**Kansas Adult Education Assessment Policy**

**July 1, 2025 – June 30, 2026**

# Assessment Policy Table of Contents

[Assessment Policy Table of Contents 2](#_Toc196465707)

[Part 1: Introduction and Context 3](#_Toc196465708)

[Introduction 3](#_Toc196465709)

[Overview of State Policy 3](#_Toc196465710)

[Requirements and Accountability Issues 3](#_Toc196465711)

[Purposes and Uses of Assessments 4](#_Toc196465712)

[Phases of Assessment 4](#_Toc196465713)

[Initial Assessment 4](#_Toc196465714)

[Ongoing Assessment 4](#_Toc196465715)

[Posttesting to Determine MSG 1a 4](#_Toc196465716)

[Summary 4](#_Toc196465717)

[Resources for Information and Assistance 5](#_Toc196465718)

[Part 2: General Assessment Requirements 6](#_Toc196465719)

[Learners to be Assessed 6](#_Toc196465720)

[Timing of Assessments 6](#_Toc196465721)

[Distance Education Proxy Hours 6](#_Toc196465722)

[Overview of Assessments 7](#_Toc196465723)

[Testing Procedures and Guidelines 7](#_Toc196465724)

[Pretesting 7](#_Toc196465725)

[Initial Placement 7](#_Toc196465726)

[Retesting for Valid Scores 8](#_Toc196465727)

[Retesting Due to Failure to Complete Test 8](#_Toc196465728)

[Scores in ASE Level 6 and ESL Level 6 8](#_Toc196465729)

[Pretesting for Learners in Second Periods of Participation (PoPs) 9](#_Toc196465730)

[Educational Functioning Levels 9](#_Toc196465731)

[Posttesting and Participant Progress 10](#_Toc196465732)

[Alternative Placement 11](#_Toc196465733)

[Training and Technical Assistance 13](#_Toc196465734)

[Training for Administering Assessments 13](#_Toc196465735)

[Other Test Administration Considerations 13](#_Toc196465736)

[Additional Training 13](#_Toc196465737)

[Guidelines for Accommodations 13](#_Toc196465738)

[Local Program Requirements 14](#_Toc196465739)

[Adult Learner Requirements 14](#_Toc196465740)

[Accommodations in Standardized Testing 14](#_Toc196465741)

[Special Test Forms 16](#_Toc196465742)

[Part 3: Guidelines for Each Assessment 17](#_Toc196465743)

[Approved Assessments 17](#_Toc196465744)

[TABE® 13 & 14 Reading, forms E, M, D, and A 17](#_Toc196465745)

[TABE® 13 & 14 Mathematics, forms E, M, D, and A 17](#_Toc196465746)

[TABE® 13 & 14 Language, forms E, M, D, and A 18](#_Toc196465747)

[TABE CLAS-E® C & D Listening, forms 1, 2, 3, and 4 18](#_Toc196465748)

[TABE CLAS-E® C & D Reading, forms 1, 2, 3, and 4 19](#_Toc196465749)

[TABE CLAS-E® C & D Writing and Speaking, forms 1, 2, 3, and 4 19](#_Toc196465750)

[Data Quality 19](#_Toc196465751)

[Test Security 20](#_Toc196465752)

[Purchasing Assessments 20](#_Toc196465753)

# Part 1: Introduction and Context

## Introduction

The Kansas Adult Education Assessment Policy provides guidance for the use of approved assessments by local Adult Education programs. These guidelines align with the requirements of the Office of Career, Technical, and Adult Education (OCTAE) and the National Reporting System (NRS). Unless otherwise specified, all guidelines detailed in the Assessment Policy apply to all Adult Education learners, including face-to-face, hybrid, and distance-education learners. The Assessment Policy describes essential testing information for Adult Basic Education (ABE), Adult Secondary Education (ASE), and English Language Acquisition (ELA) activities, including:

* The purposes and uses of assessments
* The phases of assessment
* The timing of assessments
* Testing procedures
* Guidelines for staff training
* Guidelines for accommodations
* Descriptions of each approved assessment
* Steps to ensure data quality and test security

## Overview of State Policy

Assessment is a key component of a successful Adult Education program. Quality assessment enables programs to accurately inform learners of their basic skill levels and establish specific short- and long-term goals instead of relying solely on pre-prescribed curricula. Assessments allow local programs and state agencies to monitor performance across classes and programs to determine instructor proficiency and the effectiveness of program design, curricula, and materials. Aligning assessments with NRS Educational Functioning Levels (EFLs) provides the Kansas Board of Regents (KBOR) with reliable performance data for reporting to OCTAE and for comparison with other programs and states. In Kansas, Measurable Skill Gains (MSGs) are part of the performance-based funding formula, which includes outcomes achieved through pre- and posttesting.

## Requirements and Accountability Issues

To ensure comparability of EFLs across all Kansas Adult Education programs, each program must use the standardized performance procedures defined by this policy. Failure to follow these procedures will result in the invalid determination of EFLs and produce data that are not comparable across programs, or even within the program. Programs found to be out of compliance with this policy will be placed on corrective action up to and including grant termination.

Assessments approved for use under this policy have met stringent requirements as defined by the NRS and outlined in [34 CFR Part 462](https://www.ecfr.gov/current/title-34/part-462). Approved assessments must provide results with a high degree of reliability and validity.

*Reliability* – The degree of consistency between assessments, or the likelihood that consistent results will be provided by the same test each time the assessment is administered.

*Validity* – The degree to which an assessment measures the content which it was intended to measure.

## Purposes and Uses of Assessments

The Kansas Board of Regents (KBOR) requires programs to use standardized assessments and assessment procedures to document placement, progress, and completion for the purpose of meeting state and federal reporting requirements. KBOR understands, however, that other assessments, including teacher-developed methods, can and should be used to monitor learning and provide ongoing feedback to aid improvements in instruction and learning. KBOR encourages programs to explore the use of formal and informal assessment instruments (i.e., formative and summative assessments) and to seek out professional development regarding the incorporation of all types of assessment in the Adult Education classroom.

## Phases of Assessment

### Initial Assessment

The initial assessment must include pretesting, but programs may also choose to offer other tests which elicit various kinds of information about learners (e.g., digital literacy or career interest inventories). Only pretesting with an approved assessment instrument can be used to determine the learner’s initial Educational Functioning Level (EFL). The only exception to pretesting is if the learner is in an Alternative Placement entry level (see [Alternative Placement](#_Training_and_Technical)). The pretest with an approved assessment, or the determination of an Alternative Placement entry level, must occur prior to a learner gaining participant status at 12 hours of participation.

### Ongoing Assessment

Once learners are assessed and placed in appropriate classes, ongoing assessment is critical to inform learners and teachers about their progress. Ongoing assessment may be formal (e.g., a written test) or informal (e.g., teacher observation, checklists, etc.). In addition, it is important to ensure that the assessment tools and techniques that are used are aligned with instruction and that instruction is aligned with the assessment tools. The most effective assessment processes will also include a way for learners to self-assess their progress.

Forms of assessment not included on the approved list contained in this document may be used to inform instruction or measure goals not specific to Measurable Skill Gain (MSG) type 1a (level gain from pretest to posttest) but cannot be used for the purpose of documenting MSG 1a in the state data management system.

### Posttesting to Determine MSG 1a

Programs must provide intensive instruction and follow-up assessment in the subject or subjects that best suit participant needs and will help participants in achieving educational goals. Upon posttesting, MSG 1a may be recorded in *any* subject area in which a participant advances to a higher Educational Functioning Level, regardless of the subject area used to record the participant’s initial Educational Functioning Level. The National Reporting System (NRS) does not require that learners be posttested in areas in which they have had no instruction.

## Summary

Learners must be assessed and placed into an EFL at intake or prior to achieving participant status (12 hours in Adult Education), using an approved assessment or an approved Alternative Placement process. For all learners not in an Alternative Placement entry level, programs are required to administer a Locator test at an individual’s first entry, following publisher guidelines, to determine the appropriate pretest to administer, regardless of delivery method (i.e., paper-pencil or computer-based). All learners not in an Alternative Placement entry level must take TABE® 13&14 or TABE CLAS-E® C&D, even if the learner has prior TABE® 11&12 or TABE CLAS-E A&B tests. The previous test versions cannot be used in fiscal year 2026 (July 1, 2025 – June 30, 2026). New Locators are strongly encouraged. However, for returning participants who took the previous test versions (i.e., TABE® 11&12 or CLAS-E® A&B), a new Locator might not be necessary. The local program has the discretion to decide if a new Locator is in the best interest of the learner or if previous test levels can be used to determine the best test to administer (e.g., a learner with a previous 11M might take a 13M).

Programs are required to administer posttests after sufficient instruction to all possible participants. ABE Levels 1-4 and ESL Levels 1-6 must have a minimum of 40 hours of instruction, with 50-60 hours recommended. ASE Level 5 must have a minimum of 30 hours of instruction. ASE Level 6 is not required to posttest.

Scale scores will determine a learner’s entry level; posttesting in a higher EFL will constitute an EFL gain through pre- and posttesting (MSG 1a). Approved assessments and their dates of validity are listed below by program.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Series** | **ABE** | **ASE** | **ELA** | **Approval Expiration Date** | **Approval Sunset Date** |
| TABE® 13&14 |  |  |  | 6/20/2027 | 6/30/2027 |
|  Reading\* | X | X |  |  |  |
|  Mathematics\* | X | X |  |  |  |
|  Language | X | X |  |  |  |
| TABE CLAS-E® C&D |  |  |  | 6/20/2027 | 6/30/2027 |
|  Reading\* |  |  | X |  |  |
|  Listening\* |  |  | X |  |  |
|  Writing |  |  | X |  |  |
|  Speaking |  |  | X |  |  |
| \*Required assessment |  |  |  |  |  |

## Resources for Information and Assistance

For additional information regarding NRS requirements, consult the NRS Technical Assistance Guide at <https://nrsweb.org/policy-data/nrs-ta-guide> or contact KBOR.

Questions regarding assessment requirements and procedures can be directed to Susanna Lee, Associate Director for Adult Education at the Kansas Board of Regents, slee@ksbor.org or (785) 430-4271.

# Part 2: General Assessment Requirements

## Learners to be Assessed

All learners in Kansas Adult Education programs must be assessed with the NRS-approved assessments used by the state (i.e., TABE® or TABE CLAS-E®) unless being placed in an Alternative Placement level. This applies to both face-to-face and distance-education learners. Instructions and information about remote testing are available in the Data Recognition Corporation (DRC) [Remote Testing Recommendations](http://tabetest.com/PDFs/TABE_AND_TABE_CLAS-E_REMOTE_PROCTORING.pdf).

## Timing of Assessments

Initial assessments must occur prior to a learner attaining 12 hours of participation. Early assessment provides local programs with the knowledge needed to make instructional plans, informs learners of their status to allow them to set goals, and provides for the most accurate measurement of learning gain upon posttesting.

Learning gain is measured through pre- and posttesting as defined by the NRS. Learners are initially placed into an EFL based on performance on an approved assessment. After a set number of instructional hours (described in [Testing Procedures and Guidelines](#_Testing_Procedures_and)), participants are assessed using a parallel form of the pretest assessment. If skills have improved enough to be placed in one or more EFLs higher than the initial placement, MSG 1a is recorded for the participant.

## Distance Education Proxy Hours

When determining instructional time for posttesting, all instructional hours may be counted, including in-person and virtual learning, whether synchronous or asynchronous. Synchronous distance learning includes contact hours through any telephone, video, teleconference, or online communication during which learner and program staff interact and staff can verify the learner’s identity. Asynchronous distance learning must follow the proxy-hour guidelines detailed below. Distance (proxy) hours may be based on actual clock time confirmed electronically, on teacher verification, or on learner mastery.

Proxy hours are defined as the time participants spend engaged in distance education activities, such as using distance education curricula. The hours for each activity are calculated using one of three models:

1. **Clock Time:** This model assigns contact hours based on the elapsed time a learner is connected to and engaged in an online or standalone software program that tracks time. The software must provide a mechanism to time-out or logout participants after a preset period of inactivity.
2. **Teacher Verification:** This model assigns a fixed number of hours of credit for each assignment based on the teacher’s determination of the extent to which a learner engaged in or completed the assignment. Contact hours for the teacher verification model are determined and established through a study conducted by the local program according to the following plan:
	1. Distance learning materials/resources are chosen.
	2. A sample of classes tracks how long they spend teaching the content, on a unit-by-unit basis.
	3. Average times for each unit are calculated from sample classrooms, and that time is assigned for proxy contact hours for that unit.
	4. Evaluation is conducted for each new set of educational materials added.
3. **Learner Mastery:** This model assigns a fixed number of hours of credit based on the learner’s demonstrated mastery of the content of a lesson. This model requires previous engagement by the learner on curriculum and materials related to the test. A high percentage of correct responses on the mastery test earn the credit hours attached to the material.

Hours of instruction, whether in-person or virtual hours, must be recorded in the state’s data management system no less frequently than biweekly, per state policy. Attendance is separated by class and type, including proxy clock time, proxy teacher verification, and proxy learner mastery. Programs using teacher verification or learner mastery models must maintain records in program files detailing the determination of hours of credit for each assignment or describing the percentage of correct responses for learners to demonstrate mastery.

## Overview of Assessments

Unless they indicate a desire to study in only one area, ABE/ASE learners must be assessed in Reading and Mathematics at a minimum, with Language an optional assessment. Programs should use the Test of Adult Basic Education (TABE®) 13 or 14, levels E, M, D, or A; testing level is determined by Locator scores or is based on testing levels from prior Periods of Participation. Learners who indicate the desire to study in only one area may, at the program’s discretion, be pretested in only that area. For example, a learner who has passed all but the mathematics portion of a high-school-equivalency exam and only wants to study math may be pretested in only Mathematics.

English Learners entering English Language Acquisition (ELA) classes must be assessed in Reading and Listening at a minimum, with Writing and Speaking optional assessments. Programs should use TABE Comprehensive Language Assessment System – English (CLAS-E®) Form C or D, levels 1, 2, 3, or 4; testing level is determined by Locator scores or is based on testing levels from prior Periods of Participation. Learners are pretested in multiple skill areas to provide both learners and program staff with adequate information about their basic skill levels.

## Testing Procedures and Guidelines

### Pretesting

TABE® diagnostic tests are used to determine reading, mathematics, and language levels for ABE/ASE learners, while CLAS-E® diagnostic tests are used to determine reading, listening, writing, and speaking skill levels for ELA learners. To determine the correct pretest level (E, M, D, A or 1, 2, 3, 4) local programs must administer the TABE® or CLAS-E® Locator upon the learner’s initial entry into the program. All learners entering or returning on or after July 1, 2025, must have new pretests with the new TABE® or CLAS-E® versions. New Locators for TABE® 13&14 or CLAS-E® C&D are strongly encouraged; however, programs have the option to forego a new Locator if the learner previously took TABE® 11&12 or CLAS-E® A&B and the program believes the previous test levels to still be accurate for the learner. Learners must have valid TABE® or CLAS-E® diagnostic test scores for determining initial EFL placement *prior to completion of 12 hours* of participation in an Adult Education program.

In the case of a pretest returning a non-valid score, necessitating retesting with a different level of TABE® or CLAS-E®, it may occur that the valid score in that subject area is not achieved until after the learner has participated in the Adult Education program for 12 hours. The program should make every effort to obtain valid scores prior to 12 hours of participation, but KBOR understands there may be rare exceptions in the case of non-valid scores on initial pretests. In these circumstances, programs must retest to obtain valid scores at the earliest possible opportunity.

### Initial Placement

By default, learners are placed in an initial Educational Functioning Level (EFL) in the state data management system based on the subject area of the lowest scale score. However, the program can switch to using a different subject-area assessment if the learner discloses after pretesting a desire to study a subject that is different from the subject area of the lowest scale score or if the program has reason to believe a different subject is a better measure of the learner’s initial EFL. Local program staff should avoid placing learners in classes that are either too high or too low, as doing so could have a negative impact on retention and progress.

**Note:** A learner’s initial entry level should be determined prior to the learner completing 12 hours of participation in the Adult Education program, whether by accepting the default lowest scale score or by the program determination of the appropriate level. Once the entry level is established, it must not be changed. A learner’s initial entry level can *only* be later changed in the case of data-entry error. The program should have procedures in place to check data accuracy to ensure such errors are virtually nonexistent.

### Retesting for Valid Scores

Test scores in the highest or lowest range on a test form are considered valid scores and may be used as pretests or posttests. However, the program may choose to retest with a lower or higher test level for a more accurate assessment of the learner’s skills. If retesting occurs, the program must note that the original test was replaced by a different level test.

Tests which return invalid or out-of-range scores cannot be used as pretests or posttests. For required assessments, learners must be retested with a lower test form to obtain valid scores. The valid scores will be used as pretests or posttests. If learners achieve invalid or out-of-range scores on non-required tests (e.g., TABE® Language), the program is not required to administer a different level test to obtain a valid score.

**Note:** A retest is an assessment given to replace a previous assessment in order to obtain a more accurate measure of a learner’s knowledge and abilities. It should be given as soon as possible after the inaccurate assessment, with limited instruction, if any, between. Retests must never be used to manipulate scores, levels, or EFL gains.

### Retesting Due to Failure to Complete Test

If a learner was unable to complete a test due to power outage, system failure, accidental exit, sudden illness, or another reason, refer to the DRC Test Administration Manual to determine how to proceed. In most circumstances, if not enough of the test was completed to determine the learner’s level, the alternate form of the test should be given.

### Scores in ASE Level 6 and ESL Level 6

Pretests within ASE Level 6 are not eligible for posttests in that subject. MSG 1a is not possible for ASE Level 6. Learners may posttest in subject areas in lower levels, if available. If all scores are within ASE Level 6, the learner is only eligible for ASE services if the individual does not have a secondary school diploma and needs to obtain a high school equivalency diploma.

Pretests within ESL Level 6 are eligible for posttests; to achieve MSG 1a, a posttest must score above ESL Level 6.

Pretests above ESL Level 6 are not eligible for posttests in that subject. Learners may posttest in subject areas with lower scores, if available. If all pretests score above ESL Level 6, the learner is not eligible for ELA services. The learner may be retested with ABE/ASE diagnostic assessments if the learner wishes to receive ABE/ASE services. This learner’s Educational Functioning Level will be determined by valid scores on the ABE/ASE assessment. It is understood that due to the quantity of testing, it might not be possible to achieve a valid score on an ABE/ASE assessment prior the learner reaching 12 hours with the program. The program should administer the new pretests to obtain valid scores as early as possible.

### Pretesting for Learners in Second Periods of Participation (PoPs)

All learners entering or returning on or after July 1, 2025, must have TABE® 13&14 or CLAS-E® C&D diagnostic pretests. Learners who initially enter and then exit the program (absent from the program for at least 90 days) are in a new Period of Participation (PoP).

If the learner does not have valid TABE® 13&14 or CLAS-E® C&D diagnostic scores, tests must be administered. A Locator should be administered unless the program believes the levels of previous tests (i.e., TABE® 11&12 or CLAS-E® A&B) are still accurate.

If the learner has valid TABE® 13&14 or CLAS-E® C&D diagnostic scores within the fiscal year, these may be used as pretests for the new Period of Participation (PoP).

If the participant had enough hours in the first PoP to posttest but did not take a posttest, the pretest in the second PoP can be used as a posttest for the first PoP.

If the participant did not have enough hours in the first PoP to posttest but was close to the required number of hours (within 12 hours), the learner may be pretested in the second PoP just before or immediately upon reaching 12 hours. The hours for the first PoP and second PoP combined meet the required test hours, so the assessment can be used as a pretest for the second PoP and a posttest for the first PoP.

### Educational Functioning Levels

A learner’s Educational Functioning Level is determined by scale scores on one or more pretests. The NRS benchmarks for TABE® 13&14 and CLAS-E® C&D are listed in the table below. Descriptions of each Educational Functioning Level are available in Appendix B of the NRS Technical Assistance Guide at <https://nrsweb.org/sites/default/files/NRS-TA-Guide-Nov-2024-508.pdf>.

|  |  |  |
| --- | --- | --- |
| **Educational Functioning Levels for ABE/ASE** | **Assessment** | **Scale Scores** |
| ABE Level 1: Beginning ABE Literacy  | TABE® 13&14 | Reading: 300-441Mathematics: 300-448Language: 300-457 |
| ABE Level 2: Beginning Basic Education  | TABE® 13&14 | Reading: 442-500Mathematics: 449-495Language: 458-510 |
| ABE Level 3: Low Intermediate Basic Education | TABE® 13&14 | Reading: 501-535Mathematics: 496-536Language: 511-546 |
| ABE Level 4: High/Middle Intermediate Basic Education | TABE® 13&14 | Reading: 536-575Mathematics: 537-595Language: 547-583 |
| ASE Level 5: Low Adult Secondary Education | TABE® 13&14 | Reading: 576-616Mathematics: 596-656Language: 584-630 |
| ASE Level 6: High Adult Secondary Education | TABE® 13&14 | Reading: 617-800Mathematics: 657-800Language: 631-800 |
| **Educational Functioning Levels for ELA** | **Assessment** | **Scale Scores** |
| ESL Level 1: Beginning ESL Literacy | CLAS-E® C&D | Listening: 200-348Reading: 200-354Writing: 210-384Speaking: 170-338 |
| ESL Level 2: Low Beginning ESL | CLAS-E® C&D | Listening: 349-389Reading: 355-388Writing: 385-414Speaking: 339-402 |
| ESL Level 3: High Beginning ESL | CLAS-E® C&D | Listening: 390-427Reading 389-427Writing: 415-437Speaking: 403-436 |
| ESL Level 4: Low Intermediate ESL | CLAS-E® C&D | Listening: 428-457Reading: 428-448Writing: 438-461Speaking: 437-475 |
| ESL Level 5: High Intermediate ESL | CLAS-E® C&D | Listening: 458-488Reading: 449-487Writing: 462-500Speaking: 476-542 |
| ESL Level 6: Advanced ESL | CLAS-E® C&D | Listening: 489-620Reading: 488-580Writing: 501-670Speaking: 543-670Exit from ESL Level 6:Listening: 533Reading: 527Writing: 536Speaking 568 |

### Posttesting and Participant Progress

Posttesting is a key method for demonstrating EFL gains and must be conducted regularly. Programs must carefully track participant attendance to determine when to administer one or more posttests. Testing security and procedures must follow the same stringent requirements as pretesting, and posttest scores should be entered in the state data management system promptly. MSG 1a will automatically be calculated when indicated by the posttest scale scores entered.

Random and frequent testing is discouraged as it will not present valid gains and could create a practice effect, thus producing questionable or spurious scores. While programs can use posttests in multiple subjects to measure participant progress or can measure continued progress with additional posttests after each period of sufficient instruction, only one MSG per Period of Participation (PoP) is federally reportable. Programs are encouraged to use alternate formative or summative assessments to measure participant progress for the purposes of improving instruction and learning in a PoP after MSG 1a has been achieved.

#### Posttest Forms

TABE® and CLAS-E® provide alternate test forms and multiple test levels for posttesting. Options for posttesting include:

* Using the alternate form of the same level test (e.g., 13M and 14M, or 2C and 2D)
* Using the next higher level of either the same or alternate form of the test when the learner has pretested near the top of the placement level (e.g., 13M and 13D, or 2C and 3D)

KBOR strongly recommends using different test forms for each subsequent testing instance. For example, the program might administer 13M, followed by 14M, followed by 13D or 13M again. Similarly, the program could administer 2C, followed by 2D, followed by 2C or 3C.

Using the same form twice in a row is not best practice but is allowable if circumstances necessitate and only if the participant has an absolute minimum of six (6) months or 60 hours of instruction, with 80 hours preferred, between uses of the same test form.

DRC provides a “Next Level to Assign” chart for TABE® and CLAS-E®, which will be helpful in determining the best level of a learner’s next test.

#### Posttest Guidelines

Publisher guidelines set a minimum of 40 hours of instruction prior to posttesting for ABE Levels 1-4, a minimum of 30 hours of instruction prior to posttesting for ASE Level 5, and a minimum of 40 hours of instruction prior to posttesting for ESL Levels 1-6. KBOR recommends posttesting after 50-60 hours of instruction, but posttesting earlier while still following publisher guidelines is acceptable, especially for participants indicating they are exiting the program. Posttesting after more than 60 hours of instruction is also acceptable if this timing better supports the design of a class session and the program has reasonable confidence in capturing the needed posttests at that later time. Programs are expected to posttests as many participants as possible who have the goal of achieving MSG 1a (level gain from pretest to posttest).

**Note:** Participants should not be posttested in subject areas in which the pretest was in the ASE Level 6 range or above the ESL Level 6 range. Posttesting should occur in other subjects, if possible. If all pretests were in ASE Level 6, MSG 1a is not possible. The participant should focus on other possible Measurable Skill Gains (MSGs).

## Alternative Placement

Kansas Adult Education providers have the option to use Alternative ABE Placement or Alternative ESL Placement as the entry level for learners meeting program-defined requirements. Pre-approved usages of Alternative Placement, along with possible methods of learner entry qualification, will be shared by the state. For any other usages, programs must submit the Alternative Placement plan to the state, which will include entry requirements, services, and Measurable Skill Gain (MSG) goals.

The method of determining Alternative Placement might be an assessment other than TABE® 13&14 or TABE CLAS-E® C&D, or the method might be pre-determined qualifications or learner characteristics. Adult Education providers might choose not to use Alternative Placement, might choose to use a single method of Alternative Placement with one group of learners, or might choose to use multiple methods of Alternative Placement with different groups of learners.

All learners, whether in one of the traditional entry levels or in an Alternative Placement level, must achieve 12 or more hours with the program to be considered a participant for reporting purposes. As with all learners, after the entry level is determined for an individual, that individual will remain in the entry level for reporting for the entire fiscal year.

The use of Alternative Placement must be tracked. “Alternative ABE Placement” or “Alternative ESL Placement” will be marked in the Kansas Adult Education data management system for each learner entering with one of these methods. Alternative Placement *only* removes the requirement to administer the TABE® 13&14 or TABE CLAS-E® C&D and does not change any other entry requirements, such as completing enrollment forms and signing appropriate releases.

Adult Education providers must carefully consider if and how Alternative Placement will benefit learners in meeting their goals and how services will support participants in achieving Measurable Skill Gains (MSGs) other than MSG 1a (level gain from pretest to posttest) within the time remaining in the fiscal year. For example, this might mean some Alternative Placement methods are not used during the last quarter of the fiscal year.

The goal of participants in Alternative ABE Placement or Alternative ESL Placement is to achieve one or more MSGs other than MSG 1a (level gain from pretest to posttest). These participants will not take TABE® 13&14 or TABE CLAS-E® C&D. The rare exceptions for Alternative Placement participants taking TABE® or TABE CLAS-E® are listed below. These exceptions must occur very infrequently.

* Changing to traditional leveling with TABE® 13&14 or TABE CLAS-E® C&D **within one (1) week of the learner’s entry** and **before the learner reaches 12 hours with the program.**
	+ The program initially intended to use the Alternative Placement level but quickly discovered the learner would be better served in ABE/ASE Levels 1 – 6 or ESL Levels 1 – 6 and immediately administered the approved assessments.
	+ *Example Use Case: To enter learners in Alternative ABE Placement, the Adult Education program gives the GED Ready® to learners who have completed tenth grade or higher within the past five years, with the intention to achieve MSG 1d (passing a GED® subtest) or MSG 2 (earning the high school equivalency diploma). Most of these identified learners score in a range on the GED Ready® indicating the need to study only a few concepts or to review for a relatively short time. However, the program finds a learner scoring well below the desired range on the GED Ready® and determines the learner will be better served in an ABE class. Within the same week, the program administers TABE® 13&14 and uses the scores to determine that the learner is best placed in ABE Level 2.*
* Using TABE® 13&14 or TABE CLAS-E® C&D for Alternative Placement participants to earn MSG 1a (level gain from pretest to posttest).
	+ In this case, the pretest might not be within the participant’s first 12 hours but must be as early as possible. The participant must then achieve the required number of hours before posttesting.
	+ This participant’s level is Alternative Placement for the entire fiscal year, but the participant can still achieve MSG 1a with a level gain.
	+ *Example Use Case: Learners in a workplace literacy class are entered in Alternative ESL Placement based on written qualifications determined by the Adult Education program and the employer, with the intention to achieve MSG 4 (employer milestones). Near the end of the short-term class, it is determined that one of the participants will be unable to achieve the described milestones and would benefit from a longer English Language Acquisition (ELA) class. The program can administer TABE CLAS-E® C&D and then, after the participant has engaged in the ELA class for at least the minimum number of hours, administer a posttest to try to achieve a level gain (MSG 1a).*
	+ *NOTE: If the participant achieves MSG 4 but wishes to join a longer ELA class at the conclusion of the workplace literacy class, TABE CLAS-E® C&D is not necessary for MSG purposes within that Period of Participation within that fiscal year because the participant has already achieved MSG 4. Optionally, TABE CLAS-E® C&D can be administered to determine the best ELA class level for the participant, if needed.*

## Training and Technical Assistance

### Training for Administering Assessments

To ensure reliable testing results, every person who administers a TABE® or CLAS-E® assessment, scores a TABE® or CLAS-E® assessment, and/or reports scores must use appropriate testing protocol.

* All test administrators must use the Test Administration Manual each time they administer any TABE® or CLAS-E® tests.
* Local program directors must monitor testing practices closely to confirm that correct procedure is followed.
* All testing staff are strongly encouraged to engage in free certification training at <https://tabetest.com>.
* Reference videos are also available in the DRC Insight portal.
* Testing staff should engage in refresher training as often as needed.

### Other Test Administration Considerations

* Every test must be administered in a testing environment that is designed to elicit learners’ best efforts, (e.g., adequate space, appropriate furniture, good lighting, no interruptions, no distracting sounds).
* Appropriate accommodations must be provided for learners with disabilities. (See [Guidelines for Accommodations](#_Guidelines_for_Accommodations) for more information.)

### Additional Training

* New staff involved in data collection, data entry, and/or testing are encouraged to complete the following two (2) trainings from the National Reporting System (NRS) within the first six (6) months of hire:
	+ NRS Data Use Guide Training
	+ Using NRS Data
* Local program directors must participate in annualface-to-face and/or webinar-based training provided by KBOR staff. Topics include:
	+ State assessment policies and procedures, including best practices
	+ NRS policy, accountability policies, and data collection process
	+ Definitions of outcome measures
* Local program directors must ensure that current staff receive annualtraining on data collection, reporting, and analysis; federal and state policies; and outcome measures.
* Local programs may request additional training from KBOR at any time.
* Documentation of completed staff training must be kept in each staff member’s professional development file.

## Guidelines for Accommodations

Local programs must adhere to legislation which addresses testing accommodations for learners with disabilities, including Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act of 2004, the Every Student Succeeds Act of 2015, and the Americans with Disabilities Act reauthorized in 2008.

### Local Program Requirements

* Test administrators must consider the individual needs of the learner when providing accommodations.
* The responsibility of fulfilling learner’s requests for accommodations is that of the local program, not the Kansas Board of Regents (KBOR) or the assessment publisher.
* Test administrators must follow publisher guidelines.
* The program administering the test must provide any necessary accommodations at no cost to learners.
* When a learner informs the program of a physical, learning, or other disability, the program must document the type of disability, evidence or documentation of the disability, and strategies or accommodations provided.
* The program administering the test must maintain documentation of accommodations in the learner’s permanent file.
* If documentation beyond self-reporting is needed, the program may assist the learner in determining which documentation, if any, is needed, and in connecting learners to local service providers.
* The program may provide certain accommodations upon request without documentation from the learner. Categories of accommodations may be found in [Accommodations in Standardized Testing](#_Accommodations_in_Standardized).

### Adult Learner Requirements

* Adult learners with a disability must self-identify.
* Adult learners with disabilities are responsible for providing information to the program to collaboratively determine best strategies and accommodations for testing and instruction.
* If the disability is not self-evident (e.g., amputation, blindness) and the learner is requesting specific accommodations, the adult learner is responsible for obtaining and providing any necessary documentation regarding the disability, which may include a medical doctor’s report, a diagnostic assessment report from a certified professional, an Individual Education Plan (IEP), records from learners previously served under the Individuals with Disabilities Education Act (IDEA), and/or a report from Vocational Rehabilitation or other services.

### Accommodations in Standardized Testing

Local test administrators may provide accommodations in testing procedures or environment, as detailed in this section, without contacting KBOR or the assessment publisher. Below are examples of accommodations that can be provided, as needed, for individuals with disabilities.

#### Category 1 Accommodations

Accommodations in Category 1 are not expected to influence tester performance or to alter interpretation of test scores. These accommodations may be provided to any learner upon request. Programs may refer to [TABE Guidelines to Inclusive Testing](https://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf) for more information.

* Presentation
* Use visual magnifying equipment
* Use a large-print edition of the test
* Use audio amplification equipment
* Use markers to maintain place
* Response
	+ Mark responses in test booklet
	+ Mark responses on large-print answer document
	+ For selected-response items, indicate responses to a scribe
	+ Record responses (except for constructed-response writing tests)
	+ For selected-response items, use sign language to indicate response
	+ Use a computer, braille writer, or another machine (e.g., communication board) to respond
	+ Indicate response with other communication devices (e.g., speech synthesizer)
	+ Use a template to maintain place for responding
* Setting
	+ Take the test alone or in a study carrel
	+ Take the test with a small group or different class
	+ Take the test at home or in a care facility (e.g., hospital), with supervision
	+ Use adaptive furniture
	+ Use special lighting and/or acoustics
* Timing/Scheduling
	+ Take more breaks that do not result in extra time for testing or opportunity to study information in a test already begun
	+ Have flexible scheduling (e.g., time of day, days between sessions) that does not result in extra time for testing or opportunity to study information in a test already begun

#### Category 2 Accommodations

Accommodations in Category 2 may influence tester performance or alter interpretation of test scores. These accommodations may be provided to learners upon request, after the program and learner have collaboratively completed documentation of disability. The program may, at the discretion of the program director or designee, provide testing accommodations in this category prior to outside documentation (e.g., medical doctor’s report, diagnostic report from a certified professional, IEP) if such documentation will not be available prior to the learner reaching 12 hours of participation with the program.

Accommodations in this category must be documented in the state data management system. Programs may refer to [TABE Guidelines to Inclusive Testing](https://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf) for more information.

* Presentation
	+ Have directions read aloud
	+ Use a recording of directions
	+ Have directions presented through sign language
	+ Use directions that have been marked with highlighting
	+ Have stimulus material, questions, and/or answer choices read aloud, except for a reading comprehension test
	+ Use a recording for stimulus material, questions, and/or answer choices, except for a reading comprehension test
	+ Have stimulus material, questions, and/or answer choices presented through sign language, except for a reading comprehension test
	+ Use communication devices (e.g., text-talk converter), except for a reading comprehension test
	+ Have computer presentation of a test that is not otherwise available for computer presentation
	+ Use a calculator or arithmetic tables, except for a mathematics computation test
* Response
	+ Use graph paper to align work
	+ Use a spell checker, except with a test for which spelling will be scored
	+ For constructed-response items, indicate responses to a scribe, except for a writing test
* Timing/Scheduling
	+ Use extra time for any timed test
	+ Take more breaks (Note: breaks may result in extra time for any timed test)
	+ Extend the timed section of a test over more than one day, even if extra time does not result
	+ Have flexible scheduling that results in extra time

#### Category 3 Accommodations

Accommodations in Category 3 are likely to influence tester performance, alter interpretation of test scores, or change what is measured on an assessment. These accommodations may be provided to learners when the program receives documentation (e.g., medical doctor’s report, diagnostic report from a certified professional, IEP) indicating such accommodations are needed. Accommodations in this category must be documented in the state data management system. Programs may refer to [TABE Guidelines to Inclusive Testing](https://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf) for more information.

* Presentation
	+ Use Braille or other tactile form of print
	+ On a reading comprehension test, have stimulus material, questions, and/or answer choices presented through sign language
	+ On a reading comprehension test, use a text-talk converter
	+ On a reading comprehension test, use a recording of stimulus material, questions, and/or answer choices
	+ Have directions, stimulus material, questions, and/or answer choices paraphrased
	+ For a mathematics computation test, use a calculator or arithmetic tables that change the construct being measured
	+ Use a dictionary, where language conventions are assessed
* Response
	+ For a constructed-response writing test, indicate responses to a scribe
	+ For a test for which writing will be scored, use a spell checker
	+ Use a dictionary to look up words on a writing test

### Special Test Forms

DRC has special-edition test forms available to use with learners with disabilities, when needed. Local programs needing these editions may work with KBOR to order these forms.

* TABE® 13&14 Large Print
* TABE® 13&14 Braille
* TABE® 13&14 Audio Edition
* CLAS-E® Large Print

# Part 3: Guidelines for Each Assessment

Test administration must follow publisher guidelines. Only assessments currently approved for use by the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) and KBOR may be used to determine Educational Functioning Levels (EFLs) and measure MSG 1a (level gain from pretest to posttest). Programs must ensure that publisher assessment protocols are followed and that the assessment policies and standard operating procedures described in this guide are fully implemented.

## Approved Assessments

In this section, each assessment approved for use in Kansas Adult Education is described. Information included for each assessment:

* The learners for whom the assessment is appropriate
* The alternate forms available for pre- and posttesting
* When a Locator must be administered
* Training requirements for administering the assessment

### TABE® 13 & 14 Reading, forms E, M, D, and A

TABE® Reading is required for ABE/ASE learners, except in the case of learners studying in only non-reading subject areas (e.g., math). A Locator must be given prior to the pretest the first time a learner tests; the Locator may be given at the program’s discretion prior to pretests given to returning participants who have been absent for a significant period of time. Pretests must be completed prior to the learner reaching 12 hours of participation with the program. Posttesting should occur after sufficient instruction, but a posttest in Reading is not required if a learner studies and posttests in another subject. A posttest in a higher EFL from the pretest constitutes MSG 1a. See [Posttesting and Participant Progress](#_Posttesting_and_Participant) for more information.

Reading may be used to determine a learner’s entry level, based on NRS benchmarks. See [Educational Functioning Levels](#_Educational_Functioning_Levels) for more information. When leveling a learner based on a Reading score, a valid Reading test score must be entered in the state data management system. If the learner’s test score is not in the valid range, an additional Reading test must be administered for the learner to achieve a valid diagnostic test score. Exception: When a learner’s skills are too limited to achieve a valid diagnostic test score on the lowest level Reading test, follow directions provided for entering the information in the state data management system.

Program staff administering, scoring, or reporting scores must have completed the appropriate training. See [Training and Technical Assistance](#_Training_and_Technical) for more information.

### TABE® 13 & 14 Mathematics, forms E, M, D, and A

TABE® Mathematics is required for ABE/ASE learners, except in the case of learners studying in only non-math subject areas (e.g., reading). A Locator must be given prior to the pretest the first time a learner tests; the Locator may be given at the program’s discretion prior to pretests given to returning participants who have been absent for a significant period of time. Pretests must be completed prior to the learner reaching 12 hours of participation with the program. Posttesting should occur after sufficient instruction, but a posttest in Mathematics is not required if a learner studies and posttests in another subject. A posttest in a higher EFL from the pretest constitutes MSG 1a. See [Posttesting and Participant Progress](#_Posttesting_and_Participant) for more information.

Mathematics may be used to determine a learner’s entry level, based on NRS benchmarks. See [Educational Functioning Levels](#_Educational_Functioning_Levels) for more information. When leveling a learner based on a Mathematics score, a valid Mathematics test score must be entered in the state data management system. If the learner’s test score is not in the valid range, an additional Mathematics test must be administered for the learner to achieve a valid diagnostic test score. Exception: When a learner’s skills are too limited to achieve a valid diagnostic test score on the lowest level Mathematics test, follow directions provided for entering the information in the state data management system.

Program staff administering, scoring, or reporting scores must have completed the appropriate training. See [Training and Technical Assistance](#_Training_and_Technical) for more information.

### TABE® 13 & 14 Language, forms E, M, D, and A

TABE® Language is optional for ABE/ASE learners. A Locator must be given prior to the pretest the first time a learner tests; the Locator may be given at the program’s discretion prior to pretests given to returning participants who have been absent for a significant period of time. Pretests must be completed prior to the learner reaching 12 hours of participation with the program. Posttesting should occur after sufficient instruction, but a posttest in Language is not required if a learner studies and posttests in another subject. A posttest in a higher EFL from the pretest constitutes MSG 1a. See [Posttesting and Participant Progress](#_Posttesting_and_Participant) for more information.

TABE® Language may be used to determine a learner’s entry level, based on NRS benchmarks, but cannot be a learner’s only pretest. See [Educational Functioning Levels](#_Educational_Functioning_Levels) for more information. When leveling a learner based on a Language score, a valid Language score must be entered in the state data management system. If the learner’s test score is not in the valid range, an additional Language test must be administered for the learner to achieve a valid diagnostic test score, if Language will be used to determine the learner’s Educational Functioning Level. In the case of a learner’s skills being too low to achieve valid diagnostic test scores on Reading and Mathematics, it is not recommended to administer the Language test unless the program has reason to believe the learner has higher skill levels in this area.

Program staff administering, scoring, or reporting scores must have completed the appropriate training. See [Training and Technical Assistance](#_Training_and_Technical) for more information.

### TABE CLAS-E® C & D Listening, forms 1, 2, 3, and 4

CLAS-E® Listening is required for ELA learners, except in the rare case of learners studying in only non-listening subject areas (e.g., reading). A Locator must be given prior to the pretest the first time a learner tests; the Locator may be given at the program’s discretion prior to pretests given to returning participants who have been absent for a significant period of time. Pretests must be completed prior to the learner reaching 12 hours of participation with the program. Posttesting should occur after sufficient instruction, but a posttest in Listening is not required if a learner studies and posttests in another subject. A posttest in a higher EFL from the pretest constitutes MSG 1a. See [Posttesting and Participant Progress](#_Posttesting_and_Participant) for more information.

Listening may be used to determine a learner’s entry level, based on NRS benchmarks. See [Educational Functioning Levels](#_Educational_Functioning_Levels) for more information. When leveling a learner based on a Listening score, a valid Listening test score must be entered in the state data management system. If the learner’s test score is not in the valid range, an additional Listening test must be administered for the learner to achieve a valid diagnostic test score. Exception: When a learner’s skills are too limited to achieve a valid diagnostic test score on the lowest level Listening test, follow directions provided for entering the information in the state data management system.

Program staff administering, scoring, or reporting scores must have completed the appropriate training. See [Training and Technical Assistance](#_Training_and_Technical) for more information.

### TABE CLAS-E® C & D Reading, forms 1, 2, 3, and 4

CLAS-E® Reading is required for ELA learners, except in the rare case of learners studying in only non-reading subject areas (e.g., listening). A Locator must be given prior to the pretest the first time a learner tests; the Locator may be given at the program’s discretion prior to pretests given to returning participants who have been absent for a significant period of time. Pretests must be completed prior to the learner reaching 12 hours of participation with the program. Posttesting should occur after sufficient instruction, but a posttest in Reading is not required if a learner studies and posttests in another subject. A posttest in a higher EFL from the pretest constitutes MSG 1a. See [Posttesting and Participant Progress](#_Posttesting_and_Participant) for more information.

Reading may be used to determine a learner’s entry level, based on NRS benchmarks. See [Educational Functioning Levels](#_Educational_Functioning_Levels) for more information. When leveling a learner based on a Reading score, a valid Reading test score must be entered in the state data management system. If the learner’s test score is not in the valid range, an additional Reading test must be administered for the learner to achieve a valid diagnostic test score. Exception: When a learner’s skills are too limited to achieve a valid diagnostic test score on the lowest level Reading test, follow directions provided for entering the information in the state data management system.

Program staff administering, scoring, or reporting scores must have completed the appropriate training. See [Training and Technical Assistance](#_Training_and_Technical) for more information.

### TABE CLAS-E® C & D Writing and Speaking, forms 1, 2, 3, and 4

CLAS-E® Writing and Speaking are optional for ELA learners. A Locator must be given prior to the pretest the first time a learner tests; the Locator may be given at the program’s discretion prior to pretests given to returning participants who have been absent for a significant period of time. Pretests must be completed prior to the learner reaching 12 hours of participation with the program. Posttesting should occur after sufficient instruction, but a posttest in Writing or Speaking is not required if a learner studies and posttests in another subject. A posttest in a higher EFL from the pretest constitutes MSG 1a. See [Posttesting and Participant Progress](#_Posttesting_and_Participant) for more information.

Writing or Speaking may be used to determine a learner’s entry level, based on NRS benchmarks, but cannot be a learner’s only pretest(s). See [Educational Functioning Levels](#_Educational_Functioning_Levels) for more information. When leveling a learner based on a Writing or Speaking score, a valid Writing or Speaking score must be entered in the state data management system. If the learner’s test score is not in the valid range, an additional Writing or Speaking test must be administered for the learner to achieve a valid diagnostic test score, if Writing or Speaking will be used to determine the learner’s Educational Functioning Level. In the case of a learner’s skills being too low to achieve valid diagnostic test scores on Reading and Listening, it is not recommended to administer the Writing or Speaking tests unless the program has reason to believe the learner has higher skill levels in these areas.

Program staff administering, scoring, or reporting scores must have completed the appropriate training. See [Training and Technical Assistance](#_Training_and_Technical) for more information.

## Data Quality

The quality of a program’s data is directly linked to the program’s commitment to adhering to testing policies and procedures. Scoring tests accurately and reporting accurate and valid test scores is essential.

* For every learner, all test scores, test forms and levels, and testing dates must be entered in the state data management system.
* A program must never manipulate test scores to achieve learning gains that do not accurately reflect each learner’s EFL and progress in areas in which the participant is working.
* Information about accommodations provided to learners with disabilities during testing must be maintained in the learner’s permanent files.
* Programs must maintain proper documentation (electronic or paper) of all information entered in the state data management system for a minimum of three (3) years plus the current year, with five (5) years plus the current year recommended.
* All pre-and posttest scores must be entered in the state data management system within two (2) weeks of testing, at most. Delayed data entry can create issues with accuracy and reporting which can, in some cases, result in programs experiencing lower enrollment count, lower outcome count, and decreased efficiency in serving learners. These issues include, but are not limited to:
	+ Missing information not previously noticed, which can be challenging to collect at a later date
	+ Lack of awareness of the need for an assessment or knowledge of the correct assessment
	+ Inaccurate or incomplete reports when reports are due prior to data entry
* Local programs will regularly check the accuracy of data in the state data management system. Local program directors will submit required reports to KBOR per the schedule shared with programs. The state will review and verify local program data.
* To review individual learner testing information for every program, KBOR staff reviews testing information for 25% of local programs every quarter.

## Test Security

Test security is an essential component of standardized testing. All testing materials must be maintained in a secure area (e.g., locked cabinets inside a room or office only accessible to authorized personnel). Learners must never have unrestricted access to testing materials. At the conclusion of testing, the test administrator must verify that all materials have been returned.

No individual, workgroup, committee, team, or program may teach or prepare learners to answer specific questions that appear on any TABE® or CLAS-E® test. Instructors may not review specific test items with learners when discussing test results nor include actual test items or slightly revised test items in any instructional materials.

## Purchasing Assessments

The Kansas Board of Regents has made TABE® 13&14 and TABE CLAS-E® Online and Offline available to all Kansas Adult Education programs at no cost to the program. Programs are permitted to purchase paper-based testing supplies if needed and should work with KBOR to receive a 15% discount off the cost of such materials. KBOR will not assume the cost of paper-pencil assessments except under extenuating circumstances (e.g., purchasing the TABE® 13&14 Braille edition for visually impaired learners).