

**Policies on Learner Assessment and Distance  
Education  
2017**

## KANSAS POLICIES ON LEARNER ASSESSMENT

This policy addresses background to and specific requirements of the assessment process for Kansas Board of Regents (Kansas Regents) Adult Education.

Quality assessment plays a major role in the following activities:

- Learners are accurately informed about their basic skill level(s);
- Learners are better equipped to determine appropriate short- and long-term goals;
- Instruction focuses on learners' identified needs instead of relying solely on pre-determined curricula;
- Learners and programs monitor progress toward goals;
- Learners and programs are better equipped to identify other factors that impact progress;
- Programs are accurately informed about learners' basic skill levels;
- Programs are better equipped to determine effectiveness of program design, instructors' proficiency, curricula and materials;
- Programs are able to inform stakeholders about learners' outcomes; and
- Programs have more accurate data on which to make decisions.

The assessment policies and procedures included in this document are designed to ensure that adult education programs in Kansas meet the following requirements of the National Reporting System (NRS):

- Use of state-wide standardized assessments with parallel forms of pre and posttests to determine educational gain of participants;
- Use of standardized assessments that have a high degree of *reliability* (consistency of the test or the same level of test forms to provide the same score or nearly the same score in a test/retest situation) and a high degree of *validity* (the degree to which the test actually assesses what it is designed to assess);
- Use of consistent and appropriate testing protocols to ensure standardized administration and to ensure quality data; and
- Use of data to promote continuous improvement of local programs.

### GENERAL ASSESSMENT REQUIREMENTS

Kansas Regents Adult Education is committed to the use of quality assessment for determining learners' entry levels and educational gains. Only assessments currently approved for use by the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) and Kansas Regents Adult Education may be used to determine educational functioning level (EFL) and educational gains.

These assessments are listed below.

Test of Adult Basic Education (TABE) Survey or Complete Battery

TABE 9 and 10 Reading

TABE 9 and 10 Total Mathematics (Mathematics Computation and Applied Mathematics)

## TABE 9 and 10 Language

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

TABE CLAS-E A and B Listening

TABE CLAS-E A and B Writing

TABE CLAS-E A and B Reading

Programs must ensure that publisher assessment protocols are followed and that the assessment policies and standard operating procedures described below are fully implemented.

### Initial Assessment/Program Placement

Learners are placed in an initial Educational Functioning Level (EFL) in PABLO, the Kansas Regents Adult Education statewide information management system, based on the lowest diagnostic pretest score in an area in which the learner identifies a desire to study.

- TABE diagnostic tests are used to determine reading, mathematics, and language skill levels for ABE/ASE learners. The CLAS-E diagnostic tests are used to determine reading, writing, and listening skill levels for ESL learners.
- Programs must administer the TABE or CLAS-E Locator to identify the appropriate diagnostic pretest level (A, D, M, or E, or 1, 2, 3, or 4).
- The TABE Locator may be used for Accelerating Opportunity students. However, if the student has taken the COMPASS test for entry into a college program, the COMPASS/TABE crosswalk can be used, instead of the TABE Locator, to determine the appropriate level for diagnostic testing. (See the COMPASS/TABE crosswalk) At no time may a COMPASS score be used to determine the entry EFL or EFL completion.
- Learners must have valid TABE or CLAS-E diagnostic test score(s) for determining EFL *prior to completion of twelve hours* of participation in an adult education program.
  - If learners are continuing from the previous fiscal year, TABE or CLAS-E scores from tests administered in the previous fiscal year, but *within 90* days of the first date of instruction in the current fiscal year, may be used to determine EFL.
  - If learners are continuing from the previous fiscal year, TABE or CLAS-E scores from tests administered more than 90 days before the first date of instruction in the current fiscal year *may not* be used to determine EFL. An alternative version of the latest test(s) on which a valid score was achieved should be administered to determine EFL.
- Unless they indicate a desire to study in only one area, ABE/ASE learners must be assessed in reading and mathematics at a minimum using either the TABE Survey or Complete Battery, Form 9 or 10, levels E, M, D, or A (as determined by Locator scores). Learners who indicate the desire to study in only one area may be pretested in only that area. For example, a learner who states that he has passed all but the mathematics portion of a high school equivalency exam and only wants to study mathematics could be pretested only in mathematics.

- If, after pretesting, learners disclose the desire to study in only one subject and that subject is different from the PABLO-assigned EFL, the EFL can be overridden. Override the EFL shown in the “Suggested” field in PABLO by entering the EFL based on the subject in which the learner desires to study in the “Entered” field on the “Current Tests” page. If an override is entered the reason must be documented in the “Notes” field on the same page.
- ESL learners must be assessed at a minimum in reading and listening using CLAS-E, Form A or B, levels 1, 2, 3, or 4 (as determined by Locator scores). Learners are pretested in multiple skill areas in order to provide them and the program staff with adequate information about their basic skills levels.
- Learners’ NRS EFL is determined by the lowest diagnostic pretest scale score. Scale scores must be entered into PABLO within two weeks of testing. PABLO automatically calculates the educational functioning level based on the lowest diagnostic pretest scale score.
- **Reading:** When leveling a learner based on a reading score, a valid TABE or CLAS-E Reading test score must be entered in the “Current Tests” page of PABLO. If the learner’s test score is not in the valid range, an additional TABE or CLAS-E Reading test must be administered (either at a lower or higher level, depending on whether the invalid test score was at the upper or lower end of the scale score) in order for the learner to achieve a valid diagnostic test score.

Exception: When a learner’s reading skills are so limited that he/she cannot achieve a valid diagnostic test score on the lowest level TABE or CLAS-E Reading test, a score of 0 may be entered as the reading score in the “Current Tests” page of PABLO. A score of 0 may only be entered if the lowest level test was administered and a valid score could not be achieved. The test form on which an invalid score was achieved and the date of testing must be entered in the “Notes” field on the “Current Tests” page of PABLO.

- **Mathematics:** When leveling a learner based on a mathematics score, a valid TABE Total Mathematics test score must be entered into the “Current Tests” page of PABLO. If the learner’s test score is not in the valid range, an additional TABE Total Mathematics test must be administered (either at a lower or higher level, depending on whether the invalid test score was at the upper or lower end of the scale score) in order for the learner to achieve a valid diagnostic test score.

Exception: When a learner’s mathematics skills are so limited that he/she cannot achieve a valid diagnostic test score on the lowest level TABE Total Mathematics test, a score of 0 may be entered as the mathematics score in the “Current Tests” page of PABLO. A score of 0 may only be entered if the lowest level test was administered and a valid score could not be achieved. The test form on which an invalid score was achieved and the date of testing must be entered in the “Notes” field on the “Current Tests” page of PABLO.

- **Listening:** When leveling a learner based on a listening score, a valid CLAS-E Listening test score must be entered. If the learner’s test score is not in the valid range, an additional CLAS-E Listening test must be administered (either at a lower or higher level, depending on whether the invalid test score was at the upper or lower end of the scale score) in order for the learner to achieve a valid diagnostic test score.

Exception: When a learner's listening skills are so limited that he/she cannot achieve a valid diagnostic test score on the lowest level CLAS-E Listening test, a score of 0 may be entered as the listening score in the "Current Tests" page of PABLO. A score of 0 may only be entered if the lowest level test was administered and a valid score could not be achieved. The test form on which an invalid score was achieved and the date of testing must be entered in the "Notes" field on the "Current Tests" page of PABLO.

- **Language or Writing:** When leveling a learner based on writing or language, a valid score derived from the TABE or CLAS-E must be entered.
- CTB/McGraw-Hill does not specify the length of time a pretest is valid. Learners who "stop out", for 180 days or more, **must** be pretested upon return to the program. 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, therefore they must carefully evaluate factors which could affect learners' basic skill needs in deciding whether to administer new pretests to students who have stopped out more than 90 days, but less than 180 days.

### Posttests/Program Progress

PABLO will automatically generate a level gain when indicated by the posttest scale scores entered.

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
- Using the next higher level of either the same or the alternate form of the test *only when the learner has pretested near the top of the lower level*
- Using the same form as the pretest *if there is at least 180 days between testing or 120 hours or more of instruction between the first use and repeated use of the same form*, regardless of whether or not an alternate form has been used in between

According to publisher guidelines, learners should be posttested initially *between 50 and 60 hours of* program services. There are four exceptions to this policy:

1. Programs may administer a posttest to ABE learners who have participated in *a minimum of 40 hours of instruction* if they have indicated they are leaving the program.
2. Programs may administer a posttest to ESL learners who have participated in *a minimum of 50 hours of instruction*.
3. Programs may administer a posttest to learners with *more than 50 to 60 hours of instruction* if posttesting earlier would interfere with the design of a class session. For example, if a class session is scheduled for nine weeks with 12 hours of instruction per week, posttesting could occur at the end of the class session.
4. According to publisher guidelines, *Adult Secondary Education Low (EFL 5) and Adult Secondary High (EFL 6)*, learners may be posttested after a *minimum of 30 hours of instruction* if they have

indicated that they are leaving the program.

While all programs are expected to posttest a minimum of seventy percent (70%) of program participants each fiscal year, attempting to meet this expectation does not replace the absolute necessity of following all of the assessment policies detailed above.

Although not all learners will demonstrate a learning gain at 50 to 60 hours, failing to posttest a learner will guarantee that no learning gain is achieved.

When learners' posttest scale scores indicate an educational level gain, PABLO will automatically calculate a completion.

### 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.

- For every learner, all TABE and CLAS-E test scores, test forms and levels, and dates of testing must be entered into PABLO on the "Current Tests" page.
- For every learner, all invalid test scores, forms and levels, and testing dates must be entered into PABLO in the "Notes" field on the "Current Tests" page.
- A program must never manipulate test scores to achieve learning gains that do not accurately reflect each learner's EFL and progress in all of the areas in which he/she is working.
- Information about accommodations provided to learners with disabilities during testing must be maintained in the learners' permanent files--not in PABLO.
- All of a learners' testing information in PABLO must match the actual paper documents maintained in the learner's permanent files.
- Programs must maintain paper documentation of all information entered into PABLO for five years.
- All pre and posttest scores must be entered into PABLO within two weeks of testing.

### Distance Learners

Programs must administer all assessments used to determine EFL and/or educational gain in-person. This applies to distance education learners as well as face-to-face learners.

### Test Security

Test security is an essential component of standardized testing. Test booklets, self-scoring answer sheets, answer keys, and all other testing materials must be maintained in a secure area.

No individual, work group, committee, team, or program may teach or prepare learners to answer specific test 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.

### TABE Test Administration

In order to ensure reliable testing results, every person who administers a TABE assessment, scores a TABE assessment, and/or reports scores for entry into PABLO must use appropriate testing protocol.

- Every test must be administered in a testing environment that is designed to elicit learners' best efforts, i.e., adequate space, appropriate furniture, good lighting, no interruptions, and no distracting sounds.
- All test administrators must use the test administration manual each time they administer any TABE tests.
- Local program directors must monitor testing practices closely to confirm that correct procedures are followed.
- On a quarterly basis local program directors submit and certify, and Kansas Regents Adult Education staff verify, the accuracy of the Data Validation Checklist which includes learner testing information.
- In order to review individual learner testing information for every program, Kansas Regents Adult Education staff review learner testing information for twenty-five percent of local programs every quarter.
- Appropriate accommodations must be provided for learners who have disabilities. (See Guidelines for Providing Accommodations below)

### Training and Technical Assistance

- Local programs are responsible to ensure that all staff and faculty administering or scoring TABE 9 & 10 complete the How to Plan and Administer TABE 9 & 10 Training Video Workbook and all staff and faculty administering or scoring CLAS-E complete the TABE CLAS-E Staff Development Workbook prior to the first time they administer or score the test. When faculty or staff complete a workbook, the Test Administrator Certification Application must be sent to CTB/McGraw-Hill and a copy of the Test Administrator Certification must be sent to AdultEdReports@ksbor.org. (Current staff who completed the CTB/McGraw-Hill based webinars prior to implementation of TABE in July of 2014 must complete the workbook process described above by January 31, 2015.)
- New faculty and staff must complete training on the topics listed below within six months of

being hired.

- NRS policy, accountability policies, and data collection process
  - Definitions of outcome measures
- Local program directors and coordinators must participate in **yearly** face to face and/or webinar-based training provided by Kansas Regents Adult Education 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 faculty and staff receive **yearly** training on data collecting, reporting, and analysis, federal and state policies, and outcome measures.
- Local program directors must ensure that faculty and staff participate in refresher training on administering, scoring, and interpreting TABE and CLAS-E every **two** years.
- Local program administrators, faculty, and staff may access recorded training sessions on TABE and CLAS-E at any time.
- Local programs must document completed staff training on the “Staff Profile Information” page in PABLO.

## PHASES OF ASSESSMENT

Assessing the progress and skills of learners is a continuous process, starting from the moment they arrive in the office or classroom and continuing until they leave the program. Programs or classes should consider the following phases of assessment:

### Initial Assessment

Initial assessment must include pretesting, but programs may also choose to offer other tests which elicit different kinds of information about learners, e.g., learning styles or career interest inventories.

### On-going Assessment

Once learners are assessed and placed in appropriate classes, on-going assessment is critical to inform learners and teachers about their progress. On-going 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 in the approved list on page 1 of this document may be used to inform instruction or measure goals not specific to level gains, but they cannot be used for the purpose of documenting an EFL completion in PABLO. For example, the *CASAS Government and History for Citizenship Test* (Revised 2009) is a standardized instrument used in Kansas to document attainment of the goal of achieving citizenship skills, but it cannot be used to document educational gain.

#### Posttesting to Determine Educational Gain

- Programs must provide intensive instruction and follow-up assessment in the area of the learner's lowest functioning level, unless the *learner* determines that he/she does not need and/or does not want to study in the lowest area. When the *learner* makes this determination, the recommended EFL may be overridden in PABLO. Information must be provided in the "Notes" field on the "Current Tests" page on PABLO to explain that the learner has indicated a desire to study exclusively in a skill area where a higher score was achieved.
- The National Reporting System (NRS) does not require that learners be posttested in areas in which they have had no instruction.

### **GUIDELINES FOR ACCOMMODATIONS USING TABE AND CLAS-E FOR LEARNERS WITH DISABILITIES**

#### Local Program Requirements

Local programs must adhere to legislation which addresses testing accommodations for learners with disabilities, including Section 504 in the Rehabilitation Act of 1973, the Individuals with Disabilities Education Improvement Act of 2004, the No Child Left Behind Act of 2001, and the ADA Amendments of 2008.

- Test administrators must consider the individual needs of the learner when they provide accommodations.
- The responsibility of fulfilling learner requests for accommodations is that of the local program, not of Kansas Regents or CTB/McGraw-Hill (TABE).
- Test administrators must following publisher guidelines.
- The program administering the test must provide any necessary accommodations at no cost to the learner.

#### Adult Learner Requirements

- Adult learners with a disability must self-identify.
- Adult learners with disabilities are responsible for providing information on and documentation of their disability.

- Documentation may include a medical doctor's report, a diagnostic assessment report from a certified professional, Individual Education Plans (IEPs) records from learners previously served under Individuals with Disabilities Education Act (IDEA), and/or a report from vocational rehabilitation or other service providers.

### Accommodations in Standardized Testing

Accommodations which follow publisher guidelines may alter test administration procedures without changing what the test is intended to measure.

Local test administrators may provide accommodations in test administration procedures or environment for students with documented disabilities without contacting Kansas Regents Adult Education or CTB/McGraw-Hill.

The following guidelines address methods for administering TABE and CLAS-E assessments using accommodations for learners with documented disabilities. For example:

### Accommodations Not Expected to Influence Student Performance

- Presentation
  1. Use visual magnifying equipment
  2. Use a large-print edition of the test
  3. Use audio amplification equipment
  4. Use markers to maintain place
  5. Have directions read aloud
  6. Use a tape recording of directions
  7. Have directions presented through sign language
  8. Use directions that have been marked with highlighting
- Response
  1. Mark responses in test booklet
  2. Mark responses on large-print answer document
  3. For selected-response items, indicate responses to a scribe
  4. Record responses on audio tape (except for constructed-response writing tests)
  5. For selected-response items, use sign language to indicate response
  6. Use a computer, typewriter, Braille writer, or other machine (e.g., communication board) to respond
  7. Use template to maintain place for responding
  8. Indicate response with other communication devices (e.g., speech synthesizer)
  9. Use a spelling checker except with a test for which spelling will be scored
- Setting
  1. Take the test alone or in a study carrel
  2. Take the test with a small group or different classroom
  3. Take the test at home or in a care facility (e.g., hospital), with supervision

4. Use adaptive furniture
  5. Use special lighting and/or acoustics
- Timing/Scheduling
    1. Take more breaks that do not result in extra time or opportunity to study information in a test already begun
    2. Have flexible scheduling (e.g., time of day, days between sessions) that does not result in extra time or opportunity to study information in a test already begun

Accommodations Which May Impact Student Scores (should be taken into consideration when interpreting scores) (See note below concerning accommodations for the Reading test.)

- Presentation
  1. Have stimulus material, questions, and/or answer choices read aloud
  2. Use a tape recorder for stimulus material, questions, and/or answer choices, except for a Reading test
  3. Have stimulus material, questions, and/or answer choices presented through sign language, except for a Reading test
  4. Use communication devices (e.g., text talk converter), except for a Reading test
  5. Use a calculator or arithmetic tables, except for a Mathematics Computation test
- Response
  1. Use graph paper to align work
- Timing/Scheduling
  1. Use extra time for any timed test
  2. Take breaks that result in extra time for any timed test
  3. Extend the timed section of a test over more than one day, even if extra time does not result
  4. Have flexible scheduling that results in extra time

Accommodations Which Change What Is Measured (alters interpretation of test scores)

- Presentation
  1. Use Braille or other tactile form of print
  2. On a Reading (decoding) test, have stimulus material, questions, and/or answer choices presented through sign language
  3. On a Reading (decoding) test, use a text-talk converter, where the reader is required to construct meaning and decode words from text
  4. On a Reading (decoding) test, use a tape recording of stimulus material, questions, and/or answer choices
  5. Have directions, stimulus material, questions, and/or answer choices paraphrased
  6. For a Mathematics Computation test, use of a calculator or arithmetic tables
  7. Use a dictionary, where language conventions are assessed

- Response
  1. For a constructed-response writing test, indicate responses to a scribe
  2. Spelling aids, such as spelling dictionaries (without definitions), spell/grammar checkers provided, for a test for which spelling and grammar conventions will be scored
  3. Use a dictionary to look up words on a Writing test

**NOTE:** It is *not* an appropriate accommodation in test administration procedures to *read a TABE or CLAS-E Reading test* to a learner with low literacy skills or blindness. The purpose of a reading test is to assess reading skill levels and to determine the learner’s appropriate instructional levels, not to assess knowledge of a subject area.

#### Test Forms for Use with Learners with a Disability

- TABE 9 or 10 Large Print(available in Complete and Survey editions)
- TABE 9 Braille (available in Complete and Survey Editions).
- TABE 9 Audio Taped Edition (available in Complete and Survey Editions).
- TABE Online
- CLAS-E Large Print

Contact Nancy Olsen, at Kansas Regents Adult Education, 785-368-7359 or [nolsen@ksbor.org](mailto:nolsen@ksbor.org), for specific questions on appropriate accommodations practices for TABE and CLAS-E tests.

### **SUMMARY OF LOCAL PROGRAMS POLICY AND PROCEDURES**

- Prior to testing, learners must be informed of the reason for the testing and how the test results will be used
- After testing, learners must be confidentially informed of test results and implications
- The appropriate amount of instruction must be provided between pretesting and posttesting
- The appropriate pretest and posttest must be administered, checking previous testing records to determine that the correct level and form of the test have been selected
- The test must be administered following the standardized testing protocol designed for the test and in an appropriate testing environment
- The test must be accurately scored
- The score must be checked for validity
- All valid test scores, test forms, and dates of testing must be accurately entered into the “Current Tests” page of PABLO within two weeks of the test administration
- All invalid test scores, test forms, and dates of testing must be accurately entered into the “Notes” field on the “Current Tests” page of PABLO within two weeks of the test administration

**Standardized Assessments Approved for Kansas Regents Adult Education Programs**

<b>Population/Subject Area</b>	<b>Kansas EFL</b>	<b>Assessments</b>
<b>Locator Tests</b>		
ABE/ASE Locator	1-6	TABE 9 and 10 Practice Exercise and Locator Test
ESL Locator	7-12	CLAS-E Locator Test
<b>Assessments for Determining Learners' Entry Levels/Level Completions for NRS Reporting</b>		
<b>Diagnostic Tests for ABE/ASE</b>		
Diagnostic Reading	1-6	TABE 9 and 10
Diagnostic Mathematics	1-6	TABE 9 and 10
Diagnostic Language	1-6	TABE 9 and 10
<b>Diagnostic Tests for ESL</b>		
Diagnostic Reading	7-12	CLAS-E
Diagnostic Writing	7-12	CLAS-E
Diagnostic Listening	7-12	CLAS-E
<b>Assessments for Other Outcomes</b>		
WorkKeys Assessments	3-6, 11-12	Reading for Information, Locating Information, and Applied Mathematics
Technology	1-12	<i>Teknimedia</i> —PC100, PC101, PC110, PC120, and PC140
CASAS Citizenship	7-12	CASAS

## NRS Test Benchmarks for Educational Functioning Levels

Educational Functioning Level	Test Benchmarks
<b>Beginning ABE Literacy</b>	<b>TABE (9–10) scale scores (grade level 0–1.9):</b> Reading: 367 and below Total Mathematics: 313 and below Language: 389 and below
<b>Beginning Basic Education</b>	<b>TABE (9–10) scale scores (grade level 2–3.9):</b> Reading: 368–460 Total Mathematics: 314–441 Language: 390–490
<b>Low Intermediate Basic Education</b>	<b>TABE (9–10) scale scores (grade level 4–5.9):</b> Reading: 461–517 Total Mathematics: 442–505 Language: 491–523
<b>High Intermediate Basic Education</b>	<b>TABE (9–10) scale scores (grade level 6–8.9):</b> Reading: 518–566 Total Mathematics: 506–565 Language: 524–559
<b>Low Adult Secondary Education</b>	<b>TABE (9–10): scale scores (grade level 9–10.9):</b> Reading: 567–595 Total Mathematics: 566–594 Language: 560–585
<b>High Adult Secondary Education</b>	<b>TABE (9–10): scale scores (grade level 11–12):</b> Reading: 596 and above Total Mathematics: 595 and above Language: 586 and above

## English as a Second Language

Educational Functioning Level	Test Benchmarks
<b>Beginning ESL Literacy</b>	<b>TABE CLAS-E scale scores:</b> Reading: 250-392 Writing: 200-396 Listening: 230-389
<b>Low Beginning ESL</b>	<b>TABE CLAS-E scale scores:</b> Reading: 393 - 436 Writing: 397-445 Listening: 390-437
<b>High Beginning ESL</b>	<b>TABE CLAS-E scale scores:</b> Reading: 437-476 Writing: 446-488 Listening: 438-468
<b>Low Intermediate ESL</b>	<b>TABE CLAS-E scale scores:</b> Reading: 477-508 Writing: 489-520 Listening: 469-514
<b>High Intermediate ESL</b>	<b>TABE CLAS-E scale scores:</b> Reading: 509-557 Writing: 521-555 Listening: 515-549
<b>Advanced ESL</b>	<b>TABE CLAS-E scale scores:</b> Reading: 558-588 Writing: 556-612 Listening: 550-607

**Recommended Number of Instructional Hours Between Pre- and Posttest**

Test	Number of Instructional Hours Between Pretest and Posttest
TABE 9/10 Alternate Form	50 – 60 hours recommended for ABE Levels 1 – 4 (40 hours minimum) 30 – 59 hours recommended for ASE Low level 5 (30 hours minimum)
TABE 9/10 Same Form	180 days or a minimum of 120 hours of instruction when using the same form.
TABE CLAS-E Alternate Form	60 – 95 hours recommended (50 hours minimum)
TABE CLAS-E Same Form	180 days or a minimum of 100 hours of instruction when using the same form.



## **Policies on Distance Education**

This policy defines distance education for adult education programs in Kansas and provides guidelines by which programs can report adult learner's distance education hours to the National Reporting System (NRS).

### **11.1 DEFINITIONS AND REQUIREMENTS**

#### **Definition of Distance Education**

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, broadcasts, computer software, web-based programs, and other online technology. Teachers support distance learners through communication via mail, telephone, email or online technologies and software. (*National Reporting System Implementation Guidelines, July, 2007*)

#### **Definition of Adult Education Learners**

**Traditional Learner-** Traditional learners are students who receive the majority of their instruction through traditional, face-to-face instruction.

**Distance learners-** Distance learners are students who receive a majority of their instruction through approved distance education services. In Kansas AEFLA programs, "distance education" is defined as formal learning where students and instructors are separated by geography, time or both for the majority (greater than 50% of the hours of participation) of the instructional time.

Distance learners participate in regularly scheduled reviews, progress testing, etc. through distance learning using distance learning materials delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs, and other online technology.

**Note:** Programs must have a student-attendance policy, consistent with the NRS definition, for participants who receive both distance education and traditional classroom instruction during a program year (such as a blended distance-classroom approach or concurrent enrollment in both types of instruction). The program's distance education attendance policy must be submitted to Kansas Adult Education staff prior to offering distance education instruction to a student (See Appendix A).

#### **Definition of Proxy Hours**

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

**Clock Time:** This distance education model assigns contact hours based on the elapsed time that a learner is connected to or engaged in an online or stand-alone software program that tracks time.

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.

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 student on curriculum and materials related to the test. A high percentage of correct responses on the mastery test earns the credit hours attached to the material as determined by each state.

#### 11.2 ASSESSMENT FOR LEARNERS IN DISTANCE EDUCATION:

In order for a program to identify a learner as a "distance learner" and report his or her instructional hours generated through distance learning, the following requirements must be met:

1. Students in distance education must have at least 12 hours of contact with the program before they can be counted for federal reporting. For distance learners, contact hours can be a combination of in-person contact and contact through any telephone, video, teleconference or online communication during which student and program staff interact and staff can verify the learner's identity. This initial 12 hours of contact should include the program orientation, determination of the learner's distance learning compatibility, one-on-one advising with goal identification, and TABE Locator testing and pre-testing. TABE testing is the only required face to face component of the initial 12 hours.
2. TABE Locator, pre-testing and post-testing must be conducted on-site following the guidelines in the Kansas Assessment Policy, Section 11.
3. Distance education is accessible to students in a manner that already meets classroom instructional intensity guidelines for Kansas Adult Education. Therefore, it will be up to the Adult Education program to develop an attendance/participation policy for distance learners.
4. Students in distance education using proxy contact hours should be post-tested after the same amount of instructional time as face to face.
5. See Appendix B for a list of recommended curricula used in Kansas. Submit the Distance Education Services form (Appendix A) to Kansas Adult Education staff if the curriculum your program uses is not listed (Appendix B).

#### DATA COLLECTION FOR DISTANCE EDUCATION

Only hours of participation for distance learners engaged with distance education curricula using Proxy Clock Hours can be entered into PABLO. (See appendix B). If programs wish to use curricula not identified in Appendix B, these materials need to be submitted to the Kansas Adult Education staff.

There is a check box on the PABLO *Student Info* tab to identify each program's distance learners.

Program Name:	
Date:	
Is distance education offered in your program:	Circle one:                      Yes                      No
If no distance education is being offered stop at this point.	
List curriculum used for distance education	1. 2. 3.
Specify the criteria for a student to participate in distance education.	Target population <input type="checkbox"/> ABE <input type="checkbox"/> ASE/GED <input type="checkbox"/> ELL Recommended minimum NRS levels <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4 <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input type="checkbox"/> Level 12
Amount charged by program to distance education students:	\$
Instructor(s) assigned:	Number of hours per week:
Attach your program distance education attendance policy.	

Curriculum Name: Proxy hour model: Publisher information:  Description:	Aztec Clock Aztec Software 51 Commerce Street Springfield, NJ 07081 800-273-0033 <a href="http://www.aztecsoftware.com/aztec">http://www.aztecsoftware.com/aztec</a> Multi-level curricula that allows instructors to monitor student progress at a distance.
Curriculum Name: Proxy hour model: Publisher information:  Description:	Plato/Edmentum Clock Edmentum, Inc. 5600 West 83rd Street Suite 300, 8200 tower Bloomington, MN 55437 800-447-5286 <a href="http://edmentum.com">http://edmentum.com</a> Multi-level curricula that allows instructors to monitor student progress at a distance.
Curriculum Name: Proxy hour model: Publisher information:  Description:	Burlington English Clock Burlington English, Inc. 4800 N. Federal Hwy. Suite E207 Boca Raton, FL 33431 561-672-7826 <a href="http://www.burlingtonenglish.com">http://www.burlingtonenglish.com</a> English language acquisition improving pronunciation and comprehension.
Curriculum Name: Proxy hour model: Publisher information:  Description:	