

Guidelines for NRS- and RIDE-Approved Tests for Adult Education Programs

NRS- AND RIDE-APPROVED ASSESSMENT	INTENDED POPULATION	DESCRIPTION	APPROVED FORMS	TEST ADMINISTRATION	TRAINING REQUIREMENTS	SCORING AND ASSIGNMENT OF EDUCATIONAL FUNCTIONING LEVELS*	RECOMMENDED TIMEFRAMES FOR PRE- AND POST-TESTING
ABLE	Adults functioning with reading levels from 1-4 years formal education through 8 + years of formal education	Assesses vocabulary, reading comprehension, spelling, number operations, and problem solving	Screening battery for determining appropriate test levels E & F (alternate and equivalent forms) Levels: 1 - 3	Time: Screening – 1 hour Each level – averages 2 hours, 40 mins.	No training required Follow publisher guidelines and state assessment policy for test administration	Hand-scored w/Ready Score form	Follow state assessment policy suggesting at least 40 hours and not much beyond 80 hours of instruction for post-testing
BEST	Adult English language learners who may or may not have received an education in their native language or in English, but who need to function in day-to-day life in the U.S.					Responses are rated by the test administrator Rating NRS compatible	Recommended pre- and post-testing timeframes: Minimum 60 hours of instruction; 80-100 hours recommended
Oral		BEST Plus (below) is 2003 revision of oral interview		BEST oral interview section to be retired 9/30/06			

* Educational Functioning Levels can be found for each assessment at: <http://www.nrsonline.org/reference/index.html?chapter=2§ion=1&topic=1&subtopic=0>

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Plus		Assesses oral language proficiency Speaking and listening		Time: 7 mins. or less for lower ability students; Up to 15 mins. for higher ability students	6-hour training		
Computer			Receive alternate test items	Test administrator asks examinee computer generated questions Use alternate test items for pre- and post-testing	6-hour training		
Print			3 equivalent forms 3 proficiency levels	Test administrator asks examinee questions from one of three fixed-form levels as determined by short locator test Use alternate test forms for pre- and post-testing	6-hour training		

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CASAS	Adults functioning at or below a high school level in attaining the basic literacy skills to function effectively on the job, in the community, and in the family	Assess learning along a continuum from beginning literacy and English language acquisition through completion of secondary level skills	Appraisals for determining appropriate test level Levels: A through D	Use alternate test forms for pre- and post-testing	Consultation and training required Must be certified proctor	Use the CASAS "Test Content by Item" form to score the tests	Recommended pre- and post-testing timeframes: Minimum 40 hours of instruction; Suggested 70 – 100 hours of instruction
ABE/ASE		Assesses reading, mathematics, writing					
ESL		Assesses reading, listening, writing, speaking					
TABE	Adults in basic education and adult secondary education programs	Focuses on prose, document, and quantitative literacy	7/8 & 9/10 Locators for determining appropriate test level Levels: L, E, M, D	Pencil-and-paper Multiple choice Time to complete batteries: L – 1 hour, 45 mins.; E, M, D, - 3 hours, 37 mins. Use alternate forms of level tests for pre- and post-testing	Required	By hand, machine, computer	Recommended pre- and post-testing timeframes Forms 9/10: Suggested 60 hours of instruction (same level, different form) 120 hours (same level, same form)

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WORKKEYS	<p>Employees and potential employees who are adults</p> <p>Selection and promotion in jobs, placement in training programs that are part of a job, and formative evaluation of the examinee's skill level is the purpose of the system</p>	<p>Job skills assessment</p> <p>Identify skills (critical to job success) gaps and guide training decisions</p> <p>The lowest level assessed is approximately the lowest level at which an employer would be interested in setting a standard</p> <p>The highest level assessed is approximately the level beyond which specialized training would be required</p>	<p>All five tests</p> <p>Applied Tech (AT)</p> <p>Applied Math (AM)</p> <p>Bus Writing (BW)</p> <p>Listening (L)</p> <p>Locating Info. (LI)</p> <p>Observation (O) Reading for Info. (RI)</p> <p>Teamwork (T)</p> <p>Writing (W)</p> <p>Readiness (R)</p> <p>Alternate forms are developed regularly</p>	<p>Constructed responses</p> <p>Pencil-and-paper (P/P)</p> <p>Computer-based</p> <p>Time: P/P: AT – 45 mins; AM – 45 mins; BW – 30 mins; L – 40 min; W – 40 min; LI – 45 min; O – 60 min; RI – 45 min; T – 64 min; R – 40 min.</p> <p>Comp-based: AM – 55 min; AT – 55 min; BW – 30 min; LI – 55 mins; RI – 55 mins</p> <p>Use alternate forms for pre- and post-testing</p>	<p>Guides</p> <p>Targets for Instruction</p>	<p>All scoring done by ACT</p>	<p>Use with High Intermediate ABE and above only</p> <p>Typical recommendation for hours of instruction is that the student be involved in "regular instruction," approximately the amount they would receive in a semester or quarter</p>

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