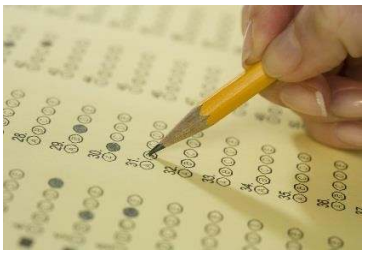
Connecticut Competency System (CCS)

Assessment Policies and Guidelines

Fiscal Year 2020-2021



Developed by the
Bureau of Health/Nutrition, Family Services and Adult Education

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INTRODUCTION

This document outlines the assessment policies and guidelines of the Connecticut State Department of Education (CSDE) for all adult education programs and is designed to comply with federal and state accountability requirements. The information that the CSDE collects will help educators inform instruction, monitor progress, and demonstrate program performance.

Overview

A learner is assessed at critical times during the educational process to:

1. Help the learner understand her strengths and deficiencies and explore the available educational options;
2. Determine the appropriate program and instructional level for placement;
3. Establish the learner's baseline skill level at the start of class;
4. Identify learner's strengths and gaps so as to inform instruction;
5. Monitor student learning in class and target instruction based on the learner's evolving need;
6. Monitor skill gain after a period of instruction;
7. Examine classroom and program performance for planning and improvement purposes;
8. Promote program successes in the community;
9. Evaluate the performance of programs across the state; and
10. Report data for state and federal accountability.

To that end, programs funded by the Bureau of Health/Nutrition, Family Services and Adult Education are required to utilize standardized assessments developed by the Comprehensive Adult Student Assessment Systems (CASAS), and encouraged to supplement their use with informal assessments. The CSDE prescribes the use of CASAS because:

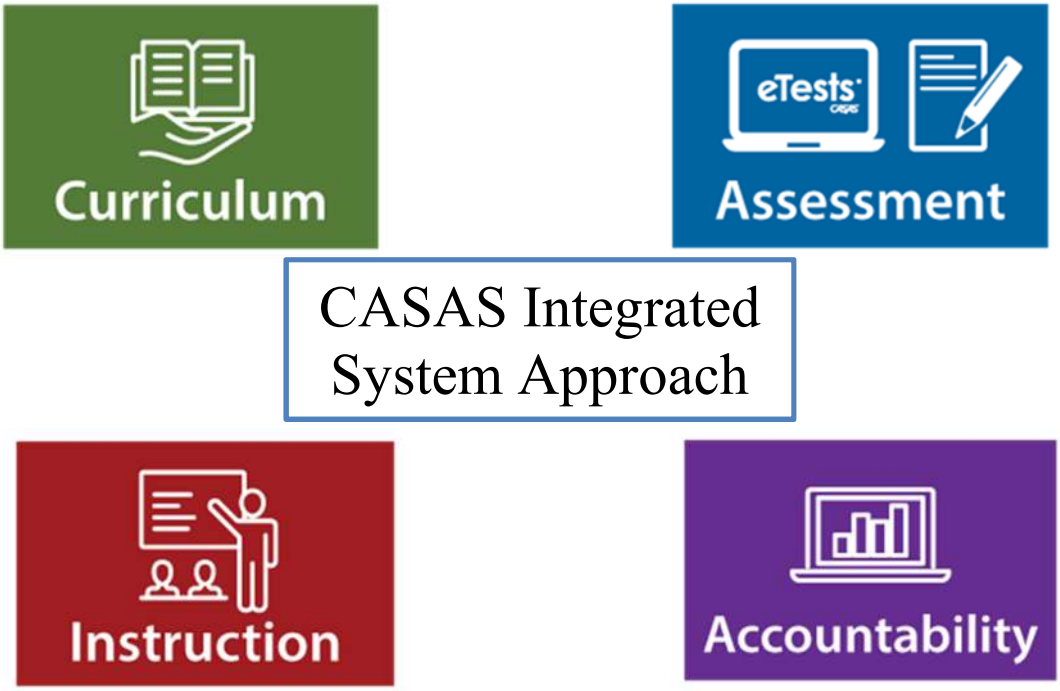
- It is a comprehensive system that connects curriculum, assessment, and instruction – it is much more than a test and the results from assessment directly inform instruction;
- The CASAS curriculum framework is based on competencies and content standards that youth and adults need to function effectively in society;
- CASAS assessments measure an individual's ability to apply basic literacy, numeracy, and communication skills to perform the competencies – an overall improvement in literacy ability, and not just gain within one facet of a basic skill, is expected;
- CASAS assessments yield valid and reliable results and most are approved for reporting progress through the federal National Reporting System (NRS) educational functioning levels
- It offers selected response, constructed response, and performance-based assessment options for native and non-native speakers in modalities including reading, math and listening;
- It serves as the common assessment framework for providers funded through the adult education system and the workforce development system; and
- CASAS' consortium approach offers training and support to member states, and provides practitioners with opportunities for involvement in the test development process.

Connecticut's implementation of the CASAS system which includes the available tests, relevant policies, and professional development is referred to as the *Connecticut Competency System* (CCS). Detailed policies and guidelines relative to data collection and reporting are outlined in the Connecticut Adult Reporting System (CARS) manual.

The CASAS System

CASAS is more than a series of assessments; it is a system (Figure 1) that links curriculum (the competencies), assessment (the available tests) and instruction (e.g. the Quick Search software).

Figure 1: The CASAS System: An Integrated Approach to Curriculum Competencies and Content Standards, Assessment and Instruction



The CASAS competencies form the basis of this integrated system and identify more than 360 essential skills that youth and adults need in order to function effectively in the family, community and workplace. They have been developed and validated at state and national levels through field research and recommendations from education providers, learners, business and industry representatives, and community-based agencies (Connecticut State Department of Education, 1997; CASAS, 1997; Indiana Department of Education 1996; California Department of Education, 1999). They are correlated to the College and Career Readiness Standards, (CCRS), the National External Diploma Program (NEDP) competencies and to the California English as a Second Language (ESL) Model Standards.

CASAS assessments measure the basic skills of reading, math, listening, and speaking through priority competencies that are critical to youth and adult success in different contexts. All CASAS assessment instruments undergo rigorous test development and validation procedures

and meet the standards of the American Education Research Association (AERA), the National Council for Measurement in Education (NCME) and the American Psychological Association (APA). These assessments yield *valid* and *reliable* results. They are *valid* because they assess what they are intended to assess. CASAS uses the most current researched and recommended methodology in educational measurement practice – Item Response Theory (IRT) – to establish indices of item bank, test, and test score reliability (Hambleton, Swaminathan, and Rogers, 1991). The *CASAS Technical Manual – Third Edition 2004 (CTM)* (Comprehensive Adult Student Assessment Systems, 2005) contains detailed information about test validity and reliability.

CASAS created Adult Basic Education (ABE) Skill Level Descriptors (reading, math, and employability skills) to show a continuum of skills from beginning ABE through advanced adult secondary levels. CASAS also created ESL Skill Level Descriptors (listening, reading, and speaking skills) for ESL from beginning literacy/pre-beginning ESL through proficient skills. Skill Level Descriptors provide general content information on how an adult learner's numerical scale score on a CASAS test in a specific skill area corresponds to the job-related and life skills tasks a person can generally accomplish. The CASAS Skill Level Descriptors for ABE and ESL were reviewed by the U.S. Department of Education during the development of the NRS Educational Functioning Level Descriptors (see Resources section). Once the NRS levels were finalized, CASAS conducted a review and confirmed that the CASAS Skill Level Descriptors align with the skill levels of the NRS.

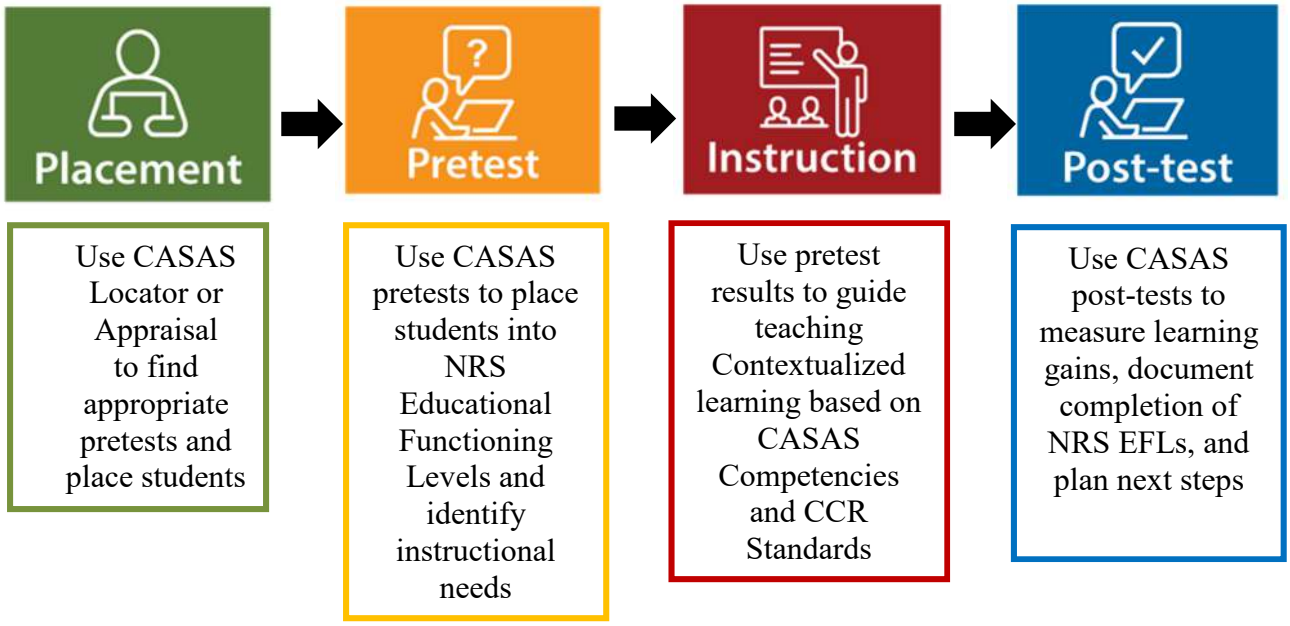
Results from CASAS assessments are reported in scale scores that clearly define the basic skills along a fixed continuum of difficulty, with each score representing gradations of difficulty in a person's proficiency. This scale has been used with more than 3,000,000 youth and adult learners. Unlike grade level equivalent scores that norm adult performances to an ever-changing comparison group of school-age children, CASAS scale scores compare adult performance to a defined set of skills that are critical to the effective functioning of adults in various contexts. The CASAS scale is divided into five broad levels: A (beginning literacy) to E (advanced secondary), each encompassing a range of scores. Levels A and B have been further subdivided to guide instructional placement and to monitor learner progress.

The Quick Search software cross-references the CASAS competencies to more than 2,300 commercially published print, audio, visual, and computer-related instructional materials appropriate for use with adults or youth. Profiles on individual and class performance that identify strengths and gaps offer valuable assessment information to target instruction.

The Assessment Process: Setting Goals, Guiding Instruction, and Measuring Progress

Different CASAS standardized assessments are used at various points in the educational cycle (Figure 2). *Appraisal* tests provide an initial screening of a learner's basic skill abilities. *Pre*-tests inform instruction by conducting a learning needs assessment and identifying strengths and weaknesses. Pre-tests also establish the baseline ability level for a learner in a skill area. Post-tests are administered after an instructional intervention to monitor progress from the baseline and to plan the next steps.

Figure 2: The Assessment Process



Adult learners often function at widely varying levels of basic skill ability. Therefore, each learner who is new to adult education is required to take an appraisal (placement) test at program entry. CASAS appraisal tests gauge a learner's reading, math, and/or listening skills. They are broad tests that span a wide spectrum of the CASAS scale. Available Appraisal Instruments are noted below**. Only the series that are in bold may be used for the federal NRS.**

1. **Reading – Beginning Literacy Forms 27-28 (ESL Only)**
2. **Reading - Life and Work Form 80 (ESL only);**
3. **Reading- Citizenship 951-952 (ESL Only);**
4. **Listening - Life and Work 980 Series (ESL only);**
5. **Reading – Reading GOALS 900 Series (ABE/ASE only); and**
6. **Math- Math GOALS 900 Series (ABE/ASE Only).**

For programs using CASAS eTests, the computer adaptive test (CAT) locator that is included within eTests can serve as the "appraisal" for the purposes of pre-test selection. This locator score, however, is not reported in CARS.

Unlike appraisal tests, CASAS standardized progress (pre- *and* post) tests are more stringent and constructed at increasing difficulty levels that range from below Level A (literacy) through Level D (secondary). Tests at each of these levels span narrower spectrums on the CASAS scale. Each level has alternate test forms that are parallel in content and difficulty. Pre- and post-tests are designed to assess learning gains in the skill areas from pre- to post-instruction (Figure 2) along a continuum from beginning literacy and English language acquisition through completion of secondary level skills. In order to facilitate learner progress along this continuum, the difficulty spectrum of the tests at a level (e.g. Reading Forms 81/82 at Level A) overlap with that of the tests at the next higher level (e.g. Reading Forms 83/84 at Level B).

The results of the appraisal should be used in conjunction with the **Next Assigned Test Chart** (see Resources section) to determine the appropriate difficulty level of the pre-test to be administered. The pre-test is administered before any substantial instruction has occurred. The scale score results of both the appraisal and the pre-test determine class placement and guide the selection of short and long-term instructional goals. Inappropriate placement may cause learners to become frustrated or bored and leave the program. Establishing short-term goals based on the learners' entry level abilities enable them to document interim successes and stay motivated to pursue their long-term goals (Comings, Parrella, and Soricone, 1999). It is strongly recommended that an instructor/intake person counsel the learner during the goal-setting process. Staff are encouraged to consider not only the learners' appraisal and pre-test scores but also their experiences, abilities, and interests.

Appraisal scores are carried forward from year to year in CARS. Returning learners do not need to be Appraisal tested except when they return after a significant period i.e. three years. The provision that allows programs to exempt learners from appraisal testing should be used sparingly. **If a learner is exempt from Appraisal at program entry, they may be pre-tested later without being given the appraisal.** Once a learner attends class for a few weeks the instructor/counselor will generally be able to determine the appropriate level pre-test without using an appraisal.

Pre- and post-tests are available in three different series that vary primarily in contextual focus (for example, employability versus general life skills and work skills). **Only those series that are in bold may be used for the federal NRS.**

1. **Life and Work (ESL Only)**;
2. **Citizenship (ESL Only);**
3. **Listening (ESL Only);** and
4. **Reading GOALS (ABE/ASE only); and**
5. **Math GOALS (ABE/ASE only).**

Programs are required to select the test series that responds to the federal NRS but may also select other series based on learner goals and the instructional focus of the program (Table 1).

Table 1: Test Series by Program

	Listening Life and Work	Reading Life and Work	Reading and Math GOALS	Citizenship
Adult Basic Education (ABE) / General Educational Development (GED)/ NEDP			√	
ESL	√	√		
Citizenship				√

The **CCS Available Tests Chart** in the Resources section lists the specific test forms in reading, math and listening that are available within each test series at the various functioning levels.

From the results of pre-testing, individual and class profiles are created to identify competencies and content standards for beginning instruction. For the purposes of NRS reporting and accountability, the pre-test scale score is used to place learners into an NRS educational functioning level (DAEL, 2005). Tables 2A and 2B illustrate the relationship between CASAS scale score ranges and the NRS levels. Descriptors of learner abilities at these levels are available in the Resources section of this manual.

Table 2A: The Relationship of CASAS Scale Score to NRS Levels for ABE and Adult Secondary Education (ASE)

Entering Educational Functioning Level	Reading GOALS 900 Series Scale Scores Ranges	Math GOALS 900 Series Scale Scores Ranges
1. Beginning Literacy	203 and below	193 and below
2. Beginning	204-216	194-203
3. Low Intermediate	217-227	204-214
4. High Intermediate	228-238	215-225
5. Low Adult Secondary	239-248	226-235
6. High Adult Secondary	249 and above	236 and above

Table 2B: The Relationship of CASAS Scale Score to NRS Levels for ESL

Entering Educational Functioning Level	Life and Work Reading 80 Series Scale Score Ranges	Life and Work Listening 980 Series Scale Score Ranges
1. Beginning Literacy	180 and below	162-180
2. Low Beginning	181-190	181-189
3. High Beginning	191-200	190-199
4. Low Intermediate	201-210	200-209
5. High Intermediate	211-220	210-218
6. Advanced	221-235	219-227

*Estimated score below the accurate range

After a substantial instructional intervention, a post-test is administered in the same skill area as the pre-test. The results of the pre-test should be used in conjunction with the **NAT Chart** (see Resources section) and the teacher's recommendation to determine the appropriate difficulty level of the post-test to be administered. To ensure the alignment of assessment to instruction, an alternate test form within the same test series (e.g., Life and Work, GOALS or Citizenship) is recommended for post-testing. Learning gains from pre- to post-test are documented.

The CASAS benchmark test scores (the highest number in each scale score range) are used to identify the learners who complete a level based on matched pair test scores. The post-test results are used to plan the next steps for the learner (e.g., register for the GED test, be placed into a higher level class).

The combination of scores on a pre- and a post-test constitutes a matched pair. The first test in each skill area (reading, math and listening) in a fiscal year is the pre-test. Each subsequent test becomes a post-test to that pre-test. For a matched pair to be valid:

- the post-test must be in the same skill area as the pre-test;
- the form number of each subsequent test must be different from that of last test; and
- the tests must be on the same level or be only one level higher or one level lower.

Programs are encouraged to supplement the use of standardized assessments with informal assessments such as teacher-made tests, portfolios, unit tests, applied performance assessments, learner observations, etc. to inform instruction on a regular, ongoing basis. Programs can maximize the benefits of the CASAS system and make the assessment process meaningful to the learner by:

- Explaining the purpose of the assessments and the ensuing results to the learner;
- Using the tools such as the class profile, the reading and math task areas, the listening test item types and the individual profile to inform instruction;
- Utilizing competency-based instructional approaches, authentic materials, and contextualized curricula (Condelli, 2002; Jurmo, 2004; Purcell-Gates, Degener, Jacobson, and Soler, 2002; Sticht, 1997); and
- Reviewing the curriculum periodically and updating materials and resources.

Training Requirements

CCS Training is required to ensure the accurate use of tests and the appropriate interpretation of learner results, and to maintain the integrity and quality of the assessment process. All training relative to CCS is provided through the Connecticut State Department of Education (CSDE). Training for administering assessments includes the following topics: NRS policy; accountability policies with the data collection process; definitions of measures; and conducting assessments.

To administer CASAS reading, math, and listening tests, adult education programs must ensure that a **CCS Program Facilitator** is on staff or actively pursuing Facilitator status. The Director's designee becomes a Facilitator by completing the entire six-hour CCS Training session (which introduces the Appraisals and the Pre-Post Assessments). The Program Facilitator performs **critical functions** that ensure the comprehensive and high-quality implementation of the CASAS system (CSDE, 1993). **The Program Facilitator maintains certification by attending the Statewide Annual Meeting and completing the online Beyond Implementation Basics training and submitting Certificate of Completion.**

The CSDE requires that local programs follow the test administration guidelines in each Test Administration Manual (TAM) published by CASAS for each test series used. TAMs provide quality control guidelines to ensure proper test utilization, administration, scoring, and results interpretation. Each local program is expected to maintain copies of the most current TAMs onsite for all the assessments used.

Materials Ordering and Assessment Security

CCS materials should be ordered from CASAS. Please visit www.casas.org to download the catalog and order form. Please note that only those test forms listed on the **CCS Available Tests Chart** in the Resources section of this manual can be reported through CARS.

To order CCS materials from CASAS, each program must maintain a Program Facilitator. Administering the assessments according to the standardized protocols and maintaining security of the test materials are critical aspects of CCS implementation. The *Assessment Administration and Security Agreement* on the last page of this policy manual outlines the requirements relative to the secure storage and handling of all CCS materials. Each program must have a signed *Assessment Administration and Security Agreement* on file with the CSDE's professional development vendor. These agreements are renewed each year.

It is prohibited for an individual, school, program or other agency to develop any workshop, training or instructional session or create any materials designed to teach or prepare learners to answer specific test questions that appear on any CASAS test. It is not permissible for teachers to review specific test items with learners in discussing test results, or include actual test items in any instructional materials. Sample test items which are approved for classroom use are available at https://www.casas.org/product-overviews/assessments. Teachers should focus on the competencies, the basic skill content standards, the reading and math task areas, and the listening item types to prepare learners. **If the Bureau funding ceases or if a particular series is retired or no longer used for state purposes, all CASAS assessments must be returned to the CSDE.**

TESTING REQUIREMENTS

ABE/GED

All new learners must receive a reading and math appraisal test. The results of the appraisal should be used in conjunction with the **NAT Chart** (see Resources section) to determine the appropriate difficulty level of the pre-test to be administered. The pre-test should be administered before any substantial instruction has occurred. If the post-test for a learner who is returning from a prior fiscal year was administered more than 90 days ago, then it is recommended that that returning learner be pre-tested at entry in the current fiscal year.

All ABE/GED learners must be pre- and post-tested in **one or both** of the following skill areas:

- Reading; or
- Math.

Providers must test and report on the skill area most relevant to the learners' needs and to the program's curriculum.

Learners enrolled in the CT Adult Virtual High School (CTAVHS) GED preparation classes must also be pre- and post-tested onsite at the local program in accordance with these policies.

Providers should utilize scale scores >238 in reading and >225 in math on CASAS progress tests as minimum requirements for placement into a GED preparation program (CSDE, 2008). Learners scoring below these thresholds will need remediation before being ready to benefit fully from secondary level instruction.

These policies do not apply to learners enrolled in Spanish GED preparation programs.

ESL and Citizenship

All new learners should be administered the short oral interview that is included with the ESL appraisal (Form 80) to screen for survival level language ability.

- Learners who do not score at least 6 on the oral interview can be referred directly to ESL classes. After enrollment, pre-post testing should be administered. In addition to listening pre-post tests, programs should also administer pre-post tests in reading to ensure compliance with federal obligations. Programs are strongly encouraged to consider the use of Beginning Literacy Reading Assessment Forms 27 and 28 with low-level ESL learners.

- New ESL learners, who score 6 or more on the oral interview, should be administered the Listening and/or the Reading Appraisal. New learners who will be pre-tested with the Life and Work listening assessments must be tested with the Form 80 listening appraisal.

Administration of the writing component of the ESL appraisal is encouraged.

The results of the appraisal should be used in conjunction with the **NAT Chart** (see Resources section) to determine the appropriate difficulty level of the pre-test to be administered. The pre-test should be administered before any substantial instruction has occurred. If the post-test for a learner who is returning from a prior fiscal year was administered more than 90 days ago, then it is recommended that that returning learner be pre-tested at entry in the current fiscal year.

From the skill areas listed below, all learners in **ESL and Citizenship classes must be pre- and post-tested, for federal reporting purposes in <u>one or both</u>** of the following skill areas:

- Reading; or
- Listening.

Providers must test and report on the skill area most relevant to the learners' needs and to the program's curriculum.

Learners in Citizenship programs are included for federal and state reporting. Programs may pre- and post-test learners in Citizenship programs using assessments from the **Available Tests Chart** in the Resources section. Please note that reading tests based specifically in a citizenship context for learners at the low beginning reading level are available. Pre- and post-testing can provide meaningful progress information to learners and teachers while also improving the program's overall performance.

Adult High School Credit Diploma Program (AHSCDP) and NEDP

The AHSCDP utilizes *credits earned* and *diploma attained* while the NEDP utilizes *competency areas completed* and *diploma attained* as measures of learner progress. All new learners must receive a reading and math appraisal test. The results from this administration can be used to guide learner placement and goal-setting. Additionally, some providers are voluntarily incorporating elements of the CASAS system within the AHSCDP to: integrate life and work competencies within the curriculum; measure basic skill progress; and satisfy basic skill competency standards for graduation. For learners who seek to enter the NEDP, the appraisal scores should be used to determine learner readiness for the NEDP diagnostic instruments: CASAS GOALS 900 Series Level C or D Reading Forms 905R-908R and GOALS 900 Series Level C/D Math Forms 917M-918M

Connecticut Distance Learning Policy

Connecticut Adult Virtual High School (CTAVHS)

Hours attended in CTAVHS courses can be either ***verifiable*** or ***proxy*****.**
Verifiable hours represent the actual contact hours of onsite attendance at a program site. These hours should be reported through the monthly attendance data entry boxes. In addition to *verifiable* hours, p*roxy* hours should also be reported. *Proxy* hours represent the time spent by the learner that can only be verified through student activity and work in the online course, that are over and above the *verifiable* hours. *Proxy* hours should be reported through the *proxy* box in the attendance screen. A learner who enrolls only in CTAVHS courses must reflect at least 12 *verifiable* attendance hours in one enrollment to be considered as having been retained for 12 hours.

Attendance hours, both verifiable and proxy, for Adult High School Credit Diploma Program Courses through CTAVHS should be reported as described below:

o If a learner attains the requisite credit in a course-section as verified by the teacher and CTAVHS, the program should report total attendance hours that equals the hours required to earn that credit within the program. These total attendance hours should be split between proxy hours *and* verifiable monthly attendance hours as appropriate.

o If a learner does not attain any credit, the program must report the *verifiable* monthly attendance hours. In addition to the *verifiable* hours, the teacher/mentor may assign *proxy* hours based on the extent to which the learner engaged in, or completed, that module as evidenced by the percentage of points earned within that course.

Fiscal Year 2021 Testing Schedule

A learner should be pre-tested as soon as possible upon entry and before any substantial instructional intervention has occurred. Providers should administer post-tests, using an alternate form in the same skill area, at the end of a semester, term, quarter, or other substantial block of instruction to document learning gains. CASAS recommends post-testing after approximately 70-100 hours of instruction. However:

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

Programs may assess individual learners who indicate they are leaving the program before the scheduled post-test time to maximize collection of paired test data. However, post-testing should not occur before 40 hours of instruction.

Learners enrolled in courses offered through the CTAVHS must also be assessed in accordance with the policies outlined in this manual. Proxy attendance hours (see CARS manual) should be included when considering whether a learner has attended sufficient instructional hours to be administered a post test.

A post-test is reliable for up to 90 days if no significant instructional intervention has occurred in the interim. Therefore, if the post-test for a learner who is returning from a prior fiscal year was administered more than 90 days ago, then it is recommended that that returning learner be pre-tested at entry in the current fiscal year.

Remember: Only the test forms in **bold** found on page 20 may be used for federal NRS.

Test Selection and Standard Error of Measurement

The **Next Assigned Test** (NAT) Chart in the Resources section should be used, in conjunction with the scale score from a previous CASAS test administration, as a general guideline for selecting the CASAS pre- and/or posttest in each skill area. In addition to this general chart, the CASAS Web site offers a specific suggested next test chart for every CASAS test form. These charts recommend a specific next test for each scale score on every test form. **For these detailed NAT charts, please refer to the Test Administration Manual for each test series.** Some error in measurement is always a consideration in the interpretation of a learner's test score. In the CASAS system, for each scale score attained on a CASAS test, a standard error of measurement (SEM) is provided. A scale score with a lower SEM is more reliable than one with a higher SEM. CASAS has also established a range of accuracy for each test form in the Resources section). The SEM is typically lowest for scale scores in the *middle* of the accuracy range of a test. Scale scores that exceed the accurate range have higher than acceptable SEM values. For each scale score above the accurate range, CASAS provides a usable, conservative scale score estimate.

Providers have two options for learners who score above the accurate range on a pre-test:

1. The provider may disregard that score and administer the next higher-level test immediately. This is recommended. By using the appropriate level pre-test, a more valid baseline score is established. The pre-test results can inform instruction and the post-test will be administered in the same level as the pre-test. In this case, only the score from the higher-level test should be entered into the CARS database.
2. Providers may accept the conservative scale score estimate bearing in mind that this score may not be the most reliable measurement. When the learner is post-tested, the next level test should be administered. Instruction between pre- and post-test should focus on the standards that will be assessed on the post-test.

Please note that CASAS does not provide scale scores for raw scores that fall below the accurate range. Learners who score below the accurate range must be retested at the next lower level. Those learners "bottoming-out" of CASAS Level A can be retested using Beginning Literacy Reading Assessments Forms 27 or 28.

In light of these reasons, it is extremely important to utilize the SNT chart(s) to select the next test to be administered. This will enable providers to place learners accurately and monitor their progress effectively. Learners will also benefit from receiving challenging instruction and assessment that should accelerate their progress through the adult education system.

Supplemental and Extended Range Tests

The Life and Work Reading test forms 81RX (Level A) and 82RX (Level A) are extended range tests designed to bridge the gap between testing levels A and B and provide a more accurate measurement of scale score gain. Programs should administer the X test after the other level tests have been administered. For example: a learner takes Form 81, Level A Reading in September and scores within the accurate range. She takes Form 82, Level A Reading in December and scores within the accurate range. She will return to Level A in January. A pre-test is not required in January, but a post-test is required in May. The learner may be given Form 81RX Level A Reading which is a different test and has the added benefit of an extended measurement range.

Tests for Learners with Special Needs

Adult Life Skills Tests (2A-5A) tests are designed for individuals with intellectual disabilities and are administered one-on-one. They assess reading and listening proficiency in a life skill context across the CASAS content areas. There are pre-post tests for four levels (2A, 3A, 4A, and 5A). The Level 2A is the most difficult level and provides a transition into CASAS Levels Pre-A and A. The tests cover the range of the CASAS Scale from 117-196.

Exemptions

Learners who have been exempted from appraisal testing may also be temporarily exempted from pre/post testing. However according to Federal policies **all participants with 12 or more hours must be included in calculating the percentage of learners completing a level**. Therefore, programs are urged to use discretion when exempting learners from testing and are reminded that Forms 27 and 28 Beginning Literacy Reading Assessments for low level ABE and ESL learners, and forms 951 – 952 reading assessments for low level citizenship learners can be used to minimize the incidences of exemptions.

The provision that allows programs to exempt learners from testing should be used very sparingly, and only in cases of extreme hardship. It is meant to be a temporary exemption. If the learner is exempt from pre-post testing, data entry personnel must indicate this on the "Add/Edit Enrollment screen" of CARS. It is the responsibility of the program to maintain documentation on file for exemption status. When a learner attains a sufficient level of proficiency, programs should begin the pre-post-test cycle.

Assessment for Literacy Volunteer Programs

The use of CCS Appraisal Tests for ABE and ESL learners in Literacy Volunteer programs is optional. **However, the use of CCS pre-post-tests is a requirement in order to receive Department of Education state or federal funds**.

Programs funded under the Department of Education require that classroom instructors have appropriate certification. Because the Department recognizes some benefits to instruction involving more than one learner, its official policy is to allow small group instruction (restricted to a maximum of four learners) by LV tutors. Any LV tutor exceeding the maximum number of participants must meet State of Connecticut certification regulations required of all other adult education programs.

RESOURCES

Testing Accommodations for Persons with Disabilities

Source: *Guidelines for Providing Accommodations Using CASAS Assessment for Learners with Disabilities. (May 2016).*

Purpose

The accountability standards in the 2014 Workforce Innovation and Opportunity Act (WIOA) include the Rehabilitation Act Amendments of 1998. WIOA, effective July 2015, focuses on learners most in need, such as learners with a low level of literacy skills, English language learners, and those with disabilities. Other legislation addresses provisions related to testing accommodations for learners with disabilities, including the ADA Amendments of 2008, Section 504 in the Rehabilitation Act of 1973, and the Individuals with Disabilities Education Improvement Act of 2004.

These laws ensure equal access for all learners in education programs, including learners with disabilities. Accommodations provide an opportunity for all test takers to demonstrate their skills and ability. The accommodations may alter test administration procedures without changing what the test is intended to measure. The following guidelines address methods for administering CASAS assessments using accommodations for learners with documented disabilities. The suggested accommodations for disability categories consist of the provisions below.

1. Accommodations in test administration procedures
2. Use of appropriate CASAS test forms
3. Providing accommodations for written components

Local Agency Responsibility

Local test administrators must consider the individual needs of the learner when they provide accommodations. The responsibility of fulfilling learner requests for accommodations is that of the local agency following state guidelines, not of CASAS. However, CASAS will work with state and local agencies to develop additional tests that are in a format reflecting the manner in which learners acquire and report information needed to function in everyday life

Local agencies are responsible for providing fully accessible services and have the responsibility to ensure that these services meet reasonable criteria. The local program needs to establish a simple process for making accommodations available to learners with disabilities. All local programs should have a Disability Contact Person through whom requests for accommodations are processed. In addition, the agency administering the test must provide any necessary accommodations at no cost to the learner. Costs are negligible for most of the common accommodations that learners will request. The agency may wish to contact district or state rehabilitative or health and human welfare agencies for diagnostic services such as for learning disabilities. Local agency, district, and state accountability data collection systems should include CASAS test results for learners with disabilities. However, all public reports of test results must follow confidentiality laws and report scores without reference to name, address, or Social Security number of the learner. Local and state agencies may also want to collect

accountability data on which and how many accommodations or alternate test forms are provided during test administration for program improvement purposes.

Adult learners with disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after diagnosis. The need to use an accommodation should be documented in official learner records, such as the Individual Educational Plan (IEP), Individual Program Plan (IPP), or Individualized Plan for Employment (IPE).The information could come from a doctor's report, a diagnostic assessment from a certified professional, and other clinical records. Adult agencies can often contact the local division of vocational rehabilitation or a secondary school to request documentation of a disability. The documentation must show that the disability interferes with the learner's ability to demonstrate performance on the test.

Local agencies should provide the same accommodations when they administer CASAS assessment as they do for the learner during instruction and as documented in annual plans such as individual education plans. For example, if the learner acquires information and receives instruction with the assistance of a sign language interpreter, then an interpreter is also necessary to provide directions for standardized testing. However, interpreters do not sign the test questions themselves because the purpose of the assessment is to determine level of basic reading literacy skill. It is important that a learner practice using the appropriate accommodation during instruction before using the accommodation during the assessment. Also, it is important to ask learners what accommodations will work best in their situation.

CASAS has a variety of standardized performance-based assessment instruments to use with learners who do not demonstrate their skills well on multiple-choice tests. Standardized performance based instruments are available for special purposes such as demonstration of speaking skills and functional life skills for adults who have intellectual disabilities.

1. Accommodations in Test Administration Procedures

Local test administrators may provide or allow some accommodations in test administration procedures or environment for documented disabilities without contacting CASAS. Test administrators often use these same strategies as test taking strategies for other learners who do not have documented disabilities. Students may request to take only one test per day or to test in an alternate quiet room. Learners may also use a variety of strategies when they take a test, such as a plain straight-edge ruler, magnifying strips or glass, colored overlays, ear plugs, and other devices as deemed appropriate.

Sample accommodations in test administration procedures or environment are shown in Table 3. Examples of these accommodations are extended time, supervised breaks, or sign language interpreter for test administration directions only. The accommodations listed are suggestions only. Accommodations are based on needs of individual learners and not on a disability category. Any testing accommodation must be consistent with documentation in the annual plan, such as an IEP. These strategies do not alter the validity of the test results. The local test administrator does not need to contact CASAS when providing these accommodations.
It is not an appropriate accommodation in test administration procedures to read a CASAS reading test to a learner simply because of low literacy skills. The purpose of a reading test is to

Assess reading skill level, to determine the learner's appropriate instructional level, and to document progress. Agencies may call CASAS to provide information on additional accommodations in test administration procedures and formats not listed in Table 1 or about documentation of accommodations on individual records.

2. Use of Appropriate CASAS Test Forms

It is important to use an appropriate test form that best meets the learner's goals and manner of receiving and reporting information. Most learners with a disability can take some form of a CASAS test. CASAS provides large-print versions of all tests. Large-print tests and CASAS eTests® are examples of test forms often used for learners with documented disabilities based on need as well as for all learners. The POWER performance-based assessment series, Forms 301-307, and the Tests for Adult Life Skills, Forms 312 through 352, are available specifically for learners who have intellectual disabilities. **These test forms cannot be used for NRS reporting.**

CASAS is currently expanding development of other test forms to measure basic literacy skills of learners with specific documented disabilities. Please contact CASAS if you are interested in participating in a national validation of other appropriate assessment for specific needs. The CASAS test development process always includes field-based specialists who help design, develop, and field test assessment instruments to ensure appropriateness for assessment of the specific population.

Table 3: Providing Accommodations for Using CASAS Assessments

Disability	Test Administration Procedures	CASAS Test Forms Available	Development
Specific Learning Disability and/or ADHD such as dyslexia, dyscalculia, receptive aphasia, hyperactivity, written language disorder, attention deficit disorder	Extended time (1.5) Alternate schedule Frequent breaks Scribe/writer/alternate room Computer — spelling and grammar check disabled Simple calculator for Level A/B only	Large-print forms and Answer Sheet for all CASAS tests Oral assessment for Citizenship Interview Test Large-Print Answer Sheets for Reading for Citizenship CASAS eTests®	Low-level Literacy Forms in CASAS eTests® (with touch screen)
Deaf or Hearing Impairment	Sign language interpreter for test directions only Head phones for those taking a listening test		
Blind or Visually Impaired	Magnifier/Template Text-to-speech software Video magnifiers Scribe/reader	Level A/B Reading test in Contracted Braille format Large-print CASAS tests CASAS Listening test series (Levels A, B and C)	Level B/C Reading test in contracted Braille format Audio Version
Mobility impairment	Extended time Alternate site/equipment Scribe/writer/communication board		
Emotional/Mental Disability such as bipolar disorder and major depression	Extended time Supervised breaks Private room Limit testing per day		
Intellectual Disabilities such as traumatic brain injury, autism, cerebral palsy, epilepsy, mental retardation	One-on-one administration Extended time	Adult Life Skills Color-Photo Forms 312 -352 POWER Forms 301- 307 Beginning Literacy Forms 27/28	Low-level Literacy Forms in CASAS eTests® (with touch screen)

CCS Available Tests Chart – Only Test Forms in Bold May be Used for NRS

Test Series	Reading	Math	Listening
Life Skills (for ESL only)			
Pre-Level A	**27/28**		
Level A			
Level B			
Level C			
Level D			
Life and Work (for ESL only)			
Appraisal	80R/ESL		980L/ESL
Level A	**81/82/81X/82X**		**981/982**
Level B	**83/84**		**983/984**
Level C	**185/186**		**985/986**
Level D	**187/188**		
GOALS (for ABE/ASE only)			
Appraisal	900R	900M	
Level A	**901/902**	**913/914**	
Level B	**903/904**	**913/914**	
Level C	**905/906**	**917/918**	
Level D	**907/908**	**917/918**	
Citizenship			
Level A	**951/952/951X/952X**		
Level D	**513/514**	**505/506**	

Scale Score Ranges of Available Tests

ESL Approved Tests

Citizenship

To Test	Level	Test Form	Raw Score Accurate Range	Scale Score Accurate Range
Reading	A	951R	5 - 19	175 - 206
	A	952R	5 - 19	175 - 206
	A	951RX	5 - 22	186 - 220
	A	952RX	5 - 22	186 - 220

Life and Work

Appraisal		Test Form	Raw Score Range	Scale Score Range
Oral Interview		N/A	0 - 12	N/A
Writing Sample		N/A	0 - 4	N/A
Listening/ESL		980L	1 - 26	171 - 239
Reading		80R	1 - 25	171 - 246
To Test	**Level**	**Test Form**	**Raw Score Accurate Range**	**Scale Score Accurate Range**
Reading	Pre-A	027R	5-25	153-191
Reading	Pre-A	028R	2-25	153-191
Reading	A	81R	5 - 19	170 - 203
	A	82R	5 - 19	170 - 203
	A	81RX	5 - 23	182 - 216
	A	82RX	5 - 23	182 - 216
	B	83R	4 - 28	186 - 229
	B	84R	4 - 28	186 - 229
	C	185R	4 - 34	197 - 246
	C	186R	4 - 34	197 - 246
	D	187R	4 - 28	213 - 256
	D	188R	4 - 28	213 - 256
Listening	A	981L	5 - 31	169 - 207
	A	982L	5 – 207	169 - 207
	B	983L	10 – 31	190 - 217
	B	984L	10 - 31	190 - 217
	C	985L	11 – 32	210 - 239
	C	986L	11 - 32	210 - 239

Scale Score Ranges of Available Tests

ABE/ASE Approved Tests

Reading GOALS 900 Series

Appraisal		Test Form	Raw Score range	Scale Score Accurate Range
Reading		900R	1-28	200-238
To Test	**Level**	**Test Form**	**Raw Score Accurate Range**	**Scale Score Accurate Range**
	A	901	4-34	165-211
	A	902	4-34	165-211
	B	903	11-33	196-224
	B	904	11-33	196-224
	C	905	11-33	210-238
	C	906	11-33	210-238
	D	907	11-36	228-262
	D	908	11-36	228-262

Math GOALS 900 Series

Appraisal		Test Form	Raw Score range	Scale Score Accurate Range
Math		900M	1-20	196-237
To Test	**Level**	**Test Form**	**Raw Score Accurate Range**	**Scale Score Accurate Range**
	A/B	913	5 -35	179-223
	A/B	914	5 -35	179-223
	C/D	917	11-33	219-249
	C/D	918	11-33	219-249

Suggested Next Assigned Test Chart

This chart serves as a general guideline for selecting matched pair tests for pre and post testing in each skill area. For detailed Next Assigned Test charts, please refer to the CASAS Test Administration Manuals (TAMs). These can be purchased from CASAS at the following link: https://www.casas.org/product-overviews/order

Skill Area	Suggested Next Assigned Test Options* Series and Form Number			
	Beginning Literacy	**Life and Work**	**Citizenship**	**GOALS ABE/ASE only**
Reading	27/28			
		81/82	951/952	
		81X/82X/83/84	951X/952X	
		185/186		
		187/188		
				901/902
				903/904
				905/906
				907/908
Math				
				913/914
				917/918
Listening		981/982		
		983/984		
		985/986		

*The next test cannot be the same form number as the most recent test.

NRS Educational Functioning Level Descriptors for ABE and ASE

These descriptors are illustrative of what a typical learner functioning at that level is able to do. It is not necessary for providers to change program groupings according to these levels. **The CASAS benchmark test scores i.e. the highest number in each scale score range, represent the score a learner in that level must achieve to complete that educational functioning level.** This reporting of educational gain is a Core Indicator of Performance that is required in the federal *Workforce Investment Act, Title II.*

NRS/CASAS Level	Educational Functioning Level Descriptors for ABE and ASE
Beginning ABE Literacy CASAS Scale Scores Reading GOALS: 203 and below Math GOALS: 193 and below **CASAS Level** **A**	**Reading:** Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers, but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling. **Numeracy:** Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers. **Functional/Workplace:** Individual has little or no ability to read basic signs or maps, and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.
Beginning Basic Education CASAS Scale Scores Reading GOALS: 204-216 Math GOALS: 194 - 203 **CASAS Level** **B**	**Reading**: Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization). **Numeracy**: Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations. **Functional/Workplace:** Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.

NRS/CASAS Level	Educational Functioning Level Descriptors for ABE and ASE
Low Intermediate Basic Education CASAS Scale Scores Reading GOALS: 217-227 Math GOALS: 204 – 214 **CASAS Level** **B**	**Reading**: Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors. **Numeracy:** Individual can perform with high accuracy all four basic math operations (addition, subtraction, multiplication, and division) using whole numbers up to three digits; and can identify and use all basic mathematical symbols. **Functional/Workplace**: Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.
High Intermediate Basic Education CASAS Scale Scores Reading GOALS: 228-238 Math GOALS: 215 - 225 **CASAS Level** **C**	**Reading**: Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; and can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation, but makes grammatical errors with complex structures. **Numeracy**: Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions. **Functional/Workplace**: Individual is able to handle basic life skills tasks such as graphs, charts, and labels, and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.

NRS/CASAS Level	Educational Functioning Level Descriptors for ABE and ASE
Low Adult Secondary CASAS Scale Scores Reading GOALS 239-248 Math GOALS: 226 - 235 **CASAS Level** **D**	**Reading**: Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts. **Numeracy**: Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables, and graphs; and can use math in business transactions. **Functional/Workplace**: Individual is able or can learn to follow simple multi-step directions, and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.
High Adult Secondary CASAS Scale Scores Reading GOALS 249 and above Math GOALS: 236 and above **CASAS Level** **E**	**Reading**: Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors. **Numeracy**: Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces, and can also apply trigonometric functions. **Functional/Workplace**: Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.

NRS Educational Functioning Level Descriptors for ESL

These descriptors are illustrative of what a typical learner functioning at that level is able to do. It is not necessary for providers to change program groupings according to these levels. **The CASAS benchmark test scores i.e. the highest number in each scale score range, represent the score a learner in that level must achieve to complete that educational functioning level.** This reporting of educational gain is a Core Indicator of Performance that is required in the federal *Workforce Investment Act, Title II.*

NRS/CASAS Level	Educational Functioning Level Descriptors for ESL
Beginning ESL Literacy CASAS Scale Scores Life & Work Reading 180 and below Life & Work Listening: 162-180 **CASAS Level** **A**	**Listening and Speaking**: Individual cannot speak or understand English, or understands only isolated words or phrases. **Reading**: Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. **Functional/Workplace**: Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.
Low Beginning ESL CASAS Scale Scores Life & Work Reading: 181 - 190 Life & Work Listening: 181 - 189 **CASAS Level** **A**	**Listening and Speaking**: Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar. **Reading**: Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information. **Functional/Workplace**: Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.

NRS/CASAS Level	Educational Functioning Level Descriptors for ESL
High Beginning ESL CASAS Scale Scores Life & Work Reading: 191 - 200 Life & Work Listening: 190 - 199 **CASAS Level** **A**	**Listening and Speaking**: Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar. **Reading**: Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors. **Functional/Workplace**: Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.
Low Intermediate ESL CASAS Scale Scores Life & Work Reading: 201 - 210 Life & Work Listening: 200 - 209 **CASAS Level** **B**	**Listening and Speaking**: Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar. **Reading:** Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization). **Functional/Workplace:** Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).

NRS/CASAS Level	Educational Functioning Level Descriptors for ESL
High Intermediate ESL CASAS Scale Scores Life & Work Reading: 211 - 220 Life & Work Listening: 210 - 218 **CASAS Level** **B**	**Listening and Speaking**: Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar. **Reading**: Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors. **Functional/Workplace**: Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.
Advanced ESL CASAS Scale Scores Life & Work Reading: 221 - 235 Life & Work Listening: 219 - 227 **CASAS Level** **C**	**Listening and Speaking:** Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech. **Reading:** Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary. **Functional/Workplace:** Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.

Glossary

ABE	Adult Basic Education
AHSCDP	Adult High School Credit Diploma Program
ASE	Adult Secondary Education
ATDN	Adult Training and Development Network
CAACE	Connecticut Association for Adult and Continuing Education
CARS	Connecticut Adult Reporting System
CASAS	Comprehensive Adult Student Assessment Systems
CBE	Competency Based Education
CCS	Connecticut Competency System
COABE	Commission on Adult Basic Education
CSDE	Connecticut Department of Education
CTDLC	Connecticut Distance Learning Consortium
CTAVHS	Connecticut Adult Virtual High School
DOL	Connecticut Department of Labor
DSS	Connecticut Department of Social Services
EFL	Educational Functioning Level
ELL	English Language Learner
ESL / ESOL	English as a Second Language; English for Speakers of Other Languages
FY 2021	Fiscal Year beginning 7/1/20120 and ending 6/30/2021
GED	General Educational Development
HSC	High School Completion
LEP	Limited English Proficient
NEDP	National External Diploma Program
NELRC	New England Literacy Resource Center
NRS	National Reporting System
SDA	Service Delivery Area
TAM	Test Administration Manual
TANF	Temporary Assistance for Needy Families
TOPSpro	Tracking of Programs and Students
WIA	Workforce Investment Act. [Title II: Adult Education and Family Literacy Act]
WIOA	Workforce Innovation and Opportunity Act
WIB	Workforce Investment Board

Connecticut Competency System (CCS)

Expectations and Responsibilities for CCS Program Facilitators

Overview

- Hold primary responsibility for CCS coordination, quality data collection and use.
- Have a comprehensive understanding of CCS; be able to train new staff in the implementation of the CCS System; and, provide ongoing technical assistance to district teachers.
- Bring together the curriculum, assessment, instruction and accountability system, and help teachers monitor learning.
- Able to connect teaching and learning, and be much more than a "tester".

Qualifications

- Nomination by program director.
- Possesses CCS Program Facilitator Professional Development Certification which is obtained through the completion of the entire six hour CCS Training Session.
- Comprehensive understanding of and commitment to the CSDE's CCS which incorporates Appraisals and the Pre- and Post-Assessments.
- Willingness to work toward continuous program improvement.
- Maintains program facilitator certification by attending the Statewide Annual Meeting.

Liaison/Communication

- Represent program and provide input at facilitator meetings.
- Share communications between director and other staff members.
- Obtain answers to staff CCS inquiries.

Connect Assessment to Instruction and Insure Quality Data Collection and Use

- Insure security for testing materials and provide inventory information to the Bureau of Health/Nutrition, Family Services and Adult Education.
- Explain and interpret the Connecticut Adult Reporting System (CARS) as needed.
- Review/coordinate/complete forms as needed for quality data collection.
- Evaluate test results and assist in placements.
- Encourage use of class profiles from pre-tests to provide feedback to students and teachers, and to connect curriculum, assessment, and instruction.
- Review data reports with program director for accuracy and for program implications.

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STATE OF CONNECTICUT

STATE DEPARTMENT OF EDUCATION

Bureau of Health/Nutrition, Family Services and Adult Education

Assessment Administration and Security Agreement: July 2020 - June 2021

Program: _____ **Director:** _____

Address: _____

City: _____ **Zip:** _____ **Phone:** _____

E-Mail: _____ **CCS Program Facilitator:** _____

1. Program Director assumes the responsibility for safeguarding all restricted materials which include all CASAS developed paper-based and computer-based assessment materials, including test administration manuals, eTests data files and answer sheets (which contain marks or responses). Program Director ensures that all program staff who use the restricted materials covered by this agreement adhere to all the conditions listed.

2. Program Director ensures that there is a designated and trained Connecticut Competency System (CCS) Program Facilitator available to staff for CCS/CASAS related questions.

3. Only staff members, designated by the program director, administer assessments. In order to maintain the integrity, quality, and standardization of the assessment process, the Program Director ensures that all CCS assessments are administered and used in accordance with the procedures outlined in:
   - the CCS Assessment Policies and Guidelines published by the Connecticut State Department of Education, Bureau of Health/Nutrition, Family Services and Adult Education; and
   - the Test Administration Manuals published by CASAS.

4. Agencies may not use displays, questions or answers that appear on any CASAS test to create materials designed to teach or prepare learners to answer CASAS test items. Instead, programs should focus on the competencies, underlying basic skill content standards, task areas and item types to prepare learners.

5. Restricted materials are stored in a locked, fireproof file cabinet accessible to program director or to his/her designee(s) only. Restricted materials are not made accessible to general staff. Staff members who administer assessments return all restricted materials immediately after use to the program designee.

6. Completed answer sheets, eTests data files are treated as confidential until destroyed.

7. **Duplication of a test form or a portion of a test form for any reason is prohibited.**

8. Inventory information concerning restricted materials is supplied to the Connecticut State Department of Education upon request for monitoring and review purposes.

9. Defaced materials may not be destroyed unless authorized by the Connecticut State Department of Education.

Our program will adhere to the above-mentioned stipulations related to administration and security of assessments.

Signature Program Director Only: _____ **Date:** _____

Please return to: EdAdvance, P.O. Box 909, Litchfield, CT 06759 Attn: Adult Education **Rev. December 2018**

Connecticut Adult Reporting System (CARS)

Data Entry Timelines

The use of CARS for instructional and program management purposes can be maximized only if data are entered in a timely fashion. CARS allows multiple data-entry staff to enter data simultaneously. Therefore, attendance should be entered into CARS according to the following timelines. **The CARS system will be locked and no data entry will be possible for fiscal year 2020-21 after July 16, 2021.**

By October 30, 2020	Enter September attendance
By November 27, 2020	Enter October attendance
By December 18, 2020	Enter November attendance
By January 29, 2021	Complete data entry (i.e., attendance, achievements, credits earned, assessments, etc.) for the first semester; ensure that data are error free.
By February 26, 2021	Enter January attendance
By March 26, 2021	Enter February attendance
By April 30, 2021	Enter March attendance
By May 28, 2021	Enter April attendance
By June 25, 2021	Enter May attendance
By July 16, 2021	Complete all data entry for the fiscal year (i.e., attendance, achievements, credits earned, assessments, etc.). Ensure that all data is error free. Notify the CARS helpdesk at ewhelpdesk@ca.com.

Data Validation

The accuracy and completeness of the data are critical to their validity and usefulness. CARS contains numerous edit checks that prevent incomplete and inaccurate data from being entered. For example, a student cannot be enrolled in a class unless entry status and reasons for enrollment are entered. To ensure the completeness of the data, it is recommended that program administrators compare the Program Profile report for a fiscal year with the same report from the prior year. If the data appear incomplete, then course-section reports within CARS can provide insights into data that may not have been entered.

CARS also includes a comprehensive “data verify” module that provides local providers with an updated list of errors and warnings. This data verify is available through the Admin menu and is updated on a nightly basis. Providers are urged to check data verify regularly and correct errors on an ongoing basis. Student Errors span fiscal years while Course-Section and Enrollment Errors are school year specific. Warnings indicate data anomalies and may require corrective action. Errors must be corrected unless indicated in writing by the CSDE.

PURPOSE:
This addendum is to provide Adult Education (AE) providers with information and guidance on remote testing options during the global COVID-19 pandemic (pandemic), including the remote administration and use of:

- National Reporting System (NRS)–approved tests allowed for federal AE performance accountability; and
- Non-NRS–approved tests that are approved for performance accountability, such as the CASAS Reading Level Indicator, GED Ready® official practice tests, and tests included in commercial learning software programs.

BACKGROUND:
Governor Ned Lamont declared Connecticut a state of emergency on March 13, 2020, in response to the pandemic. The declaration spurred the closure of most educational and workforce development institutions across the state. Adult Education providers responded by transitioning service delivery from on-site locations to distance and remote delivery platforms. This required a change to most aspects of service delivery, including education and training services and testing for performance accountability measures and follow-up services, all of which almost exclusively rely on on-site, in-person activity.

Performance Accountability
CSDE and the US Department of Education understand that performance results for many AE providers, performance measures will be impacted by pandemic-related service delivery disruptions, which immediately closed most educational and workforce physical facilities and ended on-site services, thus halting or slowing enrollments, and pausing all on-site performance testing on NRS-approved tests as well as high school equivalency testing center operations. CSDE anticipates that the volume of AE services among existing participants will continue to be impacted and altered as programs transition to remote and distance learning options and also understands that not all students have access to participate in remote instruction.

The immediate closures of on-site services directly impact the Workforce Innovation and Opportunity Act (WIOA) Measurable Skill Gains (MSGs) and credential attainment measures, which almost exclusively rely on on-site proctored testing. CSDE also recognizes that there will be delayed data entry during the pandemic period; this delay may continue as a result of institutional closures and the accumulation of un-entered data.

Although the pandemic has disrupted AE services and participant access to these services, CSDE anticipates demand for AE services to increase as a result of rising unemployment in the state.

For agency performance accountability across all programs, CSDE is operating under the following general principles during this period:

- CSDE recognizes that performance on many measures will likely be impacted by the pandemic.
- It is too early to know what the full impact of the COVID-19 pandemic will be.
- CSDE will monitor the situation to determine the appropriate recommendations to agency leadership and federal partners.
- Those recommendations will be informed by what the data shows.

- Grantees should not fail performance solely as a result of the pandemic.

The immediate service delivery disruptions caused by the onset of the pandemic in March 2020 will result in disruptions as institutions begin to reopen for on-site services and after Connecticut communities begin to transition out of social distancing measures.

Remote Testing
Testing is a major function of AE services. Remote testing will provide AE grantees with an option to determine both the skill needs and placement of students, as well as support performance reporting under the NRS.

Remote testing requires changes to most aspects of test delivery and an increased need for test security and protection of personally identifiable information (PII). Although remote testing provides access for grantees to report performance, considerable delays and constraints are initially expected as test publishers release guidance, providers develop standard operating procedures (SOPs), certified test proctors are trained on remote testing procedures, and technological equipment and related supplies necessary for testing compliance are purchased and put in place. Even though remote testing will become available, some AE participants will not have access to or be comfortable with remote testing and thus will not be able to test until on-site testing resumes.

As test publishers issue guidance on remote testing and local providers find innovative ways to implement such policies, CSDE anticipates remote testing guidance to evolve over the coming months.

US Department of Education Program Memorandum OCTAE 20-3 regarding Adult Education and Family Literacy Act and COVID-19—Frequently Asked Questions, published on March 27, 2020, describes initial allowances made to states due to the pandemic. https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-20-3.pdf

The US Department of Education's Office of Career, Technical, and Adult Education (OCTAE) released Program Memoranda OCTAE 20-3, 20-4, and 20-5, which provide guidance on service continuity to the Adult Education and Family Literacy Act program during the pandemic, including clarifications on performance accountability and remote testing under the NRS.

PROCEDURES:
No Local Flexibility (NLF): This rating indicates that AE entities must comply with the federal and state laws, rules, policies, and required procedures set forth in this addendum and have no local flexibility in determining whether and/or how to comply. All information with an NLF rating is indicated by "must" or "shall."

Local Flexibility (LF): This rating indicates that AE entities have local flexibility in determining whether and/or how to implement guidance or recommended practices set forth in this AE Letter. All information with an LF rating is indicated by "may" or "recommend."

NLF: AE providers must be aware of the following definitions:

New Student Served at a Distance (new student) is an individual who accesses AE services remotely and is unable to complete an NRS-approved test. Providers serving new students remotely must do the following for those students:

- Complete the enrollment form
- Enter into the CT database (LACES) a participant record and profile
- Enter student as COVID affected (staff-determined eligible)

Providers may deliver a non-NRS–approved test for staff-determined eligibility, class placement, and instructional support.

Non-NRS Approved Test is a test that is not approved for performance accountability under the NRS, such as, but not limited to, the CASAS Reading Level Indicator, GED Ready® Official Practice Tests, and tests included in commercial learning software programs. Grantees and providers may administer these tests to individuals enrolling in the AE program during the pandemic period as part of staff-determined eligibility, class placement, and instructional support.

NRS-Approved Test is a test that is approved for AE performance accountability purposes in Connecticut, as outlined in the Connecticut Assessment Policy Manual. Current tests allowed for use in the Connecticut AE programs are the CASAS Reading GOALS, CASAS Math Goals, and the CASAS Life & Work Listening and Reading series.

On-Site Testing is testing that is administered at a physical location, where the test administrator and the test taker are together, and the test administrator can observe the testing process in person in a formal testing environment.

Remote Testing, also referred to as virtual testing, is testing in which the test administrator is in a separate location from the test taker. This separation means that the test administrator cannot observe the testing process in person and that the test taker may not be in a formal testing environment.

Staff-Determined Eligibility is eligibility that is not determined using a placement score on an NRS-approved test, but staff is still required to determine whether the individual requesting services:

- is basic skills deficient;
- lacks a secondary school diploma or its recognized equivalent and has not achieved an equivalent level of education; or
- is an English language learner, defined as someone who:
    - has limited ability in reading, writing, speaking, or comprehending the English language; and
    - whose native language is a language other than English; or
    - who lives in a family or community environment where a language other than English is the dominant language.

Performance Accountability

NLF: Service First: AE grantees must focus efforts on delivering educational and workforce services to current or returning participants and new students as a first priority over performance accountability concerns during the pandemic period and as Connecticut communities transition out of social distancing measures.

NLF: Hold Harmless: AE grantees must be aware that a grantee will not fail performance solely as a result of the impacts of the pandemic. CSDE staff is aware that grantee performance will be negatively affected due to enrollment, testing, and other performance accountability constraints and inconsistencies.

LF: Staff-Determined Eligibility: AE grantees may use a staff-determined eligibility process to determine whether an individual is eligible for Adult Education and Family Literacy Act services. Once eligibility is established, the grantee may enroll an individual as a participant once he or she has accumulated 12 contact hours. All participants must be reported under AE performance accountability, regardless of whether an NRS-approved pretest is administered.

NLF: Non-NRS–Approved Tests: AE grantees must be aware that providers may administer non-NRS–approved tests to individuals enrolling in the AE program during the pandemic period as part of staff-determined eligibility, class placement, and instructional support. Non-NRS–approved tests cannot be used toward AEL performance measures.

NLF: Placement: AE grantees must be aware that they may use other assessment methods to provisionally assign an educational functioning level (EFL) for the purpose of placing students into a provisional NRS educational functioning level when an NRS-approved test cannot be administered. Local programs must adjust the initial provisionally assigned EFL placement based on the pretest score once an NRS-approved pretest is administered.

NLF: Reasonable Attempt: AE grantees must make every reasonable attempt to resume NRS-approved testing as test publishers release remote testing guidelines or Connecticut communities begin to transition out of stay-at-home restrictions and on-site testing resumes. Using a staff-determined eligibility process, AE grantees should administer an NRS-approved pretest in accordance with the AE assessment policy as soon as feasible for all students enrolled. CSDE recognizes that remote testing or on-site testing implemented with social distancing protections may initially be difficult for providers to accomplish for current participants and new students due to the following constraints:

- There will be staggered availability of each of the NRS-approved tests for use in Connecticut into the summer of 2020 as test publishers roll out remote testing guidance and capabilities.
- There will be a backlog of individuals needing tests, including new students and current participants who need a posttest. The predicted inability or limitation established by the publisher to administer tests in small remote group settings will slow providers' ability to reduce the backlog.
- Local test proctoring may face constraints as trained test proctors split their workload across testing, instruction, and other administrative work.
- Student test takers may:
    - lack access to or lack an adequate computer, tablet, or similar items and necessary software at-home and/or broadband access to meet test-publisher remote testing requirements;
    - lack the confidence and comfort of working in an online environment and engaging remotely to take online tests;
    - be unable to dedicate the uninterrupted time and isolation at home required to complete remote testing;
    - not have access to a private in-home location needed for testing; and
    - have other constraints that prevent testers from taking tests remotely.

- The availability of on-site locations for testing may be very limited, and, therefore, on-site testing with social distancing measures may be extremely limited for test takers.

As a result of these constraints, AE providers may not be able to administer to all individuals an NRS-approved test during the pandemic period.

Remote Testing on NRS-Approved Tests
NLF: Test Publisher's Guidelines: AE grantees must follow NRS-approved test publisher's guidelines on remote testing, which can be found on the test publisher's website. CSDE has created a Remote Testing Guidance Chart to summarize test publisher guidance.

NLF: Prioritization: As NRS-approved tests become available remotely, AE grantees must prioritize students with expired tests and new students without a test.

NLF: Changing Test Brands: AE grantees must be aware that some test publisher's guidance will become available sooner than others, resulting in some providers getting an early start on addressing their testing backlog.

LF: AEL grantees may change their adopted NRS-approved test due to another NRS- approved test becoming available earlier for remote proctoring.

NLF: Using Other MSGs: AE grantees must be aware that other methods are available for participants to earn a basic education MSG other than the achievement of a pretest-posttest MSG (Type 1a). These include the following:

- Postsecondary Enrollment MSG (Type 1b)
- HSE Achievement MSG (Type 2)

Only NRS-approved tests may be used to measure performance under the pretest-posttest
MSG; thus, a participant with a provisionally assigned EFL must have his or her placement EFL confirmed or adjusted based on an NRS-approved pretest score. However, a participant with a provisionally assigned EFL may earn a postsecondary enrollment or HSE achievement MSG without a test on an NRS-approved test.

Additionally, while the US Department of Education does not recognize these MSGs for federal MSG performance, grantees may use the following MSG options to measure Workforce Training for Integrated Education and Training (IET) participants only. These may or may not be available through non-testing options.

- Postsecondary Transcript or Report Card in IET MSG
- Progress Milestone in IET MSG
- Skills Progression in IET MSG

Remote Testing Implementation
NLF: Individuals Age 17: AE grantees must be aware of privacy restrictions for 17-year-old test takers, which may restrict remote testing methods that use a camera or video to verify identity or to monitor testing. Grantees must obtain parental consent for testing that uses a camera or video image for students of this age.

LF: Practice: AE grantees may build practice sessions with test takers to allow individuals to become familiar with remote testing processes. Practice sessions may be delivered in groups since no official testing occurs during practice.

NLF: Procedures: AE grantees must implement remote testing following procedures that align with the test publisher's guidelines, including the following:

- Pre-Screening and Test Orientation: The provider has a pre-screening and test orientation procedure to do the following:
    - Ensure that the test taker has access to an adequate computer, tablet, or similar items and necessary software at home and/or broadband access to meet test-publisher remote testing requirements.
    - Provide advance planning with test takers to respond to audio, video, or other technical problems as well as control for unexpected disruptions.
    - Verify the identity of the test taker.
    - Orient the test taker to the remote testing process and expectations. If applicable, also allow time for individuals to practice using equipment in accordance with the test requirements and answer practice test questions with the proctor before entering the testing room session.
    - Explain to the test taker what steps are necessary to ensure a secure testing environment and that the remote testing process should not be interrupted or otherwise jeopardized.
- Test Security: The testing environment is properly secured.
- Proctor Compliance: The remote testing proctor meets the proctor qualifications and professional development requirements to properly administer the test.
- Administration Compliance: The proctor follows the unique remote testing requirements as specified by the test publisher.
- Retesting: The program has a procedure for retesting if remote administration of the test is interrupted or otherwise jeopardized.

LF: Alternate Testing Locations: As Connecticut communities transition out of stay-at-home restrictions and on-site testing resumes, AE grantees should identify alternate testing locations if local independent school districts, community colleges, or other entities are closed during the summer or fall of 2020 or testing at those locations is prioritized to other populations. Alternate testing locations may also be necessary for similar reasons when high school equivalency testing becomes available.

LF: Remote Testing Schedule: AE grantees have the option to schedule NRS-approved remote testing at times that best meet the needs of students. Tests may be scheduled one- on-one or in small group settings in accordance with the test publisher's guidelines. Grantees may consider nontraditional testing times to accommodate individuals who have limited access to a computing device during traditional hours.

NLF: Locators and Tests Gaps: AE grantees must include in their plans the maximum planned time between when a student takes a locator test and when the full test is administered for tests that use a locator. The time should be based on the test publisher's guidelines, when available.

LF: Un-Proctored Testing: AE grantees may conduct un-proctored tests on non-NRS–approved tests, such as the GED® Ready, and tests included in commercial learning software programs. Proctoring is required for all NRS-approved tests.

Standard Operating Procedures (SOP)
NLF: AE grantees must develop an SOP for remote testing. The SOP must be developed and distributed to test administrators before remote testing can begin. The procedures must include the procedures and controls outlined

in this AE addendum as well as guidance found on the test publisher's website and the Remote Testing Guidance Chart.

Reporting
NLF: Entering Test Scores into LACES: AE grantees must enter all test scores for NRS-approved tests into LACES by the data entry deadline, which is the 15th day of the following month.

NLF: New Students into LACES with NRS-Approved Tests: AE grantees must enter class contact time into LACES for a new student once he or she is tested on an appropriate NRS-approved test. Contact time that was previously tracked for the individual may be entered retroactively into LACES.

NLF: New Students into LACES with non-NRS–Approved Tests: AE grantees must be aware that future LACES modifications will allow students without an NRS-approved test to be entered into LACES with class contact time and a provisional EFL; when LACES enhancements allow for this, grantees will be required to enter all class contact time for any student receiving AE services.

REFERENCES:
PROGRAM MEMORANDUM OCTAE 20-3, issued March 27, 2020, and titled "Adult Education and Family Literacy Act and COVID-19—Frequently Asked Questions"
PROGRAM MEMORANDUM OCTAE 20-4, issued April 17, 2020, and titled "Adult Education and Family Literacy Act and COVID-19—Frequently Asked Questions, Part 2"

CT Remote AE Testing Guidance

CASAS eTests are now approved for remote administration. Test administrators <u>MUST</u> complete CASAS *Proctor Remote Testing Training* and Webinars, either virtually or online. You must have a certificate of completion for monitoring purposes. No other test is approved by CSDE at this time.

Best Practices for Remote Testing

1. Providers must have a written standard operating procedure for remote testing which addresses test security, integrity, and protection of personally identifying information.

2. Testing proctors must be certified/trained to administer the specific assessment test.

3. Providers must:

    a. provide a pre-screening to verify identity of student

    b. orient students to remote online testing expectations

    c. ensure students have the technology tools needed to test at home per publisher guidance

    d. allow time for students to take practice tests on the publisher's website prior to entering the testing room session, if available;

    e. and plan ahead for how to respond to video or technical glitches and communicate plans clearly to students.

4. The proctor must allow students into the remote testing room one at a time to ensure identity of student and check the environment, if testing more than one student at a time.

5. Students should wear headsets and/or earbuds for test security and optimal success, if applicable for the test.

1. Tests Approved Under the Connecticut AE Assessment Guide

Publisher/ Test	**Requirement 1** *The student who is testing can be properly identified*	**Requirement 2** *Any approved test (i.e., any test determined suitable for use in the NRS) that is used is properly secured*	**Requirement 3** *The virtual proctor can properly administer the test*

CASAS	Remote administration of CASAS eTests is permitted using a web conferencing platform approved by CASAS and which allows the test administrator to identify the student.	Remote administration of CASAS eTests (including appraisals) is permitted using a web conferencing program which allows the test administrator to watch the student during the testing process. CASAS Remote Testing Guidelines and Remote Testing Agreements can be found here: https://www.casas.org/productoverviews/remote-testing ***CASAS Remote Testing Training*** *(All 3 components must be completed)*	Only trained CASAS Test Administrators will proctor test sessions. Agencies and proctors must sign CASAS Remote Proctoring agreements.

[1] Recommendations remote testing requirements are based on from U.S. Department of Education Office of Career,Technical, and Adult Education (OCTAE) Program Memo 20-3, Adult Education and Family Literacy Act and COVID-19 – Frequently Asked Questions published on March 27, 2020 and found at https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-20-3.pdf

1. Tests for High School Equivalency Approved by the Connecticut State Department of Education

Publisher/Test	Status for Remote Testing	Approximate Timeframe	Website for more information
GED Testing Service GED™	GED Testing Service is contracting with OnVUE to deliver the Online Proctored GED exams. Students will have to meet certain screening criteria prior to test.	Beginning 5/30/2020	https://ged.com/educators_admins/test_admin/