NH Department of Education
Bureau of Adult Education

National Reporting System (NRS) Assessment and Data Collection Policy

2022-2023

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INTRODUCTION AND CONTEXT

NEED FOR ASSESSMENT POLICY

The NH Department of Education, Bureau of Adult Education, receives state and federal funds for the administration of local adult education programs throughout the state. Federal funds issued by the US Department of Education, Office of Career, Technical and Adult Education, require the use of valid and reliable assessments for performance accountability. State funds provided for the purposes of providing adult education services are used in part to demonstrate the state's commitment to maintaining efforts in adult education and therefore are subject to the same requirements.

According to the New Hampshire WIOA Combined State Plan, Title II Adult Education and Family Literacy Act of 2014, eligible agencies providing adult education services shall report on the following core indicators:

- the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;
- the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii))*, during participation in or within 1 year after exit from the program;
- the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and
- the indicators of effectiveness in serving employers established pursuant to clause (iv)**.

* For purposes of clause (i)(IV), or clause (ii)(III) with respect to clause (i)(IV), program participants who obtain a secondary school diploma or its recognized equivalent shall be included in the percentage counted as meeting the criterion under such clause only if such participants, in addition to obtaining such diploma or its recognized equivalent, have obtained or retained employment or are in an education or training program leading to a recognized postsecondary credential within 1 year after exit from the program.

** Prior to the commencement of the second full program year after the date of enactment of this Act, for purposes of clauses (i)(VI), or clause (ii)(III) with respect to clause (i)(IV), the Secretary of Labor and the Secretary of Education, after consultation with the representatives described in paragraph (4)(B), shall jointly develop and establish, for purposes of this subparagraph, 1 or more primary indicators of performance that indicate the effectiveness of the core programs in serving employers.

The NH Department of Education, Bureau of Adult Education is also required to report on participation, completion, and outcomes for participants. This is done through the National Reporting System (NRS), a national outcome-based reporting system. Educational Functioning Level data is collected annually and reported through the National Reporting System to determine whether the state has met its negotiated performance levels and provide a state-by-state comparison.

The Educational Functioning Levels (EFL) gains are outcome measure definitions for what participants should know at each level and are based on descriptors. There are twelve (12) EFLs, six for Adult Basic Education and six for English as a Second Language. All NRS approved assessments are aligned to the

specific EFL descriptors established by OCTAE and used across all states. Starting in 2020-2021, program definitions changed to the following:

- ABE – Adult Basic Education, used for any student with an educational functioning level of ABE L1 – L4
- ASE – Adult Secondary Education, used for any student with an educational functioning level of ABE L5 or L6
- ESL – English as a Second Language, used for any student with an educational functioning level of ESL L1 – 6.

Assessment data is used by the NH Bureau of Adult Education to evaluate the adult education needs of each geographic region; to determine appropriate funding for each region; and to ensure that programs support the Bureau's mission of empowering adults to become lifelong learners; to support individuals in identifying their potential academic and/or career goals; and to assist students to become active participants in their communities. The National Reporting System provides standardization across the state and between states for measuring academic and employment performance.

In order for the data to be valid and reliable and therefore provide an accurate measure of participant progress, this policy provides specific directions for the administration of assessments, training of assessment administrators, procedures for accommodations for participants with disabilities, and quality control procedures.

The information in this manual is provided as policy guidance for adult education personnel as they carry out their responsibilities for assessment and data collection.

More information on the NRS including the Educational Functioning Level descriptors is available in Appendices A & B and at: www.nrsweb.org

PURPOSES AND USES OF ASSESSMENT

The assessments required by the NH Bureau of Adult Education are designed to be used for both instructional and accountability purposes.

INSTRUCTIONAL PURPOSES

A standardized assessment should be used to determine appropriate placement in an adult education class, group or tutor-pairing. When used in combination with other data, including an Intake interview, the assessment informs instruction. Instructors should be aware of the EFLs for participants in a class and develop a scope and sequence of instruction designed to increase the literacy and numeracy levels of the class. For multi-level classes, instructors can use assessment data to provide appropriate differentiated instruction for each member of the class.

Diagnostic information available from assessments can also assist the instructor and the participant with identifying priorities for learning in a time-limited environment. It can also assist with the development of a personalized learning plan.

Re-assessing a participant at an appropriate time provides the participant with valuable information about his/her progress which can often improve retention.

Please note that the standardized assessments required for accountability purposes should NOT be the only assessment used to determine the participant's needs. Other assessments, including formative and

summative, should be used throughout the instructional program to determine participant needs and track progress.

ACCOUNTABILITY PURPOSES

A standardized assessment, approved by the National Reporting System, is required to establish the participant's starting point in order for academic gain over the course of the program to be measured against the same standards at the end of the program. Each adult education participant is required to be assessed at the start of the education program and at appropriate intervals and at the end of the program to verify academic skill gain. The participant's scores on the assessment determine the EFL in accordance with the level descriptors.

Measurable Skill Gain (MSG) is a key indicator in the National Reporting System and provides a measure of a participant's interim progress towards a credential or employment. Under WIOA, there are five types of gain that may be used to determine whether a participant has completed an MSG for all of the core programs. Adult education participants may complete an MSG using two of the five types of gain: Educational Functioning Level (EFL) gain and attainment of a secondary school diploma or equivalent. Three additional types of gains may be complete for participants in Integrated Education & Training programs (See Measurable Skill Gain for Integrated Education & Training Only).

There are three ways to assess EFL gain:
1. Through pre and post-testing
2. Attainment of credits or Carnegie units
3. Entry into postsecondary education or training after exit

More information can be found on ways to assess EFL gain under Assessments Permitted.

SUMMARY AND OVERVIEW

This assessment policy includes details on the administration of assessments for all adult education programs funded by the NH Department of Education, Bureau of Adult Education.

The section on General Assessment requirements includes information on the participants required to be assessed, the assessments permitted, when assessments must be administered, who may administer the assessments, and how accommodations for participants with disabilities or other needs can be made.

The next section outlines the specific guidelines for each assessment including how to administer the assessment, how to score assessments, how assessment scores are linked to NRS levels for both initial and follow up assessment, posttest time and training requirements for each assessment.

At the end of this manual, there are two appendices and a glossary.

GENERAL ASSESSMENT INFORMATION

See sections below for specific assessment administration requirements.

The following assessments are approved for use with adult education participants in New Hampshire:

For Adult Basic Education Levels (ABE Level 1 – 6):
- ➢ Test of Adult Basic Education (TABE) 11/12

For English as a Second Language Levels:
- ➢ Best Literacy

> ➢ TABE Complete Language Assessment System – English
> (TABE CLAS-E)

For Adult Secondary Education Levels (ABE Level 5 & 6) for Diploma Programs only:
> ➢ Carnegie Units

Specific instructions for the administration and scoring of each assessment can be found in Guidelines for Each Assessment.

PRE-TESTING & POST-TESTING REQUIREMENTS

GENERAL PRE-TESTING AND POST-TESTING REQUIREMENTS

- All assessment tests must be administered in accordance with the directions provided by the test publishers including remote proctoring of assessments.
- All assessments must be administered by individuals certified through the test publishers' certification process. Additional training may be required to administer assessments through remote proctoring.
- Alternative forms of the same test must be used for pre-testing and post-testing
    - For example, if a participant is pre-tested using the TABE 11, he/she must be post-tested using the TABE 12.
- Assessments are valid for 180 days.
    - For example, a participant is pre-tested in September, 2022, attends classes until December, 2022 and then exits the program without a post-test. If the participant returns before June, 2023, the original pre-test is still valid. However, the decision to use a previous assessment score should be based on the individual – it may be appropriate for the participant to be re-assessed upon return.

PRE-TESTING

- 100% of participants must be pre-tested within three (3) weeks of enrollment or 12 hours of instruction.
    - The assessment may be administered over the course of several days to ensure that participants do not become fatigued.
- All assessment data must be entered into the LACES data system within two weeks of administration.
    - When the assessment information is entered into the LACES system correctly, the participant's starting EFL will automatically populate on the student record.
    - Do not enter Locator or Appraisal scores, these are not valid assessments.
- Program directors are responsible for checking the LACES Dashboard – Student Alerts for a list of participants needing an assessment.
    - NOTE: The LACES data system will only recognize NRS approved assessments on the Dashboard alert.

POST-TESTING

- Participants should be post-tested after the appropriate hours of instruction as indicated by the test publishers.
- The State post-test target for FY23 is 48% and will increase on an annual basis.
- Only under **extreme** circumstances should a participant be post-tested with less than the appropriate number of hours:
    - The participant is permanently moving out of the area.

- o The participant is permanently leaving the program AND the instructor has determined that the participant has made sufficient progress to warrant post-testing.
    - o A waiver reason must be entered in the LACES system.
- A list of participants who may be eligible for post-testing, based on their instructional hours, is available on the LACES Dashboard – Student Alerts – Eligible for Post-Testing.
- **NOTE**: Participants are not required to be automatically post-tested at the end of the program year. Instructional hours will carry over into the new program year and the current assessment should be carried forward into the new program year.
    - o For example, a participant enrolled in April, but only has 30 hours of instruction by the end of June. The assessment should be carried over into the new program year. When the participant completes an additional 10 hours of instruction in July for a total of 40 hours, he can be post-tested.

APPROVED ASSESSMENTS FOR ADULT BASIC EDUCATION (ABE)

For 2022-2023, the following assessments may be used to pre-test and post-test ABE students in NH adult education programs:

- TABE 11/12 (Paper-based, Computer-based or Remote-Proctored)
    - o May be used starting in October, 2018.
    - o Must be used for any participant enrolling or starting a new Period of Participation on or after March 1, 2019.

APPROVED ASSESSMENTS FOR ENGLISH AS A SECOND LANGUAGE (ESL)

For 2022-2023, the following assessments may be used to pre-test and post-test ESL students in NH adult education programs:

- BEST Literacy, Forms B, C, or D (Paper-based)
- TABE CLAS-E (Paper-based, Computer-based or Remote-Proctored)

APPROVED ASSESSMENTS FOR ADULT DIPLOMA PROGRAMS (ADP)

For 2022-2023, the following assessments may be used to pre-test and post-test Adult Diploma Program (ADP) students in NH adult education programs:
- TABE 11/12*
- Number of Carnegie Units earned
    - o 0 – 10 Credits is equivalent to ABE Level 5
    - o 11+ Credits is equivalent to ABE Level 6

* *see section on administration of the TABE 11/12.*

SCORING AND ALIGNMENT WITH NRS LEVELS

NRS Technical Assistance Guide, retrieved 9/15/2022

The following score ranges will be used to determine participants' educational functioning levels (EFL) for placement and for reporting gains.

TABLE 1: EDUCATIONAL FUNCTIONING LEVEL BENCHMARKS

Educational Functioning Level	Test	Grade Level	Scale Scores	
ABE Level 1	TABE 11/12	0 – 1 grade level	Reading: Mathematics: Language:	300-441 300-448 300-457
ABE Level 2	TABE 11/12	2 – 3 grade level	Reading: Mathematics: Language:	442-500 449-495 458-510
ABE Level 3	TABE 11/12	4 – 5 grade level	Reading: Mathematics: Language:	501-535 496-536 511-546
ABE Level 4	TABE 11/12	6 – 8 grade level	Reading: Mathematics: Language:	536-575 537-595 547-583
ABE Level 5 (ASE)	TABE 11/12	9 – 10 grade level	Reading: Mathematics: Language:	576-616 596-656 584-630
	Carnegie Units	9 – 10 grade level	0 – 10 Credits	
ABE Level 6 (ASE)	TABE 11/12	11 – 12 grade level	Reading: Mathematics: Language:	617-800 657-800 631-800
	Carnegie Units	11 – 12 grade level	11+ Credits, but not met local graduation requirements	

Educational Functioning Level	Test	Scale Scores
ESL Level 1	BEST Literacy	0 – 20 (SPL 0-1)
	TABE CLAS-E	Total Reading & Writing: 225-394 Total Listening & Speaking: 230-407
ESL Level 2	BEST Literacy	21 – 52 (SPL 2)
	TABE CLAS-E	Total Reading & Writing: 395-441 Total Listening & Speaking: 408-449
ESL Level 3	BEST Literacy	53 – 63 (SPL 3-4)
	TABE CLAS-E	Total Reading & Writing: 442-482 Total Listening & Speaking: 450-485
ESL Level 4	BEST Literacy	64 – 67 (SPL 4-5)
	TABE CLAS-E	Total Reading & Writing: 483-514 Total Listening & Speaking: 486-525
ESL Level 5	BEST Literacy	68 – 75 (SPL 5-7)
	TABE CLAS-E	Total Reading & Writing: 515-556 Total Listening & Speaking: 526-558

ESL Level 6	BEST Literacy	76 - 78 (SPL 7-8)*
	TABE CLAS-E	Total Reading & Writing: 557-600 Total Listening & Speaking: 559-600

* Students can be placed into ESL L6 using BEST Literacy but the test does not assess skills beyond this level so students cannot exit ESL L6 with this test. Retesting of students who enter this level with another assessment is recommended. Please also see section on Administration of the BEST Literacy.

RESOURCES FOR INFORMATION AND ASSISTANCE

For assistance with policy questions, please contact Sarah Wheeler, Administrator for the Bureau of Adult Education at:

(603) 271-6699   or   Sarah.L.Wheeler@doe.nh.gov

For assistance with entering assessment data into the LACES system, please see the LACES User Guide or contact LACES Technical Support at:

https://sites.google.com/a/literacypro.com/lps-support/lps-support-landing

For more information on the TABE 11/12 and the TABE CLAS-E, please see documentation from the publisher available in each adult education center or the publisher's website at:

https://tabetest.com/

For more information on the BEST Literacy, please see documentation from the publisher available in each adult education center or the publisher's website at:

https://www.cal.org/aea/

For more information on the National Reporting System, please see their website at:

https://www.nrsweb.org/

GENERAL ASSESSMENT REQUIREMENTS

PARTICIPANTS TO BE ASSESSED

All participants in adult education programs are required to be assessed with the designated assessments listed in this section. Data is used for both federal reporting to the National Reporting System and for state reporting.

All participants in Adult Education and Literacy Activities (AEL), Integrated Education and Training (IET), and Integrated English Literacy & Civics Education (IELCE) programs are reported to the National Reporting System. Eligible participants in Adult Diploma Programs (ADP) are also reported to the National Reporting System.

Eligible participants are those who are:
- At least 18 years of age*
- Are NOT enrolled in secondary school or participating in a secondary home school program

* New Hampshire has a compulsory attendance law for all students until the age of 18. Under state law, 16 and 17 year olds are permitted to attend adult education classes under an Alternative Learning Plan. When a student turns 18, he/she may choose to remain enrolled in school or withdraw. Only students who have withdrawn are required to be reported to the National Reporting System.

Programs for Dual-Enrolled students are funded through State education funds, not federal funding. During the Intake process, the funding source for each participant must be designated in the LACES system. Any student enrolled in a regular secondary school, in a home education program or in the Education Freedom program at the secondary level at the time of Intake is required to be designated as "Dual-Enrolled" in the LACES system. No Dual-Enrolled students are reported to the National Reporting System. Data on dual-enrolled student performance is used for state reporting.

MEASURABLE SKILL GAIN EXPLANATION

In adult education, there are three ways for a participant to complete Measurable Skill Gain (MSG):

1. Educational Functioning Level Gain
2. Attainment of a secondary school credential
3. MSG for IET Only

EDUCATIONAL FUNCTIONING LEVEL GAIN

There are three ways to assess EFL gain:
1. **Pre- and post-testing:** Local programs assess participants at intake to determine their educational functioning level (EFL). There are four levels for adult basic education (ABE), two for adult secondary education (ASE) and six levels for English as a second language (ESL). Each level is comprised of a set of skills and competencies that participants at that level can do in the areas of reading, writing, numeracy, speaking, listening and functional and workplace areas. Using these descriptors as guidelines, programs determine the appropriate initial level at which to place participants using a standardized assessment approved in the state assessment policy for use in National Reporting System (NRS). The program decides the skill areas in which to assess the participant based on the participant's instructional needs and program requirements.

After a predetermined amount of instruction determined by assessment requirements, the program conducts follow-up assessments of participants to determine whether they have advanced one or more EFL levels or are progressing within the same EFL level. Gain in any subject area on the posttest compared to the pretest is permitted. All assessments and procedures must conform to standard psychometric criteria for validity and reliability.

2. **Awarding of Carnegie Units**: NH Adult Diploma Programs may measure and report EFL gain through the awarding of credits or Carnegie units. Participants earning credits or Carnegie units in high school-level courses can complete ABE Level 5 by earning a minimum of 11 credits to move to 11th or 12th grade status (ABE Level 6).

3. **Entry into postsecondary education or training program:** EFL gain is also counted for participants who enter into a postsecondary education or training program after program exit. Entry must occur by the end of the program year.

ATTAINMENT OF A SECONDARY SCHOOL DIPLOMA

Attainment of a secondary school diploma or its recognized equivalent: Participants may also complete an MSG by attaining a secondary school diploma while enrolled or after exit. The participant must obtain the credential by the end of the program year.

MEASURABLE SKILL GAIN FOR INTEGRATED EDUCATION & TRAINING ONLY

As of 2021-2022, participants in Integrated Education & Training programs may be assessed using any of the following ways, in addition to an Educational Functioning Level Gain or the attainment of a secondary school diploma.

1. MSG via Postsecondary Transcript
IET programs may measure and report MSG for any participant providing a transcript documenting successful completion of a minimum of 12 hours per semester, or for part-time students, a total of at least 12 credit hours over the course of two completed consecutive semesters during the program year.

Documentation must be attached to the student record in LACES.

2. MSG through Progress toward Milestones
IET programs may measure and report MSG for any participant who had a satisfactory or better progress report towards established milestones from an employer or training provider who is providing training (e.g. completion of on-the-job training, completion of one year of a registered apprenticeship program, internship or Business Enterprise program).

Milestones must be established by the employer or training provider prior to enrollment and must be related to the occupation or occupational cluster for the IET in which the student is enrolled. Documentation of progress toward milestones may include program-related documentation such as the OJT agreement; a performance evaluation; verification of completion from the apprenticeship program. All documentation must be provided in writing and attached to the student record in LACES.

3. Passing an Occupational Exam
IET programs may measure and report MSG for any participant passing a technical or occupational knowledge based exam that is required for a particular occupation, or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

This may include a recognized, postsecondary credential awarded in recognition of an individual's attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry/occupation. These skills are generally based on standards developed or endorsed by employers or industry associations (e.g. degrees, occupational licensure, and occupational certificates).

Evidence of a passing score, certificate, credential or license obtained must be provided and attached to the student record in LACES.

NOTE: If applicable, credentials should also be entered as a primary indicator of performance (outcomes).

EDUCATIONAL FUNCTIONING LEVEL EXPLANATION

The NRS divides educational functioning into six levels each for adult basic education (ABE) and English as a second language (ESL). Each ABE level has a description of basic reading, writing, numeracy, and functional and workplace skills that can be expected from a person functioning at that level. The ESL levels describe speaking and listening skills and basic reading, writing, and functional workplace skills that can be expected from a person functioning at that level.

The functional and workplace skills for ABE and ESL differ by having a stronger second-language focus for ESL. Speaking and listening skills are only described for ESL, and numeracy is only described for ABE. Programs, however, may apply the numeracy descriptors to ESL participants and the speaking and listening descriptors to ABE participants if participants' needs and the program's instruction warrant this approach.
- The descriptors are entry-level descriptors and are illustrative of what a typical participant functioning at that level should be able to do. They are not a full description of skills for a particular level. When a participant has skills at one or more levels above the placement level, he or she has completed that level and can advance to the next level.
- Participants do not need to be assessed in all of the areas described in the level descriptors. The local program must decide the skill areas most relevant to each participant's needs or the program's curriculum, and assess participants in those areas. At a minimum, participants must be assessed in basic reading, writing, or math.
- If multiple skill areas are assessed and the participant has different abilities in different subject areas, the LACES data system will automatically use the lowest level for determining the participant's initial educational functioning level.
  - Instruction provided to the participant may be in the subject areas determined through a comprehensive intake process, not only the standardized assessment.
  - However, a post-test gain in any subject area that was pre-tested, regardless of whether it was used for initial placement, can be the basis for determining EFL gain.

Appendix A describes the EFLs based on the revised EFL descriptors for adult basic education (ABE) which were implemented in September 2017. The TABE 11/12 is aligned with these descriptors and approved for use with the NRS.

In October 2016, NRS released revised EFL descriptors for English as a Second Language. However, these revised descriptors will not be implemented until the Secretary of Education has determined that there is at least one assessment that is aligned with these descriptors and suitable for use in the NRS. Appendix B describes the EFL descriptors for English as a second language will continue to be suitable for use in the NRS until the new descriptors are implemented.

ASSESSMENTS PERMITTED

All assessments must be appropriate for measuring literacy and language development of adult students and approved for use by the National Reporting System. Each assessment must be administered and scored in a standardized manner, as described by the publisher. All approved assessments have alternative, equivalent forms that must be used in accordance with this policy for pre- and post-testing. Each approved assessment is aligned with the NRS EFL descriptors and the benchmarks for each level are described in Table 1: Educational Functioning Level Benchmarks.

The following assessments are approved for 2022-2023:

        For Adult Basic Education (ABE):
- TABE 11/12 (Paper-based, Computer-based or Remote-Proctored)
  - May be used starting in October, 2018

        For English as a Second Language (ESL):
- BEST Literacy (Paper-based, may be administered virtually)
  - May be used starting July 1, 2020
- TABE CLAS-E (Paper-based, Computer-based or Remote-Proctored)
  - May be used starting March 13, 2020

        For Adult Secondary Programs (ASE):
- Number of Carnegie Units earned
  - 0 – 10 Credits is equivalent to ABE Level 5
  - 11+ Credits is equivalent to ABE Level 6

TABE 11/12 DESCRIPTION

The TABE 11/12, published by Data Recognition Corporation, is available in one edition and may be delivered through paper-based or computer-based formats. As of April, 2020, it may also be remote-proctored.

The TABE 11/12 provides detailed statistics on skill mastery and is available in five levels (L, E, M, D and A) and two forms (11 and 12). Tests have three subjects: Reading, Math and Language. The Reading content reflects mature, life- and work-related situations and highlights overlapping objectives, from word-meaning skills to critical-thinking skills. The Language content includes the skills to build communication skills necessary for functioning effectively on the job and in daily life. The Mathematics content reflects math application, particularly routine tasks such as estimating quantities and making computations involving time, distance, weight, etc.

Blueprints for each level of each form are available at: https://tabetest.com/students-2/tabe-1112/

BEST LITERACY DESCRIPTION

The BEST Literacy, published by the Center for Applied Linguistics, is a paper-based combined test of reading and writing skills appropriate for the lowest levels of English language learners (ESL L1 – L3).

The test, available in three forms (B, C,or D) uses authentic situations specifically geared for adult English language learners in the United States. It is aligned with the ESL descriptors of the National Reporting System and the Student Performance levels (SPL).

More information is available in the BEST Literacy Test Manual and at: https://cal.org/aea/bl

TABE CLAS-E DESCRIPTION

The TABE Complete Language Assessment System – English is published by Data Recognition Corporation is available in paper-based and computer-based versions.

There are four levels (1, 2, 3, and 4) and two forms (A and B) available. The tests have two sections: Reading, Listening and Writing; and Speaking. Items and passages in TABE CLAS-E focus on workplace, community, and education contexts that are practical and familiar and that will motivate adult learners.

TABE CLAS-E items are aligned with the NRS ESL Educational Functioning level descriptors and Student Performance levels.

More information is availability at: https://tabetest.com/students-2/tabe-class-e/

CARNEGIE UNIT DESCRIPTION

Carnegie or high school credits may be used to determine educational functioning level. During the intake process, a complete evaluation of the participant's transcript should be conducted. Credits being transferred into the Adult Diploma Program and used to meet local school district graduation requirements are eligible for this method of assessment.

PRETESTING REQUIREMENTS

There are two purposes for pre-testing: accountability and instruction. Therefore, it is essential that participants in adult education programs be pre-tested as soon as possible after enrolling in the program. This will ensure that skill progression is accurately recording for accountability purposes. For instructional purposes, it is very important that pre-test information be used in conjunction with other intake assessments to determine appropriate placement and a course of instruction.

100% of participants must be pre-tested within three (3) weeks of enrollment or 12 hours of instruction. The assessment may be administered over the course of several days to ensure that participants do not become fatigued. Please see also section on General Pre- and Post-Testing Information.

All assessment data must be entered into the LACES data system within two weeks of administration.
- o When the assessment information is entered into the LACES system correctly, the participant's starting EFL will automatically populate on the student record.
- o Do not enter Locator scores as pre-tests, although required to decide which level of the assessment to administer, these are not valid assessments for determining EFLs.
- Program directors are responsible for checking the LACES Dashboard – Student Alerts for a list of participants needing an assessment.

Assessment scores are valid as pre-tests for 180 days. If a participant has "stopped out" of the program for more than 90 days, but less than 180 days, staff should assess whether it is appropriate to carry over the scores into the new Period of Participation or administer another pre-test. If a participant has not received instructional hours in more than 180 days, a new pre-test must be administered.

If an ESL participant scores above the acceptable range for ESL Level 6, the out of range score cannot be used as a pre-test. The participant must be re-assessed using an approved assessment for the adult basic education program.

POST-TESTING REQUIREMENTS

Post-testing is essential to determine participant progress for both accountability and instructional purposes and should occur at regular intervals in accordance with the publishers' recommendations.

All participants should be post-tested after the appropriate hours of instruction as indicated by the test publishers. For the TABE, the recommended number of instructional hours needed for posttesting is 40 – 60 hours. To assist local adult education staff, the minimum number of required instructional hours prior to posttesting has been set in the LACES system as 40 for all assessments. See also page section on General Pre- and Post-Testing Requirements.

The State post-test target for FY23 is 48% and will increase on an annual basis. Only under **extreme** circumstances should a participant be post-tested with less than the appropriate number of hours. The following are examples of circumstances that might be allowed for post-testing a participant with less than the minimum number of required instructional hours:
- o The participant is permanently moving out of the area.
- o The participant is permanently leaving the program AND the instructor has determined that the participant has made sufficient progress to warrant post-testing.

For any participant post-tested prior to meeting the minimum number of instructional hours, a waiver reason must be entered in the LACES system. Waiver reasons will be reviewed by the State Office on an annual basis to ensure that participants are not being post-tested too early.

A list of participants who may be eligible for post-testing, based on their instructional hours, is available on the LACES Dashboard – Student Alerts – Eligible for Post-Testing.

Please note that participants are not required to be automatically post-tested at the end of the program year. Instructional hours will carry over into the new program year and the current assessment should be carried forward into the new program year.
- o For example, a participant enrolled in April, but only has 30 hours of instruction by the end of June. The assessment should be carried over into the new program year. When the participant completes an additional 10 hours of instruction in July for a total of 40 hours, he can be post-tested.

POSTTESTING FOR ESL STUDENTS SCORING COMPLETED LEVEL 6
If an ESL participant scores above the highest range on the TABE CLAS-E on a pre-test, the participant must be re-assessed immediately using the TABE 11/12 in order to have a valid pre-test.

If an ESL participant received a post-test score indicating the completion of ESL L6, he/she must be re-assessed using the TABE 11/12 to determine an ABE Level. Failure to do so will result in the participant not being able to make additional measurable skill gain over the course of the program year.

POSTTESTING FOR ADULT DIPLOMA PROGRAM STUDENTS
For participants who start with an EFL of ABE Level 5 or ABE Level 6, earning a secondary school diploma or its equivalent can be substituted for a posttest. In this circumstance, the participant will have made Measurable Skill Gain. For National Reporting System purposes, the attainment of a secondary school diploma or equivalent will be recorded as the participant's MSG rather than an EFL gain through pre- and post-testing.

For participants enrolled with an entry EFL of Level 4, who are participating in a course of study designated at the secondary level and indicated as such in the LACES system, may also substitute the earning of a secondary school diploma or equivalency for a posttest. In this circumstance, the participant will have made Measurable Skill Gain. For National Reporting System purposes, the attainment of a

secondary school diploma or equivalent will be recorded as the participant's MSG rather than an EFL gain through pre- and post-testing.

Post-testing requirements do not apply to participants in the Adult Diploma Program for whom the starting EFL was determined by an assessment of Carnegie credits. Upon completion of eleven credits, the participant's current EFL will automatically increase from ABE Level 5 to ABE Level 6. The only method for these participants to complete ABE Level 6 is for a secondary school diploma or equivalency to be recorded in LACES under the Education – Credential tab.

ASSESSMENT FOR PARTICIPANTS IN DISTANCE EDUCATION

If post-testing is to be used to measure Measureable Skill Gain (MSG) for participants in distance education, the following policy applies.

DEFINITIONS FOR DISTANCE EDUCATION PARTICIPANTS

The US Department of Education, Office of Career & Technical & Adult Education (OCTAE) defines distance education for adult basic education programs as follows:

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

Traditional Adult Education Learners – Students who receive the majority of their instruction through traditional face-to-face instruction

Distance Learners – Students who receive more than 60% of their instruction through distance education. The designation as a Distance Learner is determined automatically in LACES at the end of the program year.

Clock Time Model- Proxy contact hours are assigned based on the elapsed time that a learner is connected to, or engaged in an online or standalone software program that tracks time.
- For example, when logging into the Edmentum system, the participant designates whether the learning is occurring in a facilitated/instructional environment or independently. The instructor can track time-on-task in each category for participants through the system.

Teacher Verification Model – A fixed number of instructional hours is earned for each assignment based on teacher determination, through the use of an established process, of the extent to which a participant engaged in, or completed, the assignment.
- For example, a teacher knows that it takes the average student one hour to read a chapter and answer 5 questions. Every time a student completes the assignment, one hour of instructional activity is earned.

Learner Mastery Model – Assigns a fixed number of hours of credit based on the participant passing a test on the content of each lesson. Participants work with the curriculum and materials and, when they feel they have mastered the materials, take a test. A high percentage of correct answers (typically 70%) earns the credit hours attached to the material.

- For example, in the I-DEA curriculum, assignments in the online modules have a fixed number of hours determined by the level of mastery based on a rubric.

Initial Contact Hours for Distance Learning Students - Like all participants, participants in distance education must have at least 12 hours of contact with the program before they can be counted for Federal reporting purposes. Contact hours for distance learners can be a combination of actual face-to-face contact and contact through telephone, video, teleconference, on online communication, where participant and program staff can interact and through which participant identity is verifiable. Please see Figure 1: Attendance Types and Time Tracking Models.

Figure 1

Attendance Types and Time Tracking Models
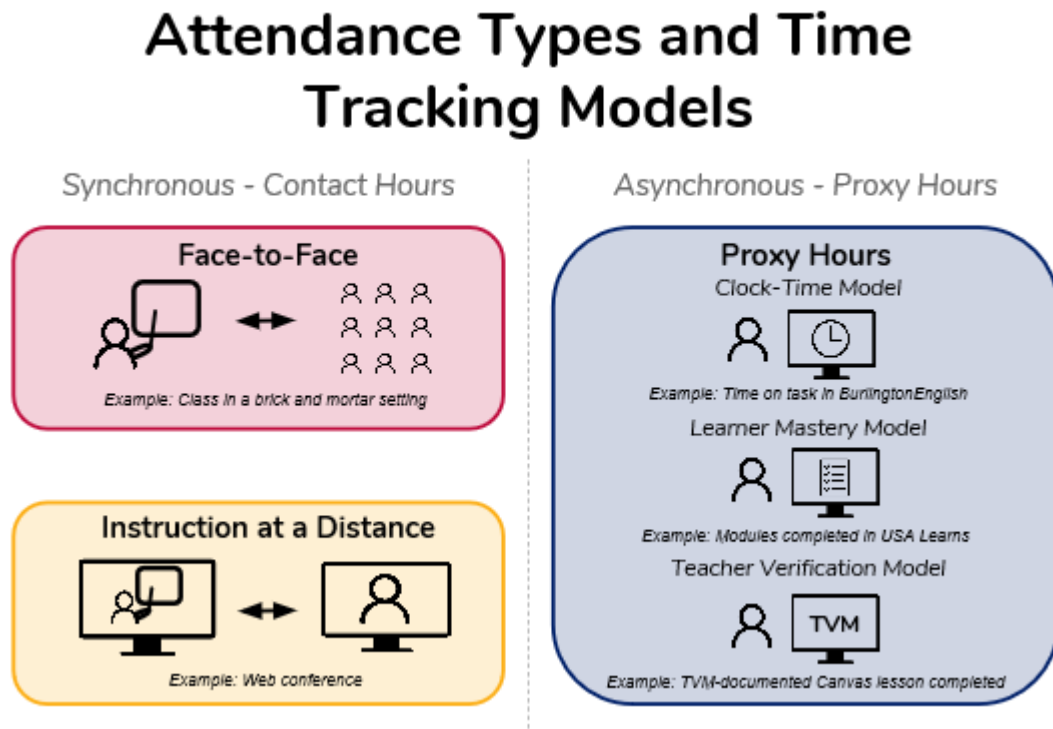
All adult education participants are required to work with a teacher /tutor or distance learning facilitator. This may include face-to-face instruction; online guided study through email or webchats; and phone calls providing progress checks; and other activities that facilitate learning.

New Hampshire does not mandate specific curricula, however programs are to use curricula that are research-based, rigorous and aligned with the College & Career Readiness Standards. In an effort to provide affordable options for programs, the Bureau of Adult Education has contracts with the following distance education publishers:
- Edmentum
- Aztec Software
- Burlington English
- Essential Education
- Northstar Digital

PRE- AND POSTTESTING FOR DISTANCE EDUCATION PARTICIPANTS
Distance education participants must be assessed under the same guidelines as all other New Hampshire adult education participants. Participants in all WIOA programs must be pre- and post-tested in a

proctored setting with a trained test administrator using one of the approved assessments described under [Assessment Permitted](). Distance education learners are subject to the same instructional requirements prior to posttesting as traditional learners as outlined in [Posttesting Requirements]() .

PROCEDURES FOR DOCUMENTING DISTANCE EDUCATION INSTRUCTIONAL HOURS

Participants may only be counted once in the National Reporting System; either as a distance learner or a traditional classroom learner. Designation as a distance learner or traditional learner will be automatically calculated in the LACES system based on whether the percentage of instructional hours specified as distance education is 60% or greater at the end of each program year.

Please note the following:
- Instructional hours entered into LACES must be specified as "Instruction – Distance Learning" or "Instruction hours".
- All distance education instructional hours must be documented using the Clock Time Model, Learner Mastery Model, or Teacher Verification Model.

TRAINING FOR ADMINISTERING ASSESSMENTS

It is essential for data quality, that all assessments be administered in a standardized manner in accordance with the test publishers' directions.

All staff administering the TABE 11/12 or the TABE CLAS-E is required to complete the online administrator certification provided by Data Recognition Corporation. Every center offering Adult Education & Literacy Activities (AEL) is required to have at least one staff member certified by March 1, 2019. The two-part certification is available at: https://tabetest.com/tabe-1112-certification-process/ Certification candidates must complete both training modules in their entirety in order for the certificate to generate. Additional training may be required to administer the TABE 11/12 via remote-proctoring or 3rd party-proctoring.

All staff administering the BEST Literacy assessment is required to read the Test Administrator Manual. There is not a certification process for administering this assessment.

Documentation of certification must be kept on file at the local center and provided to the NH Bureau of Adult Education upon request.

ACCOMMODATING FOR PARTICIPANTS WITH DISABILITIES OR OTHER SPECIAL NEEDS

WIOA and the Americans with Disabilities Act require equal access for all learners in education programs, including learners with disabilities. One of the goals of WIOA is to increase access to adult programs and achieve employment outcomes for learners with disabilities.

During the intake process, participants should be assessed to determine if testing accommodations might be appropriate. If a participant discloses a disability during the Intake process, the local staff is responsible for ensuring that any accommodations needed during the assessment process are offered. The Bureau of Adult Education, through its Professional Development contractor, Second Start, provides access to a Disabilities Consultant for all adult education programs. If local program staff have a question about which accommodation(s) might be appropriate or how to administer an assessment with accommodations, the Disabilities Consultant should be contacted prior to assessment.

Adult learners with disabilities are responsible for requesting accommodations. The need for accommodation should be documented in official learner records, such as an Individual Educational Plan (IEP), Individual Program Plan (IPP), or Individualized Plan for Employment (IPE), the information could also come from a doctor's report, a diagnostic assessment from a certified professional and other clinical records. For more assistance in determining whether an accommodation is appropriate or which accommodations to use, please contact the Disabilities Consultant.

Each of the approved assessments provides a variety of accommodations for test administration. It is responsibility of the local test administrator to be familiar with the accommodations available from the test publisher and to use those accommodations when needed.

For more information about accommodations available on assessments from Data Recognition Corporation, please see: https://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf

GUIDELINES FOR EACH ASSESSMENT

ADMINISTRATION OF THE TABE

During the 2022-2023 program year, the state of New Hampshire, the only approved version of the TABE is the TABE 11/12.

The TABE is appropriate for all participants in Adult Basic Education (ABE) programs and may be appropriate for participants in the following programs: Integrated Education and Training, Integrated English Literacy & Civics Education (for participants scoring out of range as Completed ESL L6) and the Adult Diploma Program (for participants with 0 Carnegie credits).

The TABE 11/12 must be administered according to the directions provided by the test publisher. For more information, please see the test administration manuals.

When administering the TABE, the Locator Test must be used the first time, to determine the appropriate level of the TABE 11/12 assessment for the participant because there are five available levels of each test.

TABE assessments in Reading, Language and/or Math may be administered depending on the participant's goals as determined through the Intake process. When more than one content area is assessed, the entry EFL is set by the LACES system as the lowest level.

- For example, if a participant scores 350 on the TABE 11 Reading and 520 on the TABE 11 Math, she would have a designated entry EFL as ABE Level 1 based on her Reading score rather than Level 3 as indicated by her Math score.
- Measurable Skill Gain (MSG) recorded on Table 4 and 4B may be determined by skill gain in any content area where there is a pre-test and post-test, not only the one determining the entry EFL.
  - Using the example above, if when post-testing, the participant achieves a 600 on Math; she will be considered to have made MSG even if she does not make skill gain in Reading, the designated entry content area.

Alternate forms of the assessment must be used for pre- and post-testing.

- For example, if a participant is pre-tested using the TABE 11, he/she must be post-tested using the TABE 12.

Different tests cannot be used for pre-testing and post-testing.

- For example, a participant is pre-tested using the TABE CLAS-E, he/she cannot be post-tested using the TABE 11 or the TABE 12.

The TABE 11/12 may be administered using the paper-based or computer-based version. For the TABE 11/12, the test may be proctored remotely by local staff or through a DRC approved 3rd party vendor.

SCORING THE TABE

Assessment scoring for the TABE must be done in accordance with the publisher's directions.

When the TABE 11/12 is delivered in the computer-based format, including through remote-proctoring, the scores will automatically be calculated and recorded on the DRC In-Sight system. An Individual Diagnostic Profile will be created and should be used to guide instruction for the participant.

If the TABE 11/12 is administered in the paper-based format, the answer booklets must be scanned into the TABE Online Portal for scoring and to develop the Diagnostic Profile to guide instruction.

As of July 1, 2019, all programs must use the computerized scoring for paper-based administration. As of July 1, 2020, all TABE assessment data is automatically uploaded into the LACES data system on a daily basis.

The LACES data system will automatically place participants into an NRS educational functioning level based on the assessment administered and the score.

ADMINISTRATION OF THE BEST LITERACY

The BEST Literacy assessment is appropriate for the lowest level English language learners (ESL L1 – L3). While the BEST Literacy assessment can be used as a pre-test for all ESL Levels, it cannot be used to determine completion of ESL L6. Therefore, ESL students who are placed at ESL L3 or above should be re-tested using another ESL assessment.

The BEST Literacy measures adult English language learners' ability to read and write in English. It is not designed to assess oral communication skills.

The BEST Literacy should be administered according to the directions provided by the test publisher. Please note that the Test Administration Manual was published in 2008, prior to the release of the BEST Literacy version provided to NH adult education centers.

Alternate forms of the BEST Literacy must be used for pre- and post-testing.
- For example, if a student is pre-tested using Form B, he/she must be post-tested using Form C or D.

Different Tests cannot be used for pre- and post-testing.
- For example, a student cannot be pre-tested using the BEST Literacy and post-tested using the TABE CLAS-E.

SCORING OF THE BEST LITERACY

Assessment scoring for the BEST Literacy must be done in accordance with the publisher's directions.

Please see the Test Administrators Manual for scoring instructions including guidance for the Scorer Calibration activity to ensure scoring accuracy.

ADMINISTRATION OF THE TABE CLAS-E

As of July 1, 2021, the TABE CLAS-E is available in paper-based and computer-based formats. The TABE CLAS-E may be administered through local remote-proctoring or a DRC approved 3rd party proctoring service.

The TABE CLAS-E is appropriate for all levels of English language learners. The assessment must be administered in accordance with the publisher's directions.

When administering the TABE CLAS-E, the optional Locator Test may be used first to determine the appropriate level of the assessment for the participant because there are four available levels of each test.

Alternate forms of the assessment must be used for pre- and post-testing.
- For example, if a participant is pre-tested using the TABE-CLAS E Form A, he/she must be post-tested using the TABE-CLAS E Form B.

Different tests cannot be used for pre-testing and post-testing.
- For example, a participant is pre-tested using the TABE-CLAS E, he/she cannot be post-tested using the TABE 11/12.

For the TABE CLAS-E computer-based assessment, including remote-proctoring, all scores will be automatically integrated with the LACES data system.

For the TABE CLAS-E paper-based assessment, scores must be manually entered into the Assessment tab in LACES. It is anticipated that scanning capability for paper-based assessments will be available during this program year.

SCORING OF THE TABE CLAS-E

The TABE CLAS-E administered on paper must be hand-scored and manually entered into LACES.

The TABE CLAS-E administered on the computer, including remote proctored, are automatically scored and integrated into LACES.

ADMINISTRATION OF CARNEGIE UNITS

For participants enrolled in the Adult Diploma Program, a review of previous high school transcripts is required to determine the number of starting Carnegie units and a plan of study to meet local graduation requirements.

Carnegie units at entry must be entered into the LACES system to determine the entry NRS-aligned educational functioning level as ABE Level 5 or ABE Level 6.
- For a participant entering an ADP with 0 credits, a TABE test will have to be administered to determine the entry EFL. See instructions above for administration of the TABE.
- For each class, the possible credits must be entered for each participant when enrolling the participant into the class. This allows the State Office to track the number of credits attempted to compare to the number of credits earned.
- For each class offered through an ADP, Carnegie units must be assigned as indicated in the local program policies. For example, US History is a 1 credit course or Health is a 0.5 credit course.

When a participant successfully completes a course, the course completion must be recorded and the credits earned entered. If the participant earns a secondary school diploma or equivalent, it must be recorded in LACES on the Education Tab.

For more information, see LACES Training document titled: Instructions for entering possible credits and credits earned (4/6/2018)

Additional resources for sources of credit can be found in Ed 702.06 at
http://www.gencourt.state.nh.us/rules/state_agencies/ed700.html

QUALITY CONTROL PROCEDURES

For EFLs to be meaningful, assessments need to be administered in a standardized and consistent way by all centers. When these procedures are not followed correctly or consistently, the determination of EFL is invalid and not comparable across programs or possibly even within program, making data validity questionable.

All assessment data must be entered into the LACES data system within two weeks of administration. Not only will this allow real-time data collection, it will allow local program staff to use the diagnostic tools in the LACES data system to ensure that assessment data has been entered and educational functioning levels assigned. Accurate data will assist in determining when the participant is eligible for posttesting.

The State of New Hampshire signed a three-year contract with Data Recognition Corporation to purchase the TABE 11/12 in paper-based and computer-based formats on October 3, 2018. This contract was extended for an additional 3 years in 2021. All adult education programs were provided with the following materials:
- TABE 11 and 12 Test Directions
- TABE 11/12 Test Administration Manual
- TABE 11/12 Scoring Guide
- TABE CLAS-E Test Directions
- TABE CLAS-E Test Administration Manual
- TABE CLAS-E Audio CDs

When administering the paper-based TABE 11/12, original answer booklets must be used. To avoid errors in hand-correcting, all answer booklets, including the Locator test, must be scanned into the DRC InSight Portal. This is required for all programs as of July 1, 2019.

Program directors are responsible for ensuring that the assessment is administered properly including checking that a Locator test was administered prior to the appropriate level test. This will also be verified during State Office desk monitoring and on-site monitoring of programs.

Additionally, the integration of DRC assessment data into the LACES data system is designed to reduce the potential for errors while inputting data. It is the responsibility of the local center to check that the integration has occurred and that the scores are correctly reflected on the Assessment Tab. The State Office will regularly check the integration error logs and notify local centers of any potential issues.

Local centers are required to use the diagnostic checks in the LACES system to ensure that pre and post-testing requirements are met and to correct any data issues including invalid assessments.

GLOSSARY OF ACRONYMS

ABE	Adult Basic Education – ABE L1 - 4
ADP	Adult Diploma Program
AEL	Adult Education & Literacy Activities
ASE	Adult Secondary Education – ABE L5 & L6
EFL	Education Functioning Level
ESL	English as a Second Language
IELCE	Integrated English Literacy and Civics Education
IET	Integrated Education and Training
NRS	National Reporting System
TABE	Test of Adult Basic Education

From National Reporting System Technical Assistance Guide Retrieved 12/17/2018

For Testing Benchmarks, please see Table 1

EFL Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
ABE Level 1	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.	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.	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.
ABE Level 2	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).	Individual can count, add, and subtract three-digit numbers; can perform multiplication through 12; can identify simple fractions; and can perform other simple arithmetic operations.	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.
ABE Level 3	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea,	Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and	Individual is able to handle basic reading, writing and computational tasks related to life roles, such as completing

	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.	can identify and use all basic mathematical symbols.	medical forms, order forms, or job applications; and can read simple charts, graphs, labels, 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.
ABE Level 4	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.	Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems; can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.	Individual is able to handle basic life skills tasks, such as understanding graphs, charts, and labels; can follow multistep diagrams, can read authentic materials on familiar topics; such as simple employee handbooks and payroll stubs; can complete forms, such as a job application and can reconcile a bank statement. The individual 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.
ABE Level 5	Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials, such as periodicals and nontechnical journals on common topics; can	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	Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and

	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. The individual can write in an organized and cohesive manner with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.	graphs; and can use math in business transactions.	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.
ABE Level 6	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 the 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.	Individual can make mathematical estimates of time and space; can apply principles of geometry to measure angles, lines, and surfaces; and can apply trigonometric functions.	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; cam evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as a 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.

APPENDIX B: ENGLISH AS A SECOND LANGUAGE EDUCATIONAL FUNCTIONING DESCRIPTORS

NOTE: Revised EFLs for ESL have been released but will not be implemented until there is an NRS approved assessment aligned with the new EFLs is available.

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

For Testing Benchmarks, please see Table 1

EFL	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
ESL Level 1	Individual cannot speak or understand English, or understands only isolated words or phrases.	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.	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); and 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.
ESL Level 2	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.	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.	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.
ESL Level 3	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	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 rereading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very	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

	sentences. Shows limited control of grammar.	little control of basic grammar, capitalization, and punctuation and has many spelling errors.	communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.
ESL Level 4	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.	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).	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).
ESL Level 5	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.	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.	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.

ESL Level 6	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.	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 and 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.	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 nontechnical 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.