels L, E, M, D, A)
Length before Post-test	40 - 60 hours for learners pre-testing in NRS levels 1-4 30 - 60 hours for learners pre-testing in NRS 5-6
Training Requirements	Certification through test manufacturer's website

TABE 13/14 Language Test	
Item Type/Content	The goal of adult language instruction is to build communication skills necessary for functioning effectively on the job and in daily life
Applicable Program(s)	ABE, ASE
Subject or Modality	Language
Version Availability	Print and Computer-based
Administration Time	50 minutes for levels E, M, D, A
Locator/Appraisal	TABE Locator (20 minutes)
Forms Available	13, 14 (Levels L, E, M, D, A)
Length before Post-test	40 - 60 hours for learners pre-testing in NRS levels 1-4 30 - 60 hours for learners pre-testing in NRS 5-6

Exhibit B1: TABE 13/14 Functioning Level Descriptors **Beginning Literacy (ABE) Level 1**

TABE (13–14) scale scores (grade level 0-1.9):

Reading: 441 and below Mathematics: 448 and below Language: 457 and below

• LITERACY / ENGLISH LANGUAGE ARTS

Reading: Individuals ready to exit the Beginning Literacy Level comprehend how print corresponds to spoken language and are able to demonstrate understanding of spoken words, syllables, and sound-letter relationships (phonetic patterns), including consonant digraphs and blends. In particular, students at this level are able to recognize and produce rhyming words, blend and segment onsets and rhymes, isolate and pronounce initial, medial, and final sounds, add or substitute individual sounds, and blend and segment single syllable words. They are able to decode two syllable words following basic patterns as well as recognize common high frequency words by sight. Individuals are able to read simple decodable texts with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in texts with clear and explicit context.

Individuals ready to exit this level are able to determine main ideas, retell key details, and ask and answer questions about key details in simple texts. Individuals are also able to use the illustrations in the text(s), whether print or digital, to describe its key ideas (e.g., maps, charts, photographs, cartoons). They also are able to use text features, both print and digital, to locate key facts or information. When listening to text above their current independent reading level, they are able to identify the reasons an author gives to support points in a text, describe the connections between ideas within a text, and examine the basic similarities in and differences between two texts on the same topic.

Writing : Individuals ready to exit the Beginning Literacy Level are able to write basic sight words and familiar words and phrases as they compose simple sentences or phrases. This includes writing simple informative texts in which they supply some facts about a topic and narratives that include some details regarding what happened. They use simple transition and temporal words to signal event order (e.g., so, and, because, when, next, finally). With support, they are able to gather and use information from provided sources, both print and digital, to answer a simple research question.

Speaking & Listening: Individuals ready to exit this level are able to participate in conversations of short duration, collaborating with diverse partners and groups, while respecting individual differences. This includes following agreed upon rules for discussion and responding to the comments of others through multiple exchanges. Individuals are able to describe people, places, things, and events with relevant details, producing complete sentences when appropriate to task and situation. They can discuss what they have heard read aloud and ask and answer questions about it.

Language: When writing and speaking, individuals ready to exit this level are able to correctly use frequently occurring nouns, verbs (past, present, and future), adjectives, pronouns, prepositions and conjunctions. When writing sentences individuals correctly use capitalization, ending punctuation, and commas in dates and to separate single words in a series. They are able to spell words with common patterns and frequently occurring irregular words. Other words they spell phonetically. In response to prompts, they are able to produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences orally. Individuals are able to determine the meaning of unknown and multiple-meaning words, by applying their knowledge of frequently occurring roots and affixes, as well as sentence-level context. They are able to distinguish shades of meaning among verbs (e.g., look, glance, stare, glare) and adjectives differing in intensity (e.g., large, gigantic) by choosing them or acting out their meanings.

<p>• MATHEMATICS • Level 1</p>	<p>The Mathematical Practices: Students prepared to exit this level are able to decipher a situation and reason about and apply correct units to the results. They can visualize a situation and explain their processes and results using mathematical terms and symbols appropriate for the work and reasoning of others. They are able to strategically select and use appropriate pencil/paper, measuring devices, and/or manipulatives. They can see patterns and structures in shapes and use those insights to work more efficiently.</p> <p>Number Sense and Operations: Students prepared to exit this level have an understanding of tens and ones and are able to use their understanding of place value to compare two-digit numbers to a whole.</p>
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	<p>numbers within 100 and explain their reasoning, e.g., using concrete models or drawings and/or properties of operations. They are able to apply their knowledge of whole number operations and solve word problems that call for addition of three whole numbers whose sum is less than or equal to 100. They use problem-solving tools as objects, drawings, and/or simple equations.</p> <p>Algebraic Thinking: Students prepared to exit this level understand and apply the properties of addition and subtraction problems. They understand the relationship between the two operations and use the inverse operation to solve number in addition or subtraction equations.</p> <p>Geometry and Measurement: Students prepared to exit this level can analyze and compare two-dimensional shapes based on their attributes, such as their shape, size, orientation, the number of sides, and the lengths of their sides. They can reason with two-dimensional shapes (e.g., quadrilaterals) and three-dimensional shapes (e.g., right prisms, cones, and cylinders) to create composite shapes. They can measure the length of an object as a whole number of units, which are not necessarily standard units of measurement, using a pencil using a paper clip as the length unit.</p> <p>Data Analysis: Students prepared to exit this level are able to organize, represent, and describe data sets (lists of numbers, shapes, or items) using up to three categories. They can answer basic questions about the number of data points in a set and the number of data points in each category, and can compare the number of data points in the different categories.</p>
<p>Beginning Basic (ABE) Level 2</p> <p>TABE (13–14) scale scores (grade level 2-3.9): Reading: 442-500 Mathematics: 449-495 Language: 458-510</p> <p>• LITERACY / ENGLISH LANGUAGE ARTS</p>	<p>Reading: Individuals ready to exit the Beginning Basic Level are able to decode multi-syllable words when reading regularly spelled one-syllable words, and recognize the spelling-sound relationships between vowel teams. They also are able to identify and understand the meaning of the most common irregular sight words. Individuals are able to read level appropriate texts (equivalent to a reading level between 420 and 820) with accuracy, appropriate rate, and expression. They are able to identify key phrases in level appropriate complex texts. Individuals ready to exit this level are able to answer questions about key details in texts and show how those details support the main idea. Individuals are able to identify specific aspects of both digital and print illustrations contribute to what is conveyed by the text. When they compare and contrast the most important points and key details of two texts on the same topic, at or above their current independent reading level, they are able to describe the relationship between the texts, such as sequence, and cause/effect, as well as use text features and search tools, both print and digital, to access information to a given topic efficiently. They also are able to describe how reasons support specific points in a text, identify the author's main purpose or what the author wants to answer, explain or describe, and identify the point of view from that of the author's.</p> <p>Writing: Individuals ready to exit the Beginning Basic Level are able to write opinion pieces on topics or issues, stating a point of view with reasons. They are able to write simple informative texts in which they present facts, ideas, and details clearly. They also are able to write narratives with details that describe actions, thoughts, and feelings. They use temporal words (e.g., also, another, more, but) to link ideas and signal event order. Individuals are able to use technology to produce and publish writing as well as to interact and collaborate with others. They use research projects and summarize their learning in print. This includes taking brief notes from digital sources and sorting evidence into provided categories.</p> <p>Speaking & Listening: Individuals ready to exit this level are able to participate in a range of discussions with diverse partners and groups, respecting individual differences. This includes gaining the</p>

	<p>comments to the remarks of others, and expressing their own ideas, clearly in light of the report on a topic or text or recount an experience, with appropriate facts, and relevant, d speak in</p>
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	<p>complete sentences appropriate to task and situation in order to provide requested detail what they have heard read aloud and provide the main ideas and appropriate elaboration presented.</p> <p>Language: When writing and speaking, individuals ready to exit this level are able to c and verbs, comparative and superlative adjectives and adverbs, and coordinating and s simple, compound and complex sentences, individuals use correct subject-verb and pro use correct capitalization, ending punctuation, commas, and apostrophes to form contractions and p words with conventional patterns and suffixes. They are able to use spelling patterns and ending rules) in writing words. In response to prompts, they are able to produce, expand, sentences. Individuals are able to determine the meaning of unknown and multiple-mean texts, including academic words, by applying their knowledge of roots and affixes, as well able to distinguish literal from non-literal meaning of words, and shades of meaning amo of mind or degrees of certainty (e.g., knew, believed, wondered, suspected). They are ab and use general academic words that signal spatial and temporal relationships.</p>
<ul style="list-style-type: none"> • MATHEMATICS • Level 2 • Beginning Basic 	<p>The Mathematical Practices: Students prepared to exit this level are able to decipher t context, visualizing a situation using diagrams or sketches, and reasoning about and ap degree of precision to the results. They can explain their processes and results using m appropriate for the level and recognize errors in the reasoning of others. They strategica tools to aid in their work, such as pencil/paper, measuring devices, manipulatives, and/o patterns and structure in sets of numbers, including in multiplication or addition tables, a efficiently.</p> <p>Number Sense and Operations: Students prepared to exit this level understand place v can use that understanding to read, write, count, compare, and round three-digit whole n are able to compute fluently with all four operations with whole numbers within 100. The operations to explain why addition and subtraction strategies work, and can demonstrat relationship between multiplication and division. They can solve one- and two-step word within 100 and identify and explain arithmetic patterns. They have an understanding of f can represent simple fractions on a number line. They understand and can explain equiv generate simple equivalent fractions, and can compare two fractions with the same num about their size.</p> <p>Algebraic Thinking: Students prepared to exit this level apply the properties of operatio whole numbers. They understand the relationship between multiplication and division an number in multiplication or division equations.</p> <p>Geometry and Measurement: Students prepared to exit this level are able to reason ab attributes. They can demonstrate an understanding that different shapes might share co can compare and classify two-dimensional shapes, particularly quadrilaterals. They are e equal areas and express the area of each part as a unit fraction of the whole. They can m metric units for linear measurements (e.g., inches, feet, centimeters, and meters) and so and estimation of intervals of time, liquid volumes, and masses of objects. They underst it to addition and multiplication to solve real-world problems. They also understand, and mathematical problems involving perimeter of polygons.</p> <p>Data Analysis: Students prepared to exit this level are able to draw and interpret simple graphs, and number line diagrams) including scaled bar and picture graphs. They can s scaled bar graphs. They can generate measurement data by measuring lengths to the n display that data by making a line plot marked off in appropriate units.</p>

Low Intermediate Basic Education (ABE)
Level 3

TABE (13–14) scale scores (grade level 4-5.9):

Reading: 501-535

Mathematics: 496-536

Language: 511-546

**• LITERACY /
ENGLISH
LANGUAGE ARTS**

Reading: Individuals ready to exit the Low Intermediate Level are able to read fluently to level (e.g., a Lexile Measure of between 740 and 1010).¹² They are able to use knowledge of syllabication patterns, and roots and affixes to accurately decode unfamiliar words. They are able to identify words and phrases (e.g., metaphors and similes) in level-appropriate complex texts. Individuals are able to make logical inferences, summarize central ideas or themes, and explain how they are able to explain events, procedures, or ideas in historical, scientific, or technical texts, including those that are able to describe the overall structure of a text and compare and contrast the structure of two texts. Individuals at this level are also able to interpret information presented visually, orally or quantitatively and solve a problem. They display this facility with both print and digital media. Individuals are able to use relevant text and evidence to support particular points in a text and can integrate information from several sources, in a mix, on the same topic. They are able to describe how point of view influences how events are presented and analyze multiple accounts of the same event or topic, noting similarities and differences. They are able to use evidence for their findings and assertions.

Writing: Individuals ready to exit the Low Intermediate Level are able to write opinion pieces that state a point of view with facts and logically ordered reasons. They are able to produce informative writing that includes concrete facts and details. They convey information clearly with precise language and use appropriate transitions to link ideas, opinions and reasons with words, phrases, and clauses (e.g., another, specifically, in addition). They are also able to use technology (including the Internet) to produce and publish writing as well as to collaborate with others. They are able to conduct short research projects, making frequent use of online resources. This includes the ability to draw evidence from several texts to support an analysis. They are able to cite relevant information from and provide a list of those sources.

Speaking & Listening: Individuals ready to exit this level are able to participate in a range of discussions with diverse partners and groups, respecting individual differences. This includes demonstrating the ability to work well with others by carrying out their assigned roles, and posing and responding to questions, making comments that contribute to and elaborate on the remarks of others. Individuals are able to state their own opinion, sequencing ideas logically and providing appropriate facts, and relevant, descriptive details to support ideas or themes. They are able to differentiate between contexts that call for formal English and those in which informal discourse is appropriate. They also are able to paraphrase and summarize what they have heard and state what claim is supported by reasons and evidence.

Language: When writing and speaking, individuals ready to exit this level are able to use appropriate grammar sequences, states, and conditions correctly and recognize inappropriate shifts in verb tense, pronoun use, conjunctions, and interjections properly. Individuals write simple, compound and complex sentences, demonstrating subject-verb and pronoun antecedent agreement throughout a piece of writing. They also are able to use appropriate punctuation and underlining, quotation marks, and italics to indicate titles of works. They are able to use appropriate pronouns (e.g., to, too, two; there, their) and spell correctly, consulting references as needed. They are able to edit their sentences, recognizing and correcting inappropriate fragments and run-ons as well as errors in punctuation for meaning, reader interest and style. Individuals are able to determine the meaning of words and phrases in level-appropriate complex texts, including academic words, by applying their knowledge of context and sentence-level context. Individuals are able to interpret figurative language, including similes and metaphors, to recognize and explain the meaning of common idioms, adages, and proverbs. They are able to use appropriate words of and use general academic words that signal precise actions or emotions (e.g., whined, complained, grumbled, however, nevertheless), or other logical relationships (e.g., however, similarly), and are able to use appropriate words when discussing animal preservation.

<ul style="list-style-type: none"> • MATHEMATICS • Level 3 • Low Intermediate 	<p>The Mathematical Practices: Students prepared to exit this level are able to decipher mathematical context and reason about and apply the correct units and the proper degree of precision in a situation using diagrams or sketches, see multiple strategies for solving a problem, explain their work, recognize errors in the work and reasoning of others. They can express themselves using mathematical language appropriate for the level and can strategically select and use tools to aid in their work, such as calculators and/or technology. They are able to see patterns and structure in sets of numbers and graphs and use them to work more efficiently.</p> <p>Number Sense and Operations: Students prepared to exit this level understand place value for whole numbers and decimals to thousandths, and use their understanding to read, write, compare, and order whole numbers and decimals. They are able to use their place value understanding and properties of operations to fluently perform operations with whole numbers and decimals. They can find common factors, common multiples, and understand the relationship between multiplication and division. They can understand equivalence and comparison. They can add, subtract, multiply and divide with fractions and decimals. They can solve multi-step word problems posed with whole numbers and fractions, using the four operations. They can understand the meaning of a ratio and use ratio language to describe a relationship between two quantities. They can understand the concept of a unit rate associated with a ratio.</p> <p>Algebraic Thinking: Students prepared to exit this level are able to apply and extend their understanding of algebraic expressions, using a symbol to represent an unknown value. They can write, solve, and graph equations, including expressions that arise from formulas used in real-world problems. They can solve mathematical problems by writing and solving simple one-variable equations and write a constraint or condition in a real world or mathematical problem. They can represent and analyze data relationships between dependent and independent variables.</p> <p>Geometry and Measurement: Students prepared to exit this level have a basic understanding of geometry. They can plot points (i.e., ordered pairs) and place polygons in the coordinate plane to solve real-world problems. They can classify two-dimensional shapes and use formulas to determine the area of triangles, rectangles, and quadrilaterals. They can determine the surface area of three-dimensional solids, including rectangular prisms, triangles, and cylinders, and find the volume of right rectangular prisms. They are able to convert like measurement units within a measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions to solve real-world problems. They are also able to solve measurement word problems (such as those that involve area, perimeter, surface area, volume, mass, and money) that involve simple fractions or decimals.</p> <p>Data Analysis and Statistics: Students prepared to exit this level have a basic conceptual understanding of data variability, including such concepts as center, spread, and the overall shape of a distribution. They are able to use statistical displays such as dot plots, histograms, and box plots.</p>
<p>High Intermediate Basic Education (ABE) Level 4</p> <p>TABE (13–14) scale scores (grade level 6-8.9): Reading: 536-575 Mathematics: 537-595 Language: 547-583</p> <ul style="list-style-type: none"> • LITERACY / ENGLISH LANGUAGE ARTS 	<p>Reading: Individuals who are ready to exit the High Intermediate Level are able to understand and analyze the demands of this level (e.g., a Lexile Measure of between 925 and 1185). They demonstrate a strong vocabulary and are able to analyze the impact of a specific word choice on meaning in texts.</p> <p>Individuals are able to make logical inferences by offering several pieces of textual evidence to support the analysis of primary and secondary sources in history, as well as analysis of social studies. They are able to summarize and analyze central ideas, including how they are conveyed through a text. They are able to analyze how a text makes connections among and distinctions between ideas. They are able to analyze how a text contributes to the development of the ideas. They also are able to follow multistep processes to identify aspects of a text that reveal point of view and assess how point of view shapes a text. They are able to evaluate the validity of specific claims an author makes through the sufficient evidence supplied in the text. This includes analyzing how an author responds to conflicting evidence and how to analyze how multiple</p>

	<p>texts address similar themes, including how authors acknowledge and respond to conflict or avoid particular facts. Individuals are also able to analyze the purpose of information, integrate and evaluate content from those sources, including quantitative or technical information. They are able to produce valid evidence for their findings and assertions, make strong claims, and use relevant evidence to support their claims.</p> <p>Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to analyze and evaluate content from those sources, including quantitative or technical information. When writing arguments, they are able to introduce claims, acknowledge alternate or opposing reasons and relevant evidence, and organize them logically in a manner that demonstrates their analysis. When writing informative texts, individuals are able to examine a topic through the selection, organization, and analysis of relevant facts, concrete details, quotations and other information to aid comprehension. Individuals are able to clarify the relationships among ideas, reasons, and evidence; using appropriate transitions to show the progression of ideas, and maintaining consistency in style and tone. Individuals are able to use appropriate language for the topic, purpose, and audience. They also are able to use technology to research, to and cite sources. They conduct short research projects, drawing on several sources. They use evidence from several texts to support an analysis. It also includes the ability to locate and evaluate the credibility and accuracy of each source, and communicate the data and conclusions of a research project.</p> <p>Speaking and Listening: Individuals ready to exit the High Intermediate level are able to discuss on others' ideas, expressing their own clearly and maintaining a positive attitude. This includes participating in discussions and decision-making and tracking progress toward specific goals and deadlines. They are able to ask questions that connect the ideas of several speakers and respond to others' questions and comments. During these discussions, individuals are able to qualify, alter, or justify their own ideas presented by others. Just as in writing, individuals are able to delineate a speaker's argument and the reasoning and relevance of the evidence. They are able to identify when irrelevant evidence is used and able to present their own claims and findings that emphasize salient points in a focused manner. They use evidence, valid reasoning, and well-chosen details. Individuals adapt their speech to a variety of contexts and tasks demonstrating a command of formal English when indicated or appropriate.</p> <p>Language: When writing and speaking, individuals ready to exit the High Intermediate level are able to use the proper case, recognize and correct inappropriate shifts in pronoun number and person, and use pronouns. They know how to form all verb tenses, and recognize and correct inappropriate verb forms. They know how to recognize and correct misplaced and dangling modifiers. They are able to use language that is appropriate to contexts and tasks when indicated. They are able to choose language that expresses ideas clearly and recognize and eliminating redundancy and wordiness as well as maintaining consistency. The meaning of their written and oral communications is clear. Individuals are able to recognize unknown and multiple-meaning words and phrases as they are used in level-appropriate contexts. They use knowledge of affixes and roots, and use of reference materials.</p>
<ul style="list-style-type: none"> • MATHEMATICS • Level 4 • Middle Intermediate 	<p>The Mathematical Practices: Students prepared to exit this level are able to think critically and problem solve (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving problems. They can express themselves using the mathematical terms and notation appropriate to the level. They are able to analyze findings and critique the reasoning of others. They are accurate in their calculations and understand the reasonableness of their results. They can create algebraic and geometric models and use them to solve problems. They can strategically select and use tools to aid in their work, such as pencil and paper, calculators, and/or spreadsheets. They are able to see patterns and structure in number sets, data, and geometric figures.</p> <p>Number Sense and Operations: Students prepared to exit this level have an understanding of the number system, including how rational numbers can be represented on a number line and pairs of opposite reciprocals represented on a coordinate plane.</p>

	<p>coordinate plane. They can apply the concept of absolute value to find horizontal and vertical lines, and use the properties of integer exponents and evaluate, estimate, and compare simple square roots. They can also understand ratio, rate, and percent concepts, as well as proportional relationships.</p> <p>Algebraic Thinking: Students prepared to exit this level understand the connections between linear functions and linear equations. They understand numerical and algebraic expressions, and equations, and apply them to real world and mathematical problems. They are able to analyze and solve linear equations and systems of linear equations. Individuals at this level are able to define, interpret, and compare linear functions.</p> <p>Geometry: Students prepared to exit this level can solve real-world and mathematical problems involving area, circumference, and area of 2-dimensional figures. They are able to solve problems involving 2-dimensional geometric figures. They understand the concepts of congruence and similarity in 2-dimensional figures. They understand the Pythagorean theorem and can apply it to determine unknown sides of right triangles.</p> <p>Statistics and Probability: Students prepared to exit this level can summarize and describe data sets in their context, including determining measures of center and variability and describing patterns. They understand and can apply the concept of chance, or probability. They are able to use measurement data to describe patterns of association between two quantities (such as scatter plots showing association, linear or non-linear association).</p>
<p>Low Adult Secondary Education (ASE) Level 5</p> <p>TABE (13–14) scale scores (grade level 9-10.9): Reading: 576-616 Mathematics: 596-656 Language: 584-630</p> <p>• LITERACY / ENGLISH LANGUAGE ARTS</p>	<p>Reading: Individuals who are ready to exit Low Adult Secondary Level are able to read and understand texts at a secondary level of complexity (e.g., a Lexile Measure of between 1050 and 1335). This includes understanding academic vocabulary and figurative language in level-appropriate complex texts. This includes understanding symbols and key terms used in a specific scientific or technical context. They are able to analyze specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences from complex texts. They are able to analyze the development of central ideas over the course of a text, refined by particular sentences, paragraphs, or portions of text. They are able to provide evidence to analyze in detail a series of events described in text and determine whether one event simply preceded them. They also are able to follow complex multistep directions or procedures.</p> <p>Individuals are able to compare the point of view of two or more authors writing about the same topic, to evaluate the validity of specific claims an author makes through the sufficiency and relevance of evidence supplied. They also are able to identify false statements and fallacious reasoning. They are able to address related themes and concepts, including challenging texts, such as seminal U.S. speeches of historical significance (e.g., Washington’s Farewell Address, the Gettysburg Address). In addition, they are able to present information in a text, noting whether those findings support or contradict previous explanations. They are able to translate quantitative or technical information expressed in words in a text into visual representations, and to translate information expressed visually or mathematically into words. Through their reading, they are able to cite strong and thorough textual evidence for their findings and assertions to make informed conclusions.</p> <p>Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to write informative texts (this includes the narration of historical events, scientific procedures/experiments, and technical processes). When writing arguments, they are able to introduce precise claims, distinguish the claims from counterclaims, and support claims with clear reasons and relevant and sufficient evidence. When writing narratives, they are able to examine a topic through the effective selection, organization, and analysis of well-chosen details and relevant, accurate, and pertinent data appropriate to the audience’s knowledge of the topic. They use appropriate and varied transitions and sentence structures, style and tone to link major sections of the text, create cohesion, and establish clear relationships between ideas and concepts, using textual evidence.</p>

	<p>Individuals use precise language and domain-specific vocabulary to manage the complex task of taking advantage of technology's capacity to link to other information and display information. They can conduct short research projects as well as more sustained research projects to make informed decisions. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to organize information, assess the credibility, accuracy, and usefulness of each source, and to evaluate the conclusions of others while avoiding plagiarism.</p> <p>Speaking and Listening: Individuals ready to exit the Low Adult Secondary level are able to engage in a respectful, and well-reasoned exchange of ideas as a member of a team. As they collaborate, they establish rules for collegial discussions and decision making, clear goals and deadlines. They are able to move forward by clarifying, verifying or challenging ideas that are presented, actively incorporating and responding thoughtfully to diverse perspectives, and summarizing points of agreement and disagreement. They can qualify, alter, or justify their own views and understanding in light of the evidence and research. In writing, individuals are able to evaluate a speaker's point of view, and in particular, assess the logic and points of emphasis and tone used. They also are able to present their own findings and conclusions concisely, and logically such that listeners can follow the line of reasoning. Individuals are able to adapt to different contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Language: Individuals ready to exit the Low Adult Secondary level demonstrate strong command of grammar mechanics and use these elements to enhance the presentation of ideas both in speech and writing. They use parallel structure and the correct use of various types of phrases and clauses to convey meaning. They can adapt their speech to a variety of contexts and tasks when indicated. Though some errors in grammar in written and oral communications is clear. Individuals are able to determine the meaning of words and phrases as they are used in level appropriate complex texts through context clues and use of reference materials.</p>
<p>• MATHEMATICS – Level 5 • High Intermediate</p>	<p>The Mathematical Practices: Students prepared to exit this level are able to think critically and make decisions (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving problems. They can reason quantitatively, including using units as a way to solve problems. They are able to critique the reasoning of others. They are accurate in their calculations and use estimation to check the reasonableness of their results. They can create algebraic and geometric models and use them to solve problems. They can strategically select and use tools to aid in their work, such as calculators and/or computer software. They are able to make generalizations based on patterns and relationships in data sets, data, expressions and equations, and geometric figures and use these insights to solve problems.</p> <p>Number Sense and Operations: Students prepared to exit this level can reason about problems that involve the four operations with rational numbers. They can apply the concepts of addition and subtraction on a number line their understanding of addition and subtraction with negative and positive numbers. At this level can apply ratio and percent concepts, including using rates and proportional relationships to solve mathematical problems.</p> <p>Algebraic Thinking: Students prepared to exit this level are able to use algebraic and geometric models to solve real-world and mathematical problems, involving linear equations, inequalities, and pairs of linear equations. Individuals at this level are able to use linear functions to describe, analyze, and model relationships between variables.</p> <p>Geometry: Students prepared to exit this level can solve real-world and mathematical problems involving area of 3-dimensional geometric figures. They can use informal arguments to establish facts and theorems about geometry, such as the relationships between angles created when parallel lines are cut by a transversal. They can use the Pythagorean theorem to determine lengths in real-world contexts and distances in the coordinate plane.</p> <p>Statistics and Probability: Students prepared to exit this level can use random sampling to generate data and are able to draw informal comparative inferences about two populations using measures of center and variability for numerical data from random samples. They can develop, use, and evaluate statistical models to use scatter plots for bivariate measurement data to interpret patterns of association between two variables.</p>

	<p>as the relationships between angles created when parallel lines are cut by a transversal. They can use the Pythagorean theorem to determine lengths in real-world contexts and distances in the coordinate plane.</p> <p>Statistics and Probability: Students prepared to exit this level can use random sampling to generate data and are able to draw informal comparative inferences about two populations using measures of center and variability for numerical data from random samples. They can develop, use, and evaluate statistical models to use scatter plots for bivariate measurement data to interpret patterns of association between two variables.</p>
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	<p>outliers, positive or negative association, linear or non-linear association) and a 2-way table of bivariate categorical data.</p>
<p><u>Adult Secondary Education (ASE) Level 6</u></p> <p>TABE (13–14) scale scores (grade level 11-12.9): Reading: 617 and above Mathematics: 657 and above Language: 631 and above</p> <p>• LITERACY / ENGLISH LANGUAGE ARTS</p>	<p>Reading: Individuals who are ready to exit High Adult Secondary Level are able to read at a readiness level of text complexity (e.g., a Lexile Measure between 1185 and 1385). This includes academic vocabulary and figurative language sufficient for reading, writing, speaking, and listening at a readiness level. They are able to analyze the cumulative impact of specific word choices and phrases on a text's meaning and are able to make logical and well-supported inferences about those complex texts. They are able to identify ideas, concepts or processes contained within them. They are able to paraphrase texts and summarize their main ideas. Whether they are conducting analyses of complex primary and secondary sources in history or science, they are able to analyze how the ideas and concepts within them develop and interact. They are able to analyze points of view, shape, style and content in texts with particular attention to distinguishing what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Individuals are able to analyze how multiple texts address related themes and concepts, such as the U.S. founding documents (Declaration of Independence, the Bill of Rights). In addition, they are able to compare treatments of the same topic in several primary and secondary sources. Individuals are able to analyze multiple sources of information presented in diverse media in order to address a question or problem. At complex levels, they are able to cite strong and thorough textual evidence for their findings, conclusions, decisions and solve problems.</p> <p>Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to write informative texts (this includes the narration of historical events, scientific procedures/experiments, and technical processes). When writing arguments, they are able to create an organization that establishes clear reasons and counterclaim(s), reasons and evidence. They fully develop claims and counterclaims, supporting them with relevant evidence and pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge and attitudes. When writing informative texts, they are able to organize complex ideas, concepts, and information into logical and coherent structures that establish connections and distinctions through the effective selection and analysis of content. They are able to clarify the relationships among complex ideas, create cohesion, and link major sections of the text. They are able to maintain a formal style while they attend to the norms and conventions of the discipline. They are able to take advantage of technology's capacity to link to other information and display information in a variety of ways. They conduct short research projects as well as more sustained research projects that require the analysis of multiple sources to make informed decisions and solve problems. This includes the ability to draw on multiple sources to support an analysis. It also includes the ability to gather and organize information, assess the credibility and usefulness of each source in answering the research question, noting any discrepancies or inconsistencies among sources.</p> <p>Speaking and Listening: Individuals ready to exit the High Adult Secondary level demonstrate the ability to take initiative when collaborating as an effective member of a team. They are able to manage their time and resources wisely in order to contribute to the team's overarching goal(s) and meet the agreed upon deadlines. They are able to exercise leadership, resolve conflicts as they arise, and pose and respond to questions and issues related to broader themes or larger</p>

ideas. They are able to express alternative views clearly and persuasively, verify or challenge and think creatively and critically in light of the evidence and reasoning presented. Just as they evaluate a speaker's point of view, stance, premises, evidence, reasoning, rhetoric, and their own findings and supporting evidence clearly, concisely, and logically such that listeners can make strategic use of digital media. Individuals adapt their speech to a variety of contexts and tasks when indicated. The meaning of their communications is clear. Individuals are able to determine the meaning of unknown and unfamiliar words as they are used in level appropriate complex texts through context clues, knowledge of morphology and etymology, and general academic and domain-specific vocabulary. Individuals demonstrate a command of formal English when indicated or appropriate.

Language: Individuals ready to exit the High Adult Secondary level demonstrate strong oral communication skills and mechanics and use these elements to enhance the presentation of ideas both in spoken and written form. They use parallel structure and the correct use of various types of phrases and clauses to create clear and effective communications. They are able to adapt their speech to a variety of contexts and tasks when indicated. The meaning of their communications is clear. Individuals are able to determine the meaning of unknown and unfamiliar words as they are used in level appropriate complex texts through context clues, knowledge of morphology and etymology, and general academic and domain-specific vocabulary. Individuals demonstrate a command of formal English when indicated or appropriate.

Exhibit B.1. Quantitative Analysis Chart for Determining Text Complexity¹⁶

CCR Levels of Learning	ATOS	Degrees of Reading Power	Flesch-Kincaid	The Fray
B (Level 2)	2.75–5.14	42–54	1.98–5.34	42–54
C (Level 3)	4.97–7.03	52–60	4.51–7.73	74–80
D (Level 4)	7.00–9.98	57–67	6.51–10.34	92–100
E (Level 5)	9.67–12.01	62–72	8.32–12.12	105–115
E (Level 6)	11.20–14.10	67–74	10.34–14.2	118–130

- MATHEMATICS
- Level 6

The Mathematical Practices: Students prepared to exit this level are able to think critically about a problem, select an efficient strategy from multiple possible problem solving strategies, plan and adjust as needed when solving problems. They persevere in solving challenging problems. They use analogies, simpler problems as a way to solving a more complex one. They can reason about the use of units, and can express themselves using the precise definitions and mathematical symbols of the level. They are accurate in their calculations, use an appropriate level of precision in finding solutions, and use estimation strategies to assess the reasonableness of their results. They are able to defend their conclusions, and can detect faulty thinking and errors caused by improper use of algebraic and geometric models and use them to answer questions, interpret data, make predictions. They can strategically select and use tools, such as measuring devices, calculators, spreadsheets, and technology to aid in their work. They are able to see patterns and structure in calculations, expressing relationships and connections to algebraic generalizations, which they use to work more efficiently.

Number Sense and Operations: Students prepared to exit this level have extended the number system to include real numbers, radicals, and rational exponents and understand and use the set of real numbers. They understand the reasonableness of calculation results based on the limitations of technology or given units and use the appropriate degree of precision.

	<p>Algebraic Thinking: Students prepared to exit this level understand the structure of exponential, linear, quadratic, and rational expressions. They can add, subtract, and multiply and/or quadratic expressions. They are also able to create linear equations and inequalities, exponential equations to represent relationships between quantities and can represent inequalities, or by systems of linear equations and/or inequalities. They can interpret the structure of expressions and use that structure to identify ways to rewrite and operate accurately with multiply polynomials that extend beyond quadratics. They are able to rearrange formulas, for example rearranging Ohm's law, $V = IR$, to highlight resistance R. They are also able to represent relationships between quantities, including those that extend beyond quadratic, and simple exponential functions to include those arising from simple rational equations/inequalities to solve problems both algebraically and graphically. They can solve systems of linear equations; quadratic, simple rational, and radical equations in one variable. Extraneous solutions may arise.</p> <p>Students prepared to exit this level also have a basic understanding of functions, can use function notation to write a function describing a relationship between two quantities. They can identify the domains and interpret linear, quadratic, and exponential functions that arise in applications. They are able to construct, graph, compare, and interpret functions (including, but not limited to linear, quadratic, and exponential functions). They can sketch graphs given a verbal description of the relationship and identify and interpret functions that arise in applications in a context.</p> <p>They are able to select or define a function that appropriately models a relationship and to represent functions each represented in a different way (algebraically, graphically, numerically in tables).</p> <p>Geometry: Students prepared to exit this level can solve problems involving similarity and area. They can use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. They can use area and volume in modeling situations (e.g., persons per square mile, BTU's).</p> <p>Data Analysis and Statistics: Students prepared to exit this level can summarize, represent, and interpret data on categorical and quantitative variables, including by using frequency tables. They can compare distributions for commonalities and differences in shape, center, and spread. They can recognize possible confounding factors in linear models, and distinguish between correlation and causation. They interpret slope, including those with linear and non-linear relationships. They interpret the slope (rate of change) for a line of best fit and in the context of the data. They understand and account for extreme values. They interpret relative frequencies (joint, marginal and conditional).</p>
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Exhibit B2: TABE CLAS-E: Forms C & D-Functioning Level Descriptors			
<p>NRS Level 1: Beginning ESL Literacy TABE CLAS-E scale scores (SPL 0-1) Reading: 200-354 Writing: 210-384 Listening: 200-348 Speaking: 170-338</p>	<p>Interpretive: The ability to process, understand, interpret and/or engage with level appropriate literary and informational written and spoken text to construct meaning (1, 6, 7, 8)</p>	<p>Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)</p>	<p>In level int int (2)</p>
	<p>ELLs ready to exit the Beginning ESL Literacy Level are able to, with prompting and support (including context, and visual aids), identify a few key words and phrases from read alouds, visual images, and oral presentations using a very limited set of strategies.</p> <p>ELLs ready to exit this level can, with prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read alouds about familiar topics, experiences, and events. They can recognize the meaning of some words learned through</p>	<p>ELLs ready to exit this level are able to, with prompting and support (including context and visual aids), communicate simple information or feelings about familiar topics, events, or experiences. They can express a preference or opinion about a familiar topic. ELLs ready to exit this level are able to show limited awareness of differences between informal and formal language use</p>	<p>EL inv wr fa ye re an pr so</p>

	conversations, reading, and being read to.		
<p>NRS Level 2: Low Beginning ESL TABE CLAS-E scale scores:(SPL 2) Reading: 355-388 Writing: 385-414 Listening: 349-389 Speaking: 339-402</p>	<p>Interpretive: The ability to process, understand, interpret and/or engage with level appropriate literary and informational written and spoken text to construct meaning (1, 6, 7, 8)</p>	<p>Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)</p>	<p>Int lev int int (2)</p>
	<p>ELLs ready to exit the Low Beginning ESL Level are able to identify a few key words and phrases in oral communications and simple spoken and written texts using a very limited set of strategies. They can recognize the meaning of some words learned through conversations, reading, and being read to. ELLs ready to exit this level are able to, with support, identify a point an author or a speaker makes.</p> <p>Relying heavily on context, questioning, and knowledge of morphology in their native language(s), ELLs ready to exit this level are able to recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events.</p>	<p>ELLs ready to exit this level are able to, with support, communicate information and feelings about familiar texts, topics, and experiences.</p> <p>ELLs ready to exit this level are able to express an opinion about a familiar topic, experience, or event and give a reason for the opinion. ELLs ready to exit this level are able to show emerging awareness of differences between informal and formal language use.</p> <p>ELLs ready to exit this level are able to, with support, use a narrow range of vocabulary and syntactically simple sentences. They can, with support, recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions and understand and respond to simple questions.</p>	<p>EL lis co to si qu EL su pr in so co ev ex pr</p>
<p>NRS Level 3: High Beginning ESL TABE CLAS-E scale scores: (SPL 3) Reading: 389-427 Writing: 415-437</p>	<p>Interpretive: The ability to process, understand, interpret and/or engage with level appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)</p>	<p>Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)</p>	<p>Int lev int int (2)</p>

<p>Listening: 390-427 Speaking: 403-436</p>	<p>ELLs ready to exit the High Beginning ESL Level are able to identify the main topic in oral presentations and simple spoken and written texts and retell a few key details using an emerging set of strategies.</p> <p>ELLs ready to exit this level are able to, with support, identify the main argument an author or speaker makes. They can, with support, identify one reason an author or a speaker gives to support the argument.</p> <p>ELLs ready to exit this level are able to determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events.</p>	<p>ELLs ready to exit this level are able to, with support, deliver short oral presentations and compose simple written narratives or informational texts about familiar texts, topics, experiences, or events.</p> <p>ELLs ready to exit this level are able to construct a claim about familiar topics, experiences, or events. They can introduce a familiar topic, experience, or event, give a reason to support a claim, and provide a concluding statement.</p> <p>ELLs ready to exit this level are able to, with support, recount a short sequence of events in order. They can, with support, introduce an informational topic, provide one or two facts about the topic, and use common linking words to connect events and ideas.</p> <p>ELLs ready to exit this level are able to show increasing awareness of differences between informal and formal language use. They can adapt language choices to task and audience with emerging control in various social and academic contexts.</p> <p>ELLs ready to exit this level can begin to use some frequently occurring general academic and content-specific words. ELLs ready to exit this level are able to, with support, use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions. They can, with support, produce simple and compound sentences</p>	<p>EL co fa in in qu EL su re in re da</p>
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<p>NRS Level 4: Low Intermediate ESL TABE CLAS-E scale scores: (SPL 4) Reading: 428-457 Writing: 438-461 Listening: 428-457 Speaking: 437-475</p>	<p>Interpretive: The ability to process, understand, interpret and/or engage with level appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)</p>	<p>Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)</p>	<p>Interactive: The ability to understand, interpret and/or engage with level appropriate written and spoken text to construct meaning (1, 6, 8)</p>
	<p>ELLs ready to exit the Low Intermediate ESL Level are able to determine a central idea or theme in oral presentations and spoken and written texts, retell key details, answer questions about key details, explain how the theme is developed by specific details in texts, and summarize part of a text using a developing set of strategies.</p> <p>ELLs ready to exit this level are able to, with support, explain the reasons an author or a speaker gives to support a claim and identify one or two reasons an author or a speaker gives to support the main point.</p> <p>Using context, questioning, and a developing knowledge of English and their native language(s) morphology, ELLs ready to exit this level are able to determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences, or events.</p>	<p>ELLs ready to exit this level are able to, with support, deliver short oral presentations and compose written informational texts about familiar texts, topics, or events. This includes developing the topic with a few details.</p> <p>ELLs ready to exit this level are able to construct a claim about familiar topics. They can introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement. When producing written and spoken texts, ELLs ready to exit this level are able to, with support, recount a sequence of events, with a beginning, middle, and end. They can introduce and develop</p> <p>an informational topic with facts and details, use common transitional words and phrases to connect events, ideas, and opinions, and provide a conclusion.</p> <p>ELLs ready to exit this level are able to adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts and show developing control of style and tone in spoken and written texts. In their spoken and written texts, ELLs ready to exit this level can use an increasing number of general academic and content-specific words and expressions.</p> <p>ELLs ready to exit this level are able to, with support, use simple phrases and clauses. They can produce and expand simple, compound, and a few complex sentences.</p>	<p>ELLs ready to exit this level are able to, with support, deliver short oral presentations and compose written informational texts about familiar texts, topics, or events. This includes developing the topic with a few details.</p> <p>ELLs ready to exit this level are able to construct a claim about familiar topics. They can introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement. When producing written and spoken texts, ELLs ready to exit this level are able to, with support, recount a sequence of events, with a beginning, middle, and end. They can introduce and develop</p> <p>an informational topic with facts and details, use common transitional words and phrases to connect events, ideas, and opinions, and provide a conclusion.</p> <p>ELLs ready to exit this level are able to adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts and show developing control of style and tone in spoken and written texts. In their spoken and written texts, ELLs ready to exit this level can use an increasing number of general academic and content-specific words and expressions.</p> <p>ELLs ready to exit this level are able to, with support, use simple phrases and clauses. They can produce and expand simple, compound, and a few complex sentences.</p>

<p>NRS Level 5: High Intermediate ESL TABE CLAS-E scale scores: (SPL 5) Reading: 458-488 Writing: 462-500 Listening: 458-488 Speaking: 476-542</p>	<p>Interpretive: The ability to process, understand, interpret and/or engage with level appropriate literary and informational written and spoken text to construct meaning (1, 6,8)</p>	<p>Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)</p>	<p>Interactive: The ability to understand, interpret and/or engage with level appropriate written and spoken text to construct meaning (1, 6, 8)</p>
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	<p>ELLs ready to exit the High intermediate ESL Level are able to determine a central idea or theme in oral presentations and spoken and written texts using an increasing range of strategies. They can analyze the development of the themes/ideas, cite specific details and evidence from texts to support the analysis, and summarize a text.</p> <p>ELLs ready to exit this level are able to analyze the reasoning in persuasive spoken and written texts and determine whether the evidence is sufficient to support the claim. They can cite textual evidence to support the analysis. Using context, questioning, and an increasing knowledge of English morphology,</p> <p>ELLs ready to exit this level can determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.</p>	<p>ELLs ready to exit this level are able to deliver oral presentations and compose written informational texts about a variety of texts, topics, or events. This includes developing the topic with some relevant details, concepts, examples, and information and integrating graphics or multimedia when appropriate.</p> <p>ELLs ready to exit this level are able to construct a claim about a variety of topics. They can construct a claim, introduce the topic, provide logically ordered reasons or facts that effectively support the claim, and provide a concluding statement. When producing written and spoken texts,</p> <p>ELLs ready to exit this level can recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure. They can introduce and develop an informational topic with facts, details, and evidence, and provide a concluding section or statement.</p> <p>ELLs ready to exit this level can also adapt language choices and style according to purpose, task, and audience in various social and academic contexts and adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate. In their spoken and written texts, ELLs ready to exit this level can also use a wider range of complex general academic and content-specific words and phrases.</p> <p>ELLs ready to exit this level will use increasingly complex phrases and clauses, produce and expand simple, compound, and complex sentences, and use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas.</p>	<p>ELLs ready to exit this level are able to deliver oral presentations and compose written informational texts about a variety of texts, topics, or events. This includes developing the topic with some relevant details, concepts, examples, and information and integrating graphics or multimedia when appropriate.</p> <p>ELLs ready to exit this level are able to construct a claim about a variety of topics. They can construct a claim, introduce the topic, provide logically ordered reasons or facts that effectively support the claim, and provide a concluding statement. When producing written and spoken texts,</p> <p>ELLs ready to exit this level can recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure. They can introduce and develop an informational topic with facts, details, and evidence, and provide a concluding section or statement.</p> <p>ELLs ready to exit this level can also adapt language choices and style according to purpose, task, and audience in various social and academic contexts and adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate. In their spoken and written texts, ELLs ready to exit this level can also use a wider range of complex general academic and content-specific words and phrases.</p> <p>ELLs ready to exit this level will use increasingly complex phrases and clauses, produce and expand simple, compound, and complex sentences, and use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas.</p>
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<p>NRS Level 6: Advanced ESL TABE CLAS-E scale scores: (SPL 6) Reading: 488-580 Writing: 501-670 Listening: 489-620 Speaking: 543-670</p> <p>TABE CLAS-E Level 4 EXIT Scores From NRS 6</p> <p>Reading: 527 Listening: 533 Writing: 536 Speaking: 568</p>	<p>Interpretive: The ability to process, understand, interpret and/or engage with level appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)</p>	<p>Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)</p>	<p>Interactive: The ability to use level-appropriate written and spoken text for the purpose of transmitting meaning</p>
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	<p>ELLs ready to exit the Advanced ESL Level are able to determine central ideas or themes in oral presentations and spoken and written texts using a wide range of strategies. They can analyze the development of the themes/ideas, cite specific details and evidence from texts to support the analysis, and summarize a text.</p> <p>ELLs ready to exit this level are able to analyze and evaluate the reasoning in persuasive spoken and written texts, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support the analysis. Using context, questioning, and consistent knowledge of English morphology,</p> <p>ELLs ready to exit this level are able to determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.</p>	<p>ELLs ready to exit this level are able to deliver oral presentations and compose written informational texts about a variety of texts, topics, or events. They can fully develop the topic with relevant details, concepts, examples, and information, and integrate graphics or multimedia when appropriate.</p> <p>ELLs ready to exit this level are able to construct a substantive claim about a variety of topics. They can introduce the claim and distinguish it from a counter claim. They are able to provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim, and provide a conclusion that summarizes the argument presented.</p> <p>ELLs ready to exit this level are able to recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order. They can introduce and effectively develop an informational topic with facts, details, and evidence, use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas, and provide a concluding section or statement.</p> <p>ELLs ready to exit this level are able to adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts. They can employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate. In their spoken and written texts, ELLs ready to exit this level can use a wide variety of complex general academic and content-specific words and phrases.</p> <p>ELLs ready to exit this level will use complex phrases and clauses and produce and expand simple, compound, and complex sentences.</p>	<p>ELLs ready to exit this level are able to deliver oral presentations and compose written informational texts about a variety of texts, topics, or events. They can fully develop the topic with relevant details, concepts, examples, and information, and integrate graphics or multimedia when appropriate.</p> <p>ELLs ready to exit this level are able to construct a substantive claim about a variety of topics. They can introduce the claim and distinguish it from a counter claim. They are able to provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim, and provide a conclusion that summarizes the argument presented.</p> <p>ELLs ready to exit this level are able to recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order. They can introduce and effectively develop an informational topic with facts, details, and evidence, use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas, and provide a concluding section or statement.</p> <p>ELLs ready to exit this level are able to adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts. They can employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate. In their spoken and written texts, ELLs ready to exit this level can use a wide variety of complex general academic and content-specific words and phrases.</p> <p>ELLs ready to exit this level will use complex phrases and clauses and produce and expand simple, compound, and complex sentences.</p>
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Exhibit C - Testing Accommodations Available Upon Request

NOTE #1: It is the Chief Examiner’s prerogative to examine any materials to ensure that they do not contain any unauthorized testing aids.

NOTE #2: A HSEC candidate can request certain accommodations that do not require prior approval from a state’s HSEC Administrator and/or HSEC Testing Services. Candidates should request any of these accommodations prior to arrival for testing. A diagnosed disability is not required to use these accommodations. The accommodations for NRS assessments will follow the HSEC testing guidelines and include the following items that do not require prior approval but do need to be requested in advance:

Colored transparent overlays: These devices, which resemble tinted overhead transparencies, are widely used by persons with visual impairments and those with learning disabilities who have difficulty decoding written words and symbols.

Clear transparent overlays and highlighter: The combination of clear (untinted) overlays and a highlighter can be used with the candidate who needs to use a highlighter while reading. The highlighting takes place on the clear overlay and protects the test booklet from becoming marked. All used overlays must be collected at the end of each testing session.

Temporary adhesive notes with spatial directions: Candidates can affix temporary “sticky” notes (e.g. Post-it Notes) on the answer sheet to accommodate a disability affecting spatial orientation. For example, the candidate might flag the sheet for top, bottom, right, and left. For security reasons, the HSEC Testing Center must supply these adhesive notes to the examinee.

Ear Plugs: The candidate may use earplugs as an aid in concentration.

Large Print form of the test: The candidate may use the large print edition (18 point font) of the tests under normal test time limits upon request to the Examiner.

Magnifying devices: The candidate may use his or her preferred type of magnifying device during test taking. Note: Measuring devices such as rulers and scales may not be used because they may serve as an unauthorized aid in certain portions of the tests.

Priority Seating: A candidate may request to be seated near the front of the room in order to better hear instructions, or in some other location (in the same room) to avoid distractions.

Straightedge: Candidates may use a plain, unmarked straightedge made from any safe materials as an aid in spatial orientation and reading. If the straightedge is an additional piece of scratch paper issued by the Examiner, it must be collected at the end of the testing session and destroyed with any other scratch paper.

Fluorescent Lighting: Candidates may request permission to 1) wear hats or caps to limit the effects of fluorescent lighting causing visual stress syndrome or 2) sit near a window or away from fluorescent lighting.

Other Adaptive Devices: Items such as pencil holders, writing braces, or graph paper may be used so long as it does not provide an unfair advantage to the test-taker. Assistive technology like the Kurzweil scan/reader, JAWS screen reading program for the Blind, ZoomTest Screen Magnification, Ergonomic Keyboards and track balls, NaturallySpeaking Voice Recognition software, Big Keys numeric pad and headsets to block noise may be available.

Exhibit D - Definitions for Terms in This Policy

Assessment for Accountability – To ensure comparability of the meaning of the educational functioning levels across all programs in the State, all programs must use standardized assessment procedures that conform to the State’s assessment policy when determining students’ educational functioning levels. The assessment procedure must include a standardized test or standardized performance-based assessment with a standardized scoring rubric that has been approved by the Office of Career and Technical Adult Education (OCTAE) within the US Department of Education for measuring educational gain within the NRS framework. OCTAE conducts the approval process annually using panels of independent experts in assessment, who evaluate assessments according to the process outlined in 34 CFR Part 462 . Note: the assessment must provide a way to translate scores on the assessment to the NRS educational functioning levels and the method used to establish this translation. Students in distance education should be post-tested after the same amount of instructional time as other students, according to the state’s approved NRS assessment policy.

Assessment for Instruction - Self-made or publisher made tests are an informal assessment used to guide instruction, assist in identifying gaps requiring further instruction, and to help in establishing individual learning plans. It is recommended that local programs encourage the use of informal assessment to inform

overall performance in specific subject areas. Many computer-based curriculums have built –in assessments for placement which align with the NRS levels. These should be considered informal assessments and do not replace standardized testing for pre and post-testing.

Educational Gain – Educational gain measures the primary purpose of the adult education program: to improve the basic literacy skills of participants. This goal is the reason that all students are counted in the educational gain measure. The NRS approach to measuring educational gain is to define a set of educational functioning levels at which students are initially placed based on their abilities to perform literacy-related tasks in specific content areas. After a set time period or number of instructional hours set by the State, students are again assessed to determine their skill levels. If their skills have improved sufficiently to be placed one or more levels higher, an “advance” is recorded for that student.

Standardized Tests – a standardized test is uniformly developed, administered, and scored, must be both valid and reliable. These terms are defined by NRS as follows:

- *Content validity* of an assessment is the extent to which the items/tasks of the instrument cover the domain of interest. For the NRS, the domain of interest is comprised of the skills used to describe the educational functioning levels for ABE/ASE and ESL.
- *Reliability* refers to the degree of consistency in performance on an assessment; that is, the extent to which an examinee would be expected to perform similarly across multiple administrations of the instrument or under different conditions. An important condition that can differ across administrations of a particular instrument to be used for the NRS is the form of the instrument administered.

While standardized tests are required for all students entering Adult Education classes and identifies the student’s EFL placement and movement, it is recommended that local programs use additional informal tests (chapter tests, pre and posttests in instructional materials, self-made tests, instructional-based assessments, etc.) to further assist in identifying a student’s strengths, areas requiring study and overall performance.

Assessment can be used in the following ways:

- Placement decisions – measure the extent of the student’s academic skills upon entry into the AE program to ensure appropriate class placement.
- Instructional planning – to develop individual learning plans and/or course curriculum but is not used to frequently identify small gains – informal assessments are used for this.
- Assessment of student progress – by use of a post-test, determines the gain in academic skills of an individual.
- Program evaluation – to determine effectiveness of a course or program when both a pre and posttest is administered.
- Accountability for the NRS – to report student progress within an accountability system, such as the NRS, for AE.

Stopped-Out: When an enrolled student has not attended for 90 days or more and then returns to re-enter the program.

Exhibit E - Wyoming Post-Testing Exception Form

(A signed copy with the local director’s signature must be kept in the student file for monitoring and/or auditing purposes. A copy must also be uploaded into LACES in the document section. Exceptions are to be rare and limited.)

Provider Information

Date:

Program Name:

Person Submitting:

Student Information

Student DOB:

Student Name:

Student's number of attendance hours:

PLEASE NOTE: YOU MUST PROVIDE BOTH A REASON FOR THE REQUEST AS WELL AS EVIDENCE OF POSSIBLE GAIN TO BE IN COMPLIANCE WITH THE ASSESSMENT POLICY.

Reason for Request documented in student file and attached to this form

Student has received at least 30 hours of contact and instruction, is ready to take his/her last High School Equivalency test, and has stated that he/she will not return to class after completing the test

Release from prison with a Planned Release Date before 45 hours of instruction will be acquired Student has accrued 30 or more hours between program years and since last test

Other, please explain:

Evidence of possible gain that has been placed in student file and attached to this form

A passing High School Equivalency Test score or a HiSET Official Practice Test with a result of "adequately prepared" or higher

Classroom assessments that indicate a significant skill gain

Student has accrued 30 or more hours and is moving out of the area. There is a possibility of gain.

Other, please explain:

Director's signed approval has been placed in student file

Director has approved this request(Director

signature) _____ Date of

approval: _____

Distance Learning Policy



Wyoming Adult Education SEA: Wyoming Community College Commission

Policy #01202020R4: Distance Learning Policy Date: October 1, 2025

Section I: Federal Mandates and Guidance

National Reporting System

The National Reporting System (NRS) has outlined guidance on how Adult Education programs in the United States may record proxy hours for distance learning. This guidance mandates that all students who enroll in a distance learning class must have at least 12 contact hours before they can be counted for Federal reporting purposes. Contact hours for distance learners can be a combination of actual contact and contact through telephone, video, teleconference, or online communication, where the participant and program staff can interact and through which participant identity is verifiable. In person contact time is not required to obtain the initial 12 hours of contact.

Office of Career and Technical Education

OCTAE Program Memorandum 20-5 provides guidance on how distance learning proxy hours may be awarded for participants in corrections. This guidance articulates “States may use the same distance learning methods for adult education instruction in correctional facilities that they are using in the community, although this may be limited due to the lack of internet access inside of correctional facilities. OCTAE released a policy brief in 2015, titled Educational Technology in Corrections,⁹ that provides information and recommendations on using technology inside of correctional facilities.

Separately, the Department has provided guidance for institutions participating in the Second Chance Pell experiment regarding the opportunity to use distance learning to continue serving incarcerated students receiving Pell grants through this experiment. The Department reminded Second Chance Pell participants that distance learning requires regular and substantive interaction between instructors and students, and that telephonic communication or emails relayed by correctional program staff on behalf of students and from instructors to students are sufficient means to achieve the substantive interaction requirement as long as those interactions are provided regularly, on a scheduled basis, and initiated by the instructor.”

Section II: State Mandates and Guidance

Introduction

The pandemic of 2020 resulted in many changes to the Adult Education programs in Wyoming. One of these changes saw the launch of virtual & hybrid/hyflex classrooms which incorporated a multitude of learning mediums. The intent of this policy is to clarify how to properly classify hours for a virtual classroom, proxy hours for distance learning, outline approved distance learning platforms/curricula, and establish a protocol for requesting new distance learning programs of study.

The policy further intends to define distance learning delivery for all Wyoming Adult Education (AE) programs that integrate distance learning into AE learning activities. This document is based on the National Reporting System (NRS) distance learning guidelines and incorporates ideas and procedures developed by the Wyoming Community College Commission.

The Need for Distance Education

Wyoming has identified the need for distance learning as a means to improve the state's AE outcomes and to address the need for virtual and/or hybrid/hyflex classes as a direct result of COVID-19 and/or as a means to extend the Adult Education classroom in Wyoming beyond the traditional brick and mortar face-to-face type of classroom. The vast and remote regions of Wyoming have many small communities where it is economically unfeasible to use local teachers to serve those in need of literacy services. Wyoming has 23 counties, with an average of 6 people per square mile. Distance education provides a viable option for instruction and a way to recruit a larger population of students who were previously without access to AE services.

By implementing distance learning, AE programs will be able to reach the under-skilled adults who may be employed or unemployed by offering flexible hours and instruction through various types of media.

Students enrolled in distance education now have the same opportunity as traditional students to receive quality instruction from trained, knowledgeable instructors. The greatest attraction to distance learning is the ability of instructors to design delivery around student schedules and life circumstances, enhancing engagement and retention.

Under the Workforce Innovation and Opportunity Act (WIOA) the effective use of technology is highlighted within the thirteen considerations when selecting providers. It states, "effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services and systems lead to improved performance."

The definition from the NRS Guidelines was used:

Distance Education—Formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software.

Note: For participants who receive distance education and traditional/virtual classroom instruction during a program year (such as through a blended, virtual or hybrid distance-classroom approach or concurrent enrollment in both types of instruction) the State defines a student with 51% of their instructional time in distance learning to be a distance learner and thus reported on the NRS reports as such.

It is common for adult learners to take traditional classroom-based, blended and or distance learning services during the same year. The majority of Wyoming distance learners preferred to receive both distance education and traditional classroom instruction during a program year.

General Distance Learning Requirements- Distance Education

The National Reporting System (NRS) definition is used by all Wyoming programs offering this service. Completion of instructional activities in a computer lab for traditional classes does not qualify as distance education. Distance learning materials are delivered through a variety of media including, but not limited to:

Print	Broadcasts	Other online technology
Video	Computer software	
Audio recordings	Web-based programs	

Teachers support distance learners through communication via mail, telephone, e-mail, or online technologies and software.

Definition of Adult Education Learners

Traditional Learners: Students who receive the majority of their instruction through traditional face-to-face instruction. Distance Learners: Students who receive a majority (51%) of their instruction through distance education services. Blended Learners: Students who receive a majority of their instruction through traditional face-to-face instruction and also participate in distance education activities

Hybrid Learners: Students who receive instruction through a combination of virtual, traditional, and distance learning.

Tracking of Hours for NRS

Instructors will keep track of student time in the Wyoming management information system LACES by LiteracyPro Systems. Attendance hours will be entered in LACES in distance learning classes and in the traditional classroom setting on a weekly basis. Students are classified as distance learners if fifty-one percent of their hours are logged as distance education for NRS reporting. If they had forty-nine percent or less they are counted as traditional classroom learners. This designation is determined at the end of the fiscal year once all hours of instruction have been entered into LACES.

When using software products, the system must be able to track time spent on task or time spent before the student timed out after a preset period of inactivity.

Career Service Course

Participants who are enrolled in any of the curricula outlined in *Exhibit A* to this policy, must complete a Career Services course prior to enrollment. The Career Services course may be completed online, through telephone communications,

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virtually, face to face, or through a combination of delivery modes and must include a valid assessment for pre-test purposes. Instructors and/or local program staff must be able to verify participant identity during all aspects of the Career Services course. All hours for the Career Services course must be entered into LACES as regular contact hours before enrolling in distance learning. Total contact hours for a Career Service course may not exceed 15 hours as per State policy #03092020.

Section III: Approved Curricula, Contact Hours and Assessment

Distance Education Curricula

Wyoming recognizes the list in *Exhibit A to this policy* "Approved Curriculum for Distance Learning" for use by AE programs. As instructors become more experienced and skilled at delivering distance education, Wyoming will draw from multiple sources to best support instructors and the needs of their students.

Many of the "new" print based materials outlined in this policy indicate that "up to 6-8 proxy hours" may be awarded; however, local directors may, after reviewing actual hours a participant spends working on these materials, award a lesser number of hours if deemed necessary.

Corrections Populations

Adult Education participants who are enrolled in a corrections facility and have restricted internet connection may utilize the print-based curricula found in *Exhibit A* of this policy providing that participant identify is verifiable and consistent monthly interaction is maintained between Adult Education staff and the participant. Interaction between AE staff and the participant can be conducted virtually, through telephone communiques, in-person visits, or through the submission of mailed in documents in which identify has been verified by Corrections staff.

Requirements for Measuring Contact Hours

Students in distance education must have at least 12 hours of direct face-to-face contact with an AE program before they can be counted as a distance learner for federal reporting purposes. Beyond the

initial 12 hours, contact hours can be a combination of direct contact and distance activities. Direct contact hours must involve interaction between the learner and the staff in real time where the identity of the learner can be verified. Distance learning instruction may include a wider range of activities than those accepted for a traditional classroom, such as:

Face-to-face contact: orientation to online software, intake, pre-testing, post-testing, goal setting, career counseling
 Telephone conversations
 Live video broadcast to remote locations
 Virtual classroom environments
 Live online discussions

Requirements for Virtual Classrooms:

The State recognizes that the concept of virtual classrooms are new to Adult Education and may combine traditional, and distance learning components. The hours a student works in a virtual classroom are to be identified as shown in the figure below:

Figure 1:

Virtual Classroom Contact hours	Proxy hours	telephone, video or teleconference, or online communication.
	Any activity where there is interaction between instructor & student AND where learner identify is verifiable. This can include actual contact, contact through	Measuring proxy hours for distance learning must utilize Clock Time, Teacher Verification or Learner Mastery Models AND must be approved by the State as shown in Exhibit A. (see attached)

Hours earned in virtual classrooms must be recorded by the instructor and subsequently entered into the LACES database as direct contact hours or distance learning proxy hours, as applicable.

Wyoming’s Adult Education programs may develop unique virtual classrooms as appropriate for local needs as long as the model shown above clearly delineates how student hours are earned for reporting purposes.

Contact Hours

Like all participants, participants in distance education must have at least 12 hours of contact with the program before they can be counted for Federal reporting purposes. Contact hours for distance learners can be a combination of actual contact and contact through telephone, video/teleconference, or online communication, where participant and program staff can interact and through which participant identity is verifiable. In-person contact time is not required to obtain the initial 12 hours of contact.

Proxy Hours

Proxy hours are defined in one of the three ways listed below. Hours utilizing approved software must be associated with one of the approved distance learning models of instruction:

- 1) Clock Time Model – Assigns hours based on time a learner is engaged in a software program that tracks time. A fifteen (15) minute idle time must be identified as an exit time from the system.

Wyoming AE has adopted software programs that identify active learning time. This incorporation has simplified reporting clock time proxy hours for Wyoming distance learning instructors. Proxy hours calculated through the Clock Time Model must utilize curricula that *electronically tracks* time the student spends interacting with instructional material and disconnects after a preset period of inactivity. Publishers must assure that a maximum of 15 minutes of inactivity occurs before

disconnection.

- 2) Teacher Verification Model-Assigns a fixed number of hours of credit for each assignment based on the teacher's determination of the extent to which a learner engaged in, or completed, the assignment.

Proxy hours in the Teacher Verification Model are awarded for various activities completed by the participant and verified by the instructor. These proxy hours are *pre-determined for each activity*. Reporting proxy hours for the Teacher Verification model in Wyoming, must be based upon the participants earned scores for the approved print based materials (See Exhibit A for this policy: Approved Curriculum for Distance Learning)

- 3) Learner Mastery Model – Assigns a fixed number of hours based on the learner passing a test (70%) on the content of the lesson.

Proxy hours in the Learner Mastery Model are awarded when the students pass a *test demonstrating mastery* of the course content. These proxy hours are predetermined as shown in Exhibit A for this policy "Approved Curriculum for Distance Learning".

While using proxy hours, it is important to understand that the identity of the learner and the exact time spent on a learning activity cannot always be verified directly. Proxy hours are an approximation of what the "average" student needs to reach a mastery level.

Each local program offering distance learning must clearly identify distance learning hours in LACES and require instructors to enter the time tracked by the software for each unit the student completes. All distance learner data will be reported on the federal form NRS Table 4C. (See Exhibit C for this policy)

Instructional Time

Programs will count both contact hours and distance education proxy hours. These hours are entered into LACES to calculate instructional time with 'proxy hours' also being tracked in a student file. Contact hours and proxy hours are recorded separately on a weekly basis. At the end of each program year, LACES will classify students either as distance learners or as traditional learners, depending on where the majority (51%) of their time has been spent.

Assessment of Students in Distance Education

Assessment administration for pre-test and post-test is required at a proctored program site within the state. Distance learning students are to be pre-tested in the first 12 hours and post-tested after the same amount of instructional time as traditional classroom students. Student contact hours will be tracked in the LACES data system. Upon completion of a

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minimum of 40 hours of instruction for all AE students at NRS levels 1-4 or 30 hours minimum for ASE students (tested with TABE 13/14 only) at NRS levels of 5 and 6, instructors will be advised that it is time to administer a post-test. Alternative forms of the test should be used. English as a Second Language (ESL/ELA) students will be tested after a minimum of 40 hours with TABE CLAS-E. TABE assessment tools will be administered by a trained examiner/instructor using standardized assessment procedures either in person or virtually. Assessments not conducted through face-to-face interaction or virtually with a trained test administrator in a secure setting are not allowed for NRS reporting. This conforms to the validity and reliability necessary for reporting these scores.

All official practice tests will be administered in person by a local instructor using standardized assessment protocols or through approved virtual testing protocols as outlined in the State Assessment policy.

The intake process, a career service course, a career pathways course (where applicable), and pre/post testing are to be administered on-site and face-to-face at a Wyoming AE center or virtually where learning identify is verifiable.

Section IV: Application and Approval Procedures to Operate a Distance Learning Program

Wyoming will allow AE programs the option of implementing a distance learning program at their centers in addition to maintaining the traditional classroom and/or hybrid models. Each AE program interested in offering a distance learning program will follow these procedures:

- 1) Indicate in the grant application or apply for permission (See Exhibit B to this policy) to utilize distance education or a combination of distance learning and traditional classroom hours, hybrid, or virtual program of study.
- 2) Select one individual to become the lead distance learning instructor for the center. This individual must be able to perform a variety of duties including assessment, data entry, counseling, and instruction.
- 3) Complete training as a team (program director, lead instructor and other identified distance learning staff), in order to understand the process and policies of distance learning.
- 4) Coordinate marketing efforts to recruit additional potential distance learning students.
- 5) Maintain communication with state staff via e-mail or telephone if challenges arise with distance learning curricula or if modifications/changes need to be made to pre-approved Learner Mastery or Teacher Verification model curricula. Note: The Wyoming distance learning project was based on bridging the gap between local employers, remote learner's needs, and the needs of Wyoming AE programs. Ideally, all programs will continue to use this format as a means of recruiting distance learning students.

Funding for Distance Learning

The Wyoming Community College Commission (WCCC) AE program allows local AE providers to include all expenditures for equipment, supplies, and staff time required for the implementation of a successful distance learning program in their local application budgets. No specialized distance education grants are offered for distance learning; however, the State has purchased statewide licenses for Essential Education and AZTEC which are shared among all providers.

Local Program Contribution

Programs that implement distance learning must adhere to this Distance Learning Policy. Programs may need to fund additional time and resources for distance education. It is also imperative to budget for increased marketing costs during the first year of implementation.

Training Requirements

WCCC realizes that distance learning is different from classroom teaching and requires classroom instructors to develop new skills. The program director and staff will also be expected to participate in all state required trainings as additional online resources and curricula are added to the state's distance delivery system.

Final Report

Each program will write an annual report with specific data supporting the request to continue distance learning services. NRS Tables 4C (See Exhibit C to this policy) will be run on the distance learners and compared to the traditional students. Continuous improvement goals must be established each year.

Section V: Approval of New Distance Learning Curricula

Local programs that wish to add new curricula to the list of approved distance learning platforms, must complete the application form found in the *Exhibit D to this policy*. The State will make every effort to accommodate local program requests; however, submission of the

application does not necessitate approval.

Requests for new distance learning programs of study will be approved by a State Distance Learning Committee, comprised of the State Director and two local program directors. All applications will be completely and fairly reviewed by this committee.

The state will approve additional curricula based on investigation and data analysis of products which meet the distance learning requirements.

Requirements for Distance Learning Curricula

- Programs wishing to add curricula to the approval list for distance learning in Wyoming must ensure the following:
- 1) Alignment to the College and Career Readiness Standards or the English Language Proficiency Standards for Adult Education must be evident.
 - 2) Digital, financial and employability skills are integrated throughout the curriculum.
 - 3) Evidence and research based instructional techniques are to be used in all distance learning curricula.
 - 4) OCTAE approved instructional models for distance learning are proposed with clear explanations of how proxy hours are to be awarded.
 - 5) Pre/post testing follows OCTAE/NRS guidelines as outlined in the Wyoming Assessment Policy for Adult Education.
 - 6) Proposed new print-based material must have been utilized by the local program for a period of not less than six months to establish a baseline from which proxy hours can be calculated.
 - 7) Online instructional videos, such as those found on YouTube, may be utilized in conjunction with other learning models OR may only be used in isolation if using Learner Mastery model where participant is required to successfully complete an assessment at 70% or higher with no more than 1 proxy hour being awarded.
 - 8) Applications for new distance learning curricula must be submitted to the State by June 30th each year so that OCTAE approval can be obtained. Submissions to OCTAE are due by October 1st each year and once approved will be allowed for use at the beginning of the following fiscal year.
 - 9) Providers wishing to modify any approved curricula must notify the State of requested modifications. Major modifications will require approval by the State Distance Learning Committee. Curricula modifications which entail a 10% or less change do not need to seek re-approval. Minor changes may include changes to worksheets and instructor developed lessons or assessments.

<p>Challenger Adult Reading Series</p>	<p>AE (Literacy) and HSE</p>	<p>Learner Mastery</p>	<p>The Challenger series consists of eight levels which guide adult learners from beginning reading through to preparing for the high school equivalency examination.</p> <p>1-2 proxy hours are to be awarded for satisfactorily completing 70% of each lesson.</p> <p>Challenger 1-3 series: only ONE proxy hour per lesson may be awarded</p> <p>Challenger 4-8 series; up to two hours may be awarded for each lesson.</p>	<p>print</p>	<p>New Readers Press 104 Marcellus Street Syracuse, New York https://www.newreaderspress.com/adult education/core-reading/challenger contact person: Kyle McKinzie Phone: 765-242-6772 mckinzie@prolitteracy.org Series includes: Challenger 1 ISBN: 9781564205681 Challenger 2 ISBN: 9781564205698 Challenger 3 ISBN: 97814205704 Challenger 4 ISBN: 9781564205711 Challenger 5 ISBN: 9781564205728 Challenger 6 ISBN: 9781564205735 Challenger 7 ISBN: 9781564205742 Challenger 8 ISBN: 9781564205759</p>
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<p>Common Core Achieve</p>	<p>ABE/HSE</p>	<p>Teacher Verification</p>	<p>Proxy hours are awarded upon completion of each chapter. Instructor verifies completion level.</p> <p>Up to six proxy hours can be awarded for completion of each chapter.</p>	<p>print</p>	<p>Textbooks include:</p> <p>Common Core Achieve: Science ISBN: 9780021400157</p> <p>Common Core Achieve: Reading and Writing. ISBN: 9780021432561</p> <p>Common Core Achieve: Social Studies. ISBN: 9780021355648</p> <p>Common Core Achieve: Mathematics ISBN: 9780021432578</p> <p>McGraw Hill Education PO Box 182605 Columbus, Ohio 43218 1-800-338-3987</p>
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Common Core Basics	ABE/HSE	Teacher Verification	<p>Proxy hours are awarded upon completion of each chapter. Instructor verifies completion level.</p> <p>Up to six proxy hours can be awarded for completion of each chapter.</p>	print	<p>Textbooks include:</p> <p>Common Core Basics: Science Core Subject Module ISBN-13 : 9780076575527</p> <p>Common Core Basics: Mathematics Core Subject Module ISBN-13 : 9780076575190</p> <p>Common Core Basics: Writing Core Subject Module ISBN-13 : 9780076575220</p> <p>Common Core Basics: Social Studies Core Subject Module ISBN-13 : 9780076575213</p> <p>Common Core Basics: Reading Core Subject Module ISBN-13 : 9780076575206</p> <p>McGraw Hill Education P.O. Box 182605 Columbus, OH 43218 800-338-3987</p>
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Edmentum - PLATO courseware	ABE/ASE	Clock time	<p>The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.</p>	online	<p>Supplementary hard copy workbooks and activities provided by Plato and completed by students cannot be counted as proxy hours.</p> <p>http://edmentum.com</p>
ESL Library	ESL	Teacher Verification	<p>Students receive up to 1 proxy hour for each lesson completed.</p> <p>Lessons are available in print and digital formats.</p>	print	<p>ESL Library Ben Buckwold, CEO 1-866-896-7123 Website: esllibrary.com</p>

English Discoveries	ESL	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	http://englishdiscoveries.net/
Easy English	Low Beginning ESL to High Intermediate ESL	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	Supplementary hard copy workbooks and other supplementary materials provided by Easy English and completed by students cannot be counted as proxy hours in TEAMS. www.easyenglish.com

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Essential Education – HiSET Academy GED Academy TABE 13/14 Academy	ABE/ASE	Clock time Teacher Verification	System tracks time on task for each activity completed and times students out after preset period of inactivity. Supplementary hard copy workbooks and/or other supplementary materials provided by Essential Education may be used as proxy hours up to 3 hours per chapter. Instructors may award partial proxy hours for completing individual units, but may not exceed 3 hours.	online	http://essentialed.com 800-931-8069
Foundations in Personal Finance College Edition	ABE/ASE	Clock Time	The system tracks clock time hours a student spends working on a task. The system automatically logs a student off after 15 minutes of inactivity	Online	Learners are given access to five online modules; savings, budgets, debt, college student essentials (guided career explorations, and family, friends & philanthropy (conflict resolution and the value of giving). The platform allows instructor to choose from a menu of resources, videos, online discussion assignments, quizzes and custom assignments for each module to build a unique class that best suits their students. Publisher: Ramsey Solutions Website: ramseysolutions.com Contact information: Laura Green Laura.green@ramseysolutions.com 615-550-3207

Integrated Digital English Acceleration (I-DEA)	ESL	Learner Mastery / Clock time	The system tracks clock time for graded quizzes. Graded discussions require 80% learner mastery. Instructors determine how much time to assign to lessons by utilizing a system Action Log which outlines students' time spent on specific tasks.	Online	I-DEA modules are embedded into a Learning Management System, such as Canvas and students are directed to the Canvas login page at canvas.instructure.com . Instructors, utilize https://www.sbctc.edu/colleges-staff/pds-services/i-dea/default.aspx to build the courses on the LMS system.
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IXL Learning	ABE/ASE	Clock Time	The system tracks clock time hours a student spends working on a task. The system automatically logs a student out after 10 minutes of inactivity.	Online	https://www.ixl.com Courtney Calhoun 650-436-5582 courtnecc@ixl.com
KHAN Academy	ABE/ASE	Clock time	Teacher must set up a classroom for the students, then time can be tracked on task per student.	online	www.khanacademy.org Khan Academy P.O. Box 1630 Mountain View, CA 94042

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<p>Math Sense</p>	<p>ABE/ASE</p>	<p>Learner Mastery</p>	<p>Math Sense provides instruction and practice for the range of math skills that adults need to succeed in life, at work, and on the high school equivalency tests.</p> <p>8 proxy hours are to be awarded for successful completion of each unit with scores at 70% or higher.</p>	<p>print</p>	<p>This is a three-text series which aligns the College and Career Readiness Standards.</p> <p>Math Sense 1: Focus on Operations Math Sense 2: Focus on Problem Solving Math Sense 3: Focus on Analysis</p> <p><u>Math Sense 1: Focus on Operations</u> Unit 1: Whole Numbers: pages 14-35 Unit 2: Decimals: pages 36-65 Unit 3: Fractions: pages 66-101 Unit 4: pages 102-143 Unit 5: pages 144-165</p> <p><u>Math Sense 2: Focus on Problem Solving</u> Unit 1: Numbers & Properties: pages 1-13 Unit 2: Basics of Algebra: pages 40-77 Unit 3: Solving Problems with Algebra: pages 78-99 Unit 4: Geometry Basics: pages 100-137 Unit 5: Connecting Algebra & Geometry: pages 142-169</p> <p><u>Math Sense 3: Focus on Analysis</u> Unit 1: Data Analysis: pages 16-55 Unit 2: Counting & Probability: pages 56-73 Unit 3: Systems of Equations & Inequalities: pages 74-91 Unit 4: Functions: pages 92-111 Unit 5: Polynomials & Rational Expressions: pages 112-135 Unit 6: Quadratic Equations: pages 136-165</p> <p>Math Sense by Cathy Fillmore Hoyt New Readers Press (copyright-2015) 104 Marcellus St. Syracuse, NY 13204</p> <p>ISBN: #978-156206923, 978-156206923-9 978- 1564206930</p>
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<p>New Readers Press: HiSET Test Preparation Series</p>	<p>ABE/A SE Students</p>	<p>Learner Mastery</p>	<p>Proxy hours are to be awarded as follows:</p> <p>Language Arts: up to 4 hours may be awarded for each completed unit with a score of 70% or higher.</p> <p>Mathematics: up to 3 hours may be awarded for each completed unit with a score of 70% or higher.</p> <p>Science & Social Studies: up to 5 hours may be awarded for each completed unit with a score of 70% or higher.</p>	<p>print</p>	<p>Books in series include:</p> <p>Language Arts: Reading & Writing ISBN: 978-1-564208866</p> <p>Unit 1: Reading Fiction (pages 16-48) Unit 2: Reading Poetry (pages 49-63) Unit 3: Reading Non-Fiction (pages 64-91) Unit 4: Conventions of Language & Writing (pages 92-129) Unit 5: Writing Organization (pages 130-146) Unit 6: Writing an Evidence-Based Argument (pages 147-171)</p> <p>Mathematics ISBN: 978-1-564208859</p> <p>Unit 1 Numbers & Operations; Ratios (pages 14-35) Unit 2: Operations & Algebraic Thinking (pages 36-51) Unit 3: Algebraic Expressions, Equations & Inequalities (pages 52-93) Unit 4: Functions (pages 94-107) Unit 5: Geometry (pages 108-130) Unit 6: Measurement & Data (pages 131-149) Unit 7: Statistics & Probability (pages 150-173)</p> <p>Science ISBN: 978-1-564208835</p> <p>Unit 1: Science Inquiry & Skills (pages 17-39) Unit 2: Earth & Space Science (pages 40-73) Unit 3: Physical Science (pages 74-118) Unit 4: Life Science (pages 119-178)</p> <p>Social Studies ISBN: 978-1-564208842</p> <p>Unit 1: Geography (pages 13-39) Unit 2: History (pages 40-97) Unit 3: Civics & Government (pages 98-147) Unit 4: Economics (pages 148-173)</p>
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<p>New Readers Press</p> <p>Scoreboost for HiSET</p> <p>Scoreboost for GED</p>	<p>ABE/A SE HSEC students</p>	<p>Teacher Verification</p>	<p>Up to eight proxy hours are awarded for completion of each booklet in the series.</p> <p>Instructors may award partial proxy hours for completing individual units within each booklet, but may not exceed 8 hours for the entire booklet.</p>	<p>print</p>	<p>Booklets in HiSET Series include:</p> <ol style="list-style-type: none"> 1) Sentence Structure, Usage, & Mechanics: ISBN #: 978-1-56420-688-6 2) Essay Writing & Organizational Skills ISBN#: 978-1-56420-109-6 3) Number Operations, Decimals, Fractions, Proportions, & Percent's: ISBN#: 978-1- 56420-108-9 4) Measurement & Geometry ISBN#: 978-1-56420-107-2 5) Algebraic Concepts ISBN#: 978-1-56420-100-3 6) Data Analysis, Probability & Statistics ISBN#: 978-1-56420-106-5 7) Graphic Skills for Science & Social Studies: ISBN#: 978-1-56420-687-9 8) Critical Thinking for Reading, Science, And Social Studies ISBN#: 978-1-56420-686-2 <p>Booklets in GED series include:</p> <ol style="list-style-type: none"> 1) Sentence Structure, Usage, & Mechanics: ISBN 978-1-564204677 2) Extended Response & Reading Comprehension: ISBN: 978-1-564204677 3) Critical Thinking Reading, Science, & Social Studies: ISBN 978-1-564204707 4) Data & Graphic Skills for Mathematics, Science, & Social Studies 5) Fractions, Decimals, Percents, & Proportions: ISBN 978-1-564204639 6) Measurement & Geometry: ISBN 978-1- 564204639 7) Graphs, Data Analysis, & Probability: ISBN 978-1-564204646 8) Algebraic Reasoning: ISBN 978-1- 564204653 <p>New Readers Press 1-800-448-8878 https://www.newreaderspress.com/</p>
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<p>New Readers Press Scoreboost for TABE</p>	<p>ABE/A SE HSEC students</p>	<p>Teacher Verification</p>	<p>Up to eight proxy hours are awarded for completion of each booklet.</p> <p>Instructors may award partial proxy hours for completing individual units within each booklet, but may not exceed 8 hours for the entire booklet.</p>	<p>Print</p>	<p>Booklets in Series include:</p> <p>Level E: <u>Reading:</u> ISBN#: 978-0-929631-68-4 <u>Language:</u> ISBN#: 978-0-929631-50-9 <u>Math 1:</u> Number & Operations, Base T & Fractions: ISBN#: 978-0-929631-6 <u>Math 2:</u> Operations & Algebraic Thinking ISBN#: 978-0-929631-70-7 <u>Math 3:</u> Geometry, Measurement & Data ISBN# 978-0-929631-71-4</p> <p>Level M: <u>Reading:</u> ISBN#: 978-0-929631-73-8 <u>Language:</u> ISBN#: 978-0-929631-72-1 <u>Math 1:</u> Numbers & Operations ISBN# 978-0-929631-74-5 <u>Math 2:</u> Measurement, Data & Geometry ISBN#: 978-0-929631-75-2 <u>Math 3:</u> Algebraic Thinking & Statistics ISBN# 978-0-929631-76-9</p> <p>Level D: <u>Reading:</u> ISBN#: 978-0-929631-78-3 <u>Language:</u> ISBN#: 978-0-929631-77-6 <u>Math 1:</u> Number Systems & Function ISBN#: 978-0-929631-79-0 <u>Math 2:</u> Ratios & Proportional Relationships ISBN#: 978-0-929631-80-6 <u>Math 3:</u> Geometry, Measurement & Data ISBN#: 978-0-929631-81-3 <u>Math 4:</u> Statistics & Probability ISBN#: 978-0-929631-82-0</p> <p>Level A: <u>Reading:</u> ISBN#: 978-0-929631-84-4 <u>Language:</u> ISBN#: 978-0-929631-83-7 <u>Math 1:</u> Numbers, Quantities, & Geometry ISBN#: 978-0-929631-85-1 <u>Math 2:</u> Algebra, ISBN#: 978-0-929631-86-8 <u>Math 3:</u> Li Quad. & Exponential Models, ISBN# 978-0-929631-87-5</p> <p>New Readers Press: 1-800-448-8878 https://www.newreaderspress.com/</p>
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<p>New Readers Press Online:</p> <p>Pre HSEC</p> <p>HiSET Prep</p> <p>GED Test Prep</p>	<p>ABE/A SE HSEC students</p>	<p>Clock Time</p>	<p>Clients log in with their assigned passwords, the software tracks their time which is then recorded into LACES.</p>	<p>Online</p>	<p>Onlinelearning.newreaderspress.com New Readers Press Courtney Hacker (317)752-6092 chacker@prolitteracy.org</p>
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<p>New Readers Press: Pre High School Equivalency Workbooks</p>	<p>ABE Students</p>	<p>Teacher Verification</p>	<p>Up to eight proxy hours are awarded for completion of individual booklets.</p> <p>Instructors may award partial proxy hours for completing individual units within each booklet, but may not exceed 8 hours for the entire booklet.</p>	<p>Print</p>	<p>Booklets in series include:</p> <p>Reading (Comprehension & Critical Thinking) ISBN: 978-1-56420-640-4</p> <p>Science (Scientific Reasoning, Practice and Data Analysis) ISBN: 978-1-56420-646-6</p> <p>Social Studies (Critical Thinking & Graphic Literacy) ISBN:978-1-56420-643-5</p> <p>Writing 1 (Grammar, Spelling, & Writing Basics) ISBN: 978-1-56420-641-1</p> <p>Writing 2 (Developing & Organizing Written Responses) ISBN: 978-1-56420-642-8</p> <p>Math 1 (Whole Numbers, decimals, Fractions, Percents & Measurement) ISBN: 978-56420-644-2</p> <p>Math 2 (Algebraic Thinking, Data Analysis, & Probability) ISBN: 978-1-56420-645-9</p> <p>New Readers Press Courtney Hacker (317)752-6092 chacker@proliteracy.org https://www.newreaderspress.com/hse-est-preparation/pre-hse/pre-hse-workbook</p>
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<p>PACE Learning Systems: At Your Own Pace & Accelerated Learning Labs</p> <p>(For use in WYDOC facilities only)</p>	<p>ABE/A SE students</p>	<p>Learner Mastery</p>	<p>Up to 1 hour per unit may be awarded for the completion of unit end Mastery test with a score of 70% or higher.</p>	<p>Print</p>	<p>Reading at Your Own Pace has 215 self-study lessons.</p> <p>English At Your Own Pace has 325 self-study lessons.</p> <p>Math At Your Own Pace has 415 self-study lessons.</p> <p>Accelerated Learning Lab: Reading Scope and Sequence has 635 self-study lessons.</p> <p>Accelerated Learning Lab: Language Arts Scope & Sequence has 900 self-study lessons.</p> <p>Accelerated Learning Lab; Writing Scope & Sequence has 540 self-study lessons.</p> <p>Accelerated Learning Lab: Spelling and Sequence has 230 self-study lessons.</p> <p>Accelerated Learning Lab: Basic Math Scope & Sequence has 650 self-study lessons.</p> <p>Accelerated Learning Lab: Advance Math Scope & Sequence has 520 self-study lessons.</p> <p>Accelerated Learning Lab: Science Scope & Sequence has 650 self-study lessons.</p> <p>Accelerated Learning Lab: social Studies Scope & Sequence has 620 self-study lessons.</p> <p>Contact: Dr. Susan McKee, President & CEO 1-800-826-7223 smckee@pacelearning.com Website: https://pacelearning.com</p>
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<p>Prealgebra & Intermediate Algebra, 2nd Edition by Elayn Martin-Gay Textbook & Workbook</p>	<p>ABE/ASE</p>	<p>Teacher Verification</p>	<p>Participants receive 8-16 proxy hours for completing each unit from the textbook chapter and/or workbook, when applicable.</p> <p>Note: Participants must complete one of the post tests at the end of each unit at 70% to receive an additional 1 proxy hour for the unit.</p> <p>Instructors may award partial proxy hours, but may not exceed 16 hours for the entire textbook and workbook units.</p>	<p>print</p>	<p>Unit 1: Whole Numbers-pages 1-93 Unit 2: Integers & Introduction to Solving Equations-pages 95-159 Unit 3: Solving Equations & Problem Solving- pages 161-210 Unit 4: Fractions & Mixed Numbers- pages 212-327 Unit 5: Decimals-pages 329-410 Unit 6: Percent-pages 413-487 Unit 7: Graphs & Triangle Applications- pages 489-551 Unit 8: Geometry & Measurement-pages 553-645 Unit 9: Equations, Inequalities, & Problem Solving-pages 648-723 Unit 10: Exponents & Polynomials-pgs 725-798 Unit 11: Factoring Polynomials-pages 801- 868 Unit 12: Rational Expressions-pages 870- 943 Unit 13: Graphing Equations & Inequalities- pages 946-1052 Unit 14: Systems of Equations-pages 1055- 1102 Unit 15: Roots & Radicals-pages 1105-1158 Unit 16: Quadratic Equations-pages 1160- 1223</p> <p>Publisher: Martin-Gay, University of New Orleans, Lakefront ISBN-13: 978-0321602459 ISBN-10: 0321602455</p>
<p>Reading Horizons Elevate</p>	<p>ABE/ESL</p>	<p>Clock time</p>	<p>The system tracks the time spent in each area of the program. The time on task for each activity is counted as proxy hours. Reports show time on tasks within lessons, library, and vocabulary sections. The system times students out after 10 minutes of inactivity.</p>	<p>online</p>	<p>Reading Horizons Corporate Headquarters 60 North Cutler Drive, Suite 101 North Salt Lake, Utah 84054 http://readinghorizons.com info@readinghorizons.com 800-333-0054 (Toll Free) 801-295-708</p>

<p>ReadTheory</p>	<p>ABE/ESL</p>	<p>Clock time</p>	<p>The system tracks the time on task for each activity completed. These hours are counted as proxy hours. Reports show time on tasks within individual lessons.</p>	<p>Online</p>	<p>Supplementary worksheets are available online and can be used in conjunction with online learning tool.</p> <p>http://readtheory.org</p>
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Rosetta Stone	Beginning Low ESL to Intermediate High ESL	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	Supplementary hard copy workbooks and/or other support materials provided by Rosetta Stone and completed by students cannot be counted as proxy hours. Rosetta Stone 1621 W. Kent Street, Suite 1200 Arlington, VA 22209 http://www.rosettastone.com
Steck Vaughn Complete Test Preparation for the 2014 GED Test	ABE/ASE	Teacher Verification / Learner Mastery	Participants receive six proxy hours for completing each chapter. Note: Participants must complete one of the post tests at the end of each unit at 70% to receive an additional 1 proxy hour for the chapter. Instructors may award partial proxy hours, but may not exceed 6 hours for each chapter.	print	Paxen Publishing Customer Service 2194 Highway A1a, SITE 208 Indian Harbour Bch, Florida 32937 www.paxenpublishing.com 1.866.547.1895 ISBN: 978-544-252349-9
Teknimedia	ABE/ASE, HSEC, and ESL	Clock time	System must track time and log out participants after preset period of inactivity.	online	Teknimedia
The Official Guide to the HiSET Exam	ABE/ASE, HSEC	Teacher Verification / Learner Mastery	Participants receive six proxy hours for completing each chapter in the text. Note: Participants must complete one of the post tests at the end of each unit at 70% to receive an additional 1 proxy hour for the chapter. Instructors may award partial proxy hours, but may not exceed 6 hours for each chapter.	Print	Educational Testing Services (ETS) ISBN: 9780071845847

TypingWeb	ESL, ABE, workplace	Clock time	System tracks time and logs participants out after present period of inactivity	online	https://www.typing.com/
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United States History & Geography	ABE/AS E, High level ESL	Teacher Verification	<p>Participants receive up to 2.5 proxy hours for completing each lesson from the textbook along with a 10- 20 minute instructional video.</p> <p>Video: .5 hours Workbook: 2 hours</p> <p>Instructors may award partial proxy hours for completing individual units within each text, but may not exceed 2.5 hours.</p>	print	<p>Lesson 1: Colonizing America-Before Columbus: pages 1-3 & 10-13 Lesson 2: Founding the 13 Colonies: pages 16-22 Lesson 3: Population & Economy: pages 23-28 Lesson 4: The Colonies Fight Their Rights pages 38-43 Lesson 5: The Revolution Begins: pages 44-51 Lesson 6: The Declaration of Independence: pages 52-62 Lesson 7: The Confederation & A New Constitution: pages 63-67 & 76-78 Lesson 8: Ratifying the Constitution: pages 81-85 Lesson 9: The Constitution-Connections to Today: pages 87-97 Lesson 10: Early Industry: pages 145-149 Lesson 11:The Land of Cotton: pages 150-154 Lesson 12:The Spirit of Reform: pages 164-169 Lesson 13:The Abolitionist Movement: pages 174-179 Lesson 14:Sectional Conflict Intensifies: pages 210-218 Lesson 15: The Civil War: pages 221-226 Lesson 16: The Civil War: pages 226-244 Lesson 17: Reconstruction: pages 247-253 Lesson 18: Urban America, Immigration: pages 304-311 Lesson 19: WWI & Its Aftermath: pgs. 376-382 Lesson 20: A World in Flames: WWII: pages 376-382 Lesson 21: The Civil Rights Movement- 1954-1968: pages 571-586</p> <p>McGraw Hill Publishing Company ISBN 978-0-07-660865-2 P.O. Box 182605 Columbus, OH 43218 800-338-3987</p>
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USA Learns	Low Beginning to High Intermediate ESL	Clock time	The system tracks the time on task for each activity. The time on task is counted as proxy hours. The system times students out after a preset period of inactivity	online	<p>www.usalearns.org</p> <p>Sacramento County Office of Education PO Box 269003 Sacramento, CA 95826</p> <p>408.449.1010</p>
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VOXY	ESL	Clock time	The system tracks the time on task for each activity. Time on task is counted as proxy hours. The system times students out after a preset period of inactivity	online	Voxy.com New Readers Press (317) 752-6092 Courtney Hacker chacker@proliteracy.org
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**Distance Learning Policy-Exhibit B: Application to Use Distance Learning
Application to Use Distance Learning (Optional)
For Adult Education Providers
Who Did Not Apply During the RFP Process**



Please submit this form to diane.mcqueen@wyo.gov

Name of Program	Date submitted
Name of Local AE Program Director	
Email	Phone

Distance Learning (DL) activities are an optional service delivery model under the general Adult Education grant (Sec.231) and may be offered by an eligible provider following the WY Distance Learning Policy. Services are to be of sufficient intensity to provide for improvement of literacy skills. Hybrid/Blended approaches to DL where the student attends in-class instruction and also works from a distance on approved curriculum are acceptable. An applicant providing DL services must describe the following in accordance with the Wyoming Distance Learning Policy:

Requirement 1: Need for DL Program Services. Incorporate into your response answers to the following questions:

1. What services are being offered onsite as a blended/hybrid approach?
2. Where the project will be offered?
3. Who will provide the instruction?
4. What research based curriculum will be used?
5. What are the contributions of this project, in terms of student outcomes, you anticipate from offering this activity?

Requirement 2: Use of AEFLA Funds.

1. Describe how the agency will allocate funds for this activity from the AE grant to carry out this project.
2. How will this project be offered if there were no supplemental funding provided to support DL software licenses?

ABE L-6											
ABE total											
ESL L-1											
ESL L-2											
ESL L-3											
ESL L-4											
ESL L-5											
ESL L-6											
ESL Total											
Grand total											

- Include only participants who are counted as distance education participants. Distance education participants are also included in Table 4. Participant data for all periods of participation are included on this table, if the participant met the State's definition of a distance education participant during the program year. ➤ Use participant's pretest score for the 1st entry of a program year for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation. ➤ The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these participants should be entered into columns E-I.
- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school

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- programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year. ➤ Column F is the number of participants who attained a secondary school diploma or its recognized equivalent.
- Column G is the number of IET or workplace literacy participants who achieved an MSG via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam.
 - Enter only the most recent achievement, if attained, per participant in column E or column F or column G. Participants should have an achievement counted in only one of these columns.
 - Column H is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
 - Column I is number of participants who remain enrolled and achieved no measurable skill gain.
 - Column B should equal Column C + E + F + G + H + I.
 - Column J is calculated using the following formula: $(\text{Column J}) = (\text{Column E} + \text{Column F} + \text{Column G}) / (\text{Column B} - \text{Column C})$
 - Column K is the total number of periods of participation for each participant. A participant may have more than one period of participation. Do not include periods of participation that are excluded from MSG performance due to

the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these periods of participation should be entered into columns K-N.

- Column L is the Total number of Periods of Participation in which at least one educational functioning level gain was achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column M is the Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column N is the Total number of IET or workplace literacy Periods of Participation in which an MSG was achieved via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column O is calculated using the following formula: (Column O) = (Column L + Column M + Column N)/(Column K)
- For participants **not** enrolled in an IET or workplace literacy program, skill gains are only measured by achievement of at least one educational functioning level or documented attainment of a secondary school diploma or its recognized equivalent.
- Period of Participation: For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times—once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

**Distance Learning Policy-Exhibit D: WY Distance Learning Application
Wyoming Distance Education Application for New
Distance Education Curriculum Approval**



Please submit this form to diane.mcqueen@wyo.gov

Forms Due October 1st Each Year for Submission to OCTAE

Name of Program	Date submitted
Name of Local AE Program Director	
Email	Phone

Section I: New Curriculum for Approval

Publisher:	Curriculum Information – Instructional Model
Curriculum Product Name:	_Clock Time Model: assigns contact hours based on the elapsed time that a student is connected to or engaged in an online or stand-alone software

Contact Name:	<p>program that tracks time.</p> <p>Teacher Verification Model: assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a student engaged in, or completed, the assignment.</p> <p>Learner Mastery Model: assigns a fixed number of hours of credit based on the student passing a test on the content of each lesson. Students work with the curriculum and materials and take a test when they feel they have mastered the material. A high percentage of correct answers (typically 70%-80%) earn the credit hours attached to the material.</p>
Telephone:	
Email:	
Website: (where applicable)	

Section II: Audience: Please identify the type of course(s) the proposed distance learning curricula will be applicable to.

Check () all that apply	Type of Course	Instructional Content e.g. speaking, listening, social studies
	Adult Education (Literacy)	
	English as a Second Language	
	High School Equivalency	
	Workforce (Workforce Literacy, Workplace Literacy)	
	Bridge /Transitions	
	Career Services/ Career Pathways	
	IET/IELCE	
	Co-enrollment: SCOPE, LYFE, BOOST	
	Other (Please specify)	

Section III: Additional Information

1. Describe the reason for this request.
2. What evidence can be produced that the proposed curriculum is aligned to the College & Career-Readiness Standards or the English Language Proficiency Standards?
3. Provide a succinct description of the materials to be used.
4. How will attendance and progress be monitored? (Please attach a sample report if using a Clock Time Model.)
5. Identify the lead person responsible for distance learning in the local program.

6. Is training provided with the curriculum? If yes, who will provide the training? Describe how outreach instructors will be trained on the use of this DL curriculum.

7. How do you plan to administer assessment and provide feedback in frequent cycles as the student progresses through each stage of the curriculum?

Section IV: Only applicable if you are seeking approval for a Learner Mastery or Teacher Verification Model

A. For all Print-Based Material, please answer the following and include a copy of the Table of Contents with this application.

1. Name of Text: _____ 2.

Publisher: _____ Copyright date: _____ 3. Publisher

address: _____ 4. ISBN

#: _____ Author: _____

5. Will the distance learning program combine both Learner Mastery and Teacher Verification? Yes No (If yes, please respond to both of the questions below. If no, provide answers in the appropriate section.)

A. How many proxy hours will be assigned per proof of mastery through assessment? Describe how these hours have been identified. (Learner Mastery)

B. How many proxy hours will be assigned per module/activity/lesson? What is your rationale in assigning proxy hour? (i.e. How has this been determined?) (Teacher Verification)

Please attach a full course syllabus.

WCCC Approval: To be Used by State Distance Learning Committee

Approved <input type="checkbox"/> yes <input type="checkbox"/> no	Date
Typed Name: Title:	
Comments:	