NYRS Assessment Policy
New York State Education Department (NYSED)

The New York State Education Department's (NYSED) Adult Education Programs and Policy (AEPP) Office defines assessment as actively collecting information on a student's initial skills and tracking the development of their literacy and language skills through instruction. In agreement *with Federal NRS Implementation Guidelines*:

- At intake, an individual learner's educational functioning level is determined by an initial assessment. Programs must use a uniform, standardized assessment procedure approved by NYSED and OCTAE. The assessment procedure includes standardized scoring protocols.
- The initial assessment, the pre-test, must be completed by 100% of students who accrue a minimum of twelve (12) contact hours. For in-person instruction, a pre-test must be administered in person within the intake and orientation process during those first 12 hours of contact. For programs approved to provide remote instruction, pre-testing can be administered remotely within the intake and orientation process during the first 12 hours of contact. Refer to the Remote Assessment Responsibilities and Guidelines outlined in the AEPP *FY27 Hybrid & Remote Instruction Policies and Guidelines* Memo.
- To determine gain, the learner is assessed again at least once after a standard number of contact hours, where the student is receiving instruction. This period of time is prescribed under state policy.

AEPP requires adult education programs to use standardized tests to determine students' initial skill levels, as well as the educational gain they achieve as a result of their participation in a program.

AEPP's assessment policies were developed to provide guidance to local programs while adhering to NYS assessment requirements. All programs funded by ALE are required to administer state-approved assessments and report results according to NYRS guidelines. Programs are free to administer additional forms of assessment as they see fit in response to the needs of their students.

The Rationale for Standardized Assessment

Standardized tests are used to:

- Determine the student's skill level at intake. Assessments administered during the student intakeprocess help determine the instructional setting in which a student will be placed. As a result of the assessment process, the student is placed into an Educational Functioning Level as determined by the NYRS guidelines and then referred for appropriate level instruction.
- Determine Measurable Skill Gain (MSG). The intake assessment provides the basis for determining Measurable Skill Gain, which is calculated by comparing students' future skill levels to those ascertained during the initial intake.
- Standardized assessments produce Measurable Skill Gains. Students should be tested at regular intervals to determine if their reading, math, or English skills are improving. For Adult Basic Education students, the lower of the two scores (reading or math) will determine the student's placement in educational functioning level. The NYRS guidelines indicate measurable skill gain when a student has advanced from one NYRS level to the next or higher based on his or her standardized assessment scores.
- To guide instruction, AEPP requires all programs to employ the diagnostic tools associated with each standardized assessment made available by the publisher of these assessments. These tools determinea student's strengths and skill gaps.

Allowable Tests in New York State

The instrument used to assess educational skill levels should correspond to the instruction a student receives. The AEPP-approved tests for adult education programs in New York State in PY 2026 (July 1, 2026 – June 30, 2027) will be the newest editions released by the Data Recognition Corporation (DRC), Comprehensive Adult Student Assessment Systems (CASAS), and the Center for Applied Linguistics (CAL).

Adult Basic Education Students:

Test for Adult Basic Education (TABE)
Data Recognition Corporation (DRC)

- TABE 13 & 14 Reading all levels Easy (E), Moderate (M), Difficult (D), Advanced (A)
- TABE 13 & 14 Math all levels Easy (E), Moderate (M), Difficult (D), Advanced (A)

CASAS

- Reading GOALS 2: ABE Literacy (Level A) to Adult Secondary (Level E)
  - Forms 921/922, 923/924, 925/926, 927/928 and 929/930
- Math GOALS 2: ABE Literacy (Level A) to Adult Secondary (Level E)
  - Forms 921/922, 923/924, 925/926, 927/928 and 929/930

English for Speakers of Other Language Students:

Complete Language Assessments System (TABE CLAS-E)

- Forms C/D

Data Recognition Corporation (DRC)

- TABE Levels (1, 2, 3, 4)
- TABE Reading, Listening, and Writing

Basic English Skills Test (BEST)

Center for Applied Linguistics (CAL)

- BEST Plus 3.0 (Forms 1/2)
- BEST Literacy 2.0 (for students who score 850 or higher on the BEST Plus 3.0 as a pre-test) Forms 1,2 and 3

CASAS

- Reading STEPS: Beginning Literacy (Level A) to Advanced ESOL (Level E)
  - Forms 621/622, 623/624, 625/626, 627/628 and 629/630
- Listening STEPS: Beginning Literacy (Level A) to Advanced ESOL (Level E)
  - Forms 621/622, 623/624, 625/626, 627/628 and 629/630

Educational Functioning Levels

The NYRS defines ten educational functioning levels for ABE and nine for ESOL. During the intake process, programs will use standardized tests to place students in one of these levels, representing their lower score in math or reading. Students will be scheduled, based on their attendance, for subsequent post-testing during their participation in a program to determine whether they have acquired enough literacy or English skills to advance to the next NYRS level. The percentage of students who complete one level and move on to the next level is an important NYRS measure. The NYRS levels and associated assessments are summarized below.

ABE Grade Equivalent– TABE 13/14

NYRS Level	Educational Functioning Level (EFL)	TABE Reading Scale Score
NYRS 1	Beginning ABE Literacy	**300–385**
NYRS 1.5	Middle Beginning ABE Literacy	**386–441**
NYRS 2	Beginning ABE	**442–477**
NYRS 2.5	Middle Beginning ABE	**478–500**
NYRS 3	Low Intermediate ABE	**501–522**
NYRS 3.5	Middle Low Intermediate ABE	**523–535**
NYRS 4	High Intermediate ABE	**536–560**
NYRS 4.5	Middle High Intermediate ABE	**561–575**
NYRS 5	ASE Low	**576–616**
NYRS 6	ASE High	**617–800**

NYRS Level	Educational Functioning Level (EFL)	TABE Math Scale Score
NYRS 1	Beginning ABE Literacy	**300–389**
NYRS 1.5	Middle Beginning ABE Literacy	**390–448**
NYRS 2	Beginning ABE	**449–477**
NYRS 2.5	Middle Beginning ABE	**478–495**
NYRS 3	Low Intermediate ABE	**496–520**
NYRS 3.5	Middle Low Intermediate ABE	**521–536**
NYRS 4	High Intermediate ABE	**537–572**
NYRS 4.5	Middle High Intermediate ABE	**573–595**
NYRS 5	ASE Low	**596–656**
NYRS 6	ASE High	**657–800**

ABE Grade Equivalent – CASAS GOALS

NYRS Level	Educational Functioning Level (EFL)	Scale Score Range
NYRS 1	Beginning ABE Literacy	**0–100**
NYRS 1.5	Middle Beginning ABE Literacy	**101–203**
NYRS 2	Beginning ABE	**204–209**
NYRS 2.5	Middle Beginning ABE	**210–216**
NYRS 3	Low Intermediate ABE	**217–221**
NYRS 3.5	Middle Low Intermediate ABE	**222–227**
NYRS 4	High Intermediate ABE	**228–233**
NYRS 4.5	Middle High Intermediate ABE	**234-238**
NYRS 5	ASE Low	**239–248**
NYRS 6	ASE High	**249 and above**

NYRS Level	Educational Functioning Level (EFL)	Scale Score Range: Reading	Scale Score Range: Math
NYRS 1	Beginning ABE Literacy	**0–100**	**0–100**
NYRS 1.5	Middle Beginning ABE Literacy	**101–203**	**101–192**
NYRS 2	Beginning ABE	**204–209**	**193–197**
NYRS 2.5	Middle Beginning ABE	**210–216**	**198–203**
NYRS 3	Low Intermediate ABE	**217–221**	**204–208**
NYRS 3.5	Middle Low Intermediate ABE	**222–227**	**209–213**
NYRS 4	High Intermediate ABE	**228–233**	**214–219**
NYRS 4.5	Middle High Intermediate ABE	**234-238**	**220-224**
NYRS 5	ASE Low	**239–248**	**225–235**
NYRS 6	ASE High	**249 and above**	**236 and above**

ESOL Score Ranges – TABE CLAS-E

NYRS Level	Educational Functioning Level (EFL)	Scale Score Range: Reading	Scale Score Range: Listening	Scale Score Range: Writing	Scale Score Range: Speaking
NYRS 1	Beginning ESL Literacy	**200-275**	**200-274**	**210-297**	**170-279**
NYRS 1.5	Post Beginning ESL Literacy	**276-354**	**275-348**	**298-384**	**280-338**
NYRS 2	Low Beginning ESL Literacy	**355-370**	**349-369**	**385-400**	**339-371**
NYRS 2.5	Post Low Beginning ESL Literacy	**371-388**	**370-389**	**401-414**	**372-402**
NYRS 3	High Beginning ESL Literacy	**389-408**	**390-409**	**415-426**	**403-420**
NYRS 3.5	Post High Beginning ESL Literacy	**409-427**	**410-427**	**427-437**	**421-436**
NYRS 4	Low Intermediate ESL	**428-448**	**428-457**	**438-461**	**437-475**
NYRS 5	High Intermediate ESL	**449-487**	**458-488**	**462-500**	**476-542**
NYRS 6	Advanced ESL	**488-580**	**489-620**	**501-670**	**543-670**

ESOL Score Ranges - BEST Plus 3.0

NYRS Level	Educational Functioning Level (EFL)	BEST Plus 3.0 Score Range
NYRS 1	Beginning ESL Literacy	**600–639**
NYRS 1.5	Post Beginning ESL Literacy	**640–677**
NYRS 2	Low Beginning ESL	**678–690**
NYRS 2.5	Post Low Beginning ESL	**691–702**
NYRS 3	High Beginning ESL	**703–714**
NYRS 3.5	Post High Beginning ESL	**715–726**
NYRS 4	Low Intermediate ESL	**727–752**
NYRS 5	High Intermediate ESL	**753–785**
NYRS 6	Advanced ESL	**786–849**
NYRS 7	Exit Criteria from BEST Plus	**850+**

ESOL Score Ranges – BEST Literacy

NYRS Level	Educational Functioning Level (EFL)	Composite Score Range
NYRS 1	Beginning ESL Literacy	**100–141**
NYRS 1.5	Post Beginning ESL Literacy	**142–182**
NYRS 2	Low Beginning ESL Literacy	**183–196**
NYRS 2.5	Post Low Beginning ESL Literacy	**197–209**
NYRS 3	High Beginning ESL Literacy	**210–227**
NYRS 3.5	Post High Beginning ESL Literacy	**228–244**
NYRS 4	Low Intermediate ESL	**245–300**
NYRS 5	High Intermediate ESL — Reading Only	**262–300**

ESOL Score Ranges – CASAS STEPS

NYRS Level	Educational Functioning Level (EFL)	Scale Score Range: Reading	Scale Score Range: Listening
NYRS 1	Beginning ESL Literacy	**0–100**	**0–100**
NYRS 1.5	Post Beginning ESL Literacy	**101–183**	**101–181**
NYRS 2	Low Beginning ESL Literacy	**184–189**	**182–186**
NYRS 2.5	Post Low Beginning ESL Literacy	**190–196**	**187–191**
NYRS 3	High Beginning ESL Literacy	**197–201**	**192–196**
NYRS 3.5	Post High Beginning ESL Literacy	**202–206**	**197–201**
NYRS 4	Low Intermediate ESL	**207–216**	**202–211**
NYRS 5	High Intermediate ESL	**217–227**	**212–221**
NYRS 6	Advanced ESL	**228–238**	**222–231**
Exit	Exit Criteria	**239 and above**	**232 and above**

NYRS Level	Educational Functioning Level (EFL)	Scale Score Range: Reading	Scale Score Range: Listening
NYRS 1	Beginning ESL Literacy	**0–100**	**0–100**
NYRS 1.5	Post Beginning ESL Literacy	**101–183**	**101–181**
NYRS 2	Low Beginning ESL Literacy	**184–189**	**182–186**
NYRS 2.5	Post Low Beginning ESL Literacy	**190–196**	**187–191**
NYRS 3	High Beginning ESL Literacy	**197–201**	**192–196**
NYRS 3.5	Post High Beginning ESL Literacy	**202–206**	**197–201**
NYRS 4	Low Intermediate ESL	**207–216**	**202–211**
NYRS 5	High Intermediate ESL	**217–227**	**212–221**
NYRS 6	Advanced ESL	**228–238**	**222–231**
Exit	Exit Criteria	**239 and above**	**232 and above**

Pre- and Post-testing

To monitor progress, students must be tested at regular intervals during the course of their participation in a program as determined by state policy, with advisement from the publishers for each respective assessment:

- The pre-test must be administered before the student completes 12 hours of participation. Every student must be pre-tested when they start a program.
- The skill level ascertained by the pre-test provides the basis for measuring skill gain. Student progress and measurable skill gain are determined by comparing post-test scores to pre-test scores.
- Subsequent tests given during the fiscal year are referred to as post-tests. While students may be administered multiple post-tests, they may take only one pre-test of any given type.
- Programs must administer tests with the prescribed time allocations per publisher recommendations.

Flexibility in Providing Assessments:

For Program Year (PY) 2026–2027 (July 1, 2026 – June 30, 2027), New York State will pilot a flexible model in the administration of standardized assessments within Adult Education programs. Approved assessments include CASAS, TABE 13/14, TABE CLAS-E, BEST Plus 3.0 and Best Literacy 2.0.

This pilot is designed to support instructional responsiveness while maintaining full compliance with state and federal accountability requirements, including New York Reporting System (NYRS) guidelines. Under no circumstances may flexibility compromise the validity, reliability, standardization, or comparability of assessment data.

Programs electing to participate in this pilot must adhere to the following requirements:

- **Assessment Consistency:**
  Students must be pre-tested and post-tested using the same standardized assessment instrument. Students must remain on the same assessment for the duration of the program year.

- **Assessment Administration Protocols:**
  Students within the same class may be assessed using different approved instruments based on instructional need; however, assessments must be administered in a manner that preserves standardization and test security. Students taking different assessment types may not be tested simultaneously within the same testing environment.

- **Staff Certification Requirements:**
  All test administrators must maintain current certification through the Regional Adult Education Network (RAEN) for each specific assessment administered. Programs are responsible for ensuring documentation of certification is current and available for review.

- **Data Accuracy and Reporting:**
  Data entry personnel and data managers must demonstrate competency in accurate entry, verification, and reporting of assessment data across all approved instruments. All data must meet established standards for data integrity and be subject to routine validation and monitoring.

- **Monitoring and Compliance:**
  Participation in this pilot is subject to ongoing review by AEPP and Accountability staff. Programs must maintain documentation demonstrating adherence to all assessment policies and procedures.

Failure to comply with the requirements of this pilot, including inconsistent assessment practices, improper test administration, or inaccurate data entry, may result in technical assistance, formal monitoring, or placement under corrective action. Continued non-compliance may result in removal from the pilot.

Assessment Data in New York's Management Information System:

All student data, including assessment data, must be entered into the data system on a minimum of a monthly basis. Verification of data entry is accomplished through software data checking reports aimed exclusively at pre- and post-test scores. These data checking reports identify the assessment type and form, raw score, NYRS level, and attendance accrual (between pre- and post-tests). These data check reports are reviewed by AEPP staff and accountability staff on a monthly basis to identify any gaps, omissions of data, or inappropriate trends.

All assessment data entered into New York's Management Information System must adhere to strict standards of accuracy, completeness, and timeliness. Local programs are responsible for ensuring that data entry reflects source documentation exactly, including correct assessment type, test form, scores, and associated attendance hours. Procedures must be in place for routine internal review and validation of data prior to submission, including cross-checking against original records and resolving discrepancies promptly. Staff involved in data entry must be appropriately trained and follow standardized protocols to minimize entry errors and ensure consistency across reporting periods. Any identified inaccuracies must be corrected as soon as possible to maintain the integrity and reliability of reported data for accountability and program improvement purposes.

Depending on the severity and situation behind the data errors detected, local programs will be given a deadline to make data corrections and are provided related professional development from AEPP's professional development network centers (RAEN), and technical assistance from AEPP's Support and Technical Assistance Centers (STAC), in addition to the contracted Accountability Office. Within a month's time, program assessment data check reports are reviewed again for evidence of necessary corrections. Habitual data assessment errors will lead to a program being placed under corrective action which will immediately trigger a site visit team which includes AEPP staff, the STAC, the RAEN, and Accountability staff. A plan for action is developed and shared with the local program along with a reasonable deadline for completion.

Calculating Measurable Skill Gain:

Under NYRS Guidelines, ALE-funded ABE/ASE students achieve Measurable Skill Gain (MSG) when post-tested and their score indicates that they have moved from one NYRS Educational Functioning Level (EFL) to the next or higher in either Reading or Math. For ESOL students, MSG is achieved when they move from one NYRS EFL to the next or higher. To determine Measurable Skill Gain, a student's pre-test score will be compared to his/her highest post-test score of the same type. Under NYRS guidelines, students can also achieve MSG when they obtain their NYS HSE or pass an HSE subtest. This includes students co-enrolled with traditional programs.

For the CASAS Assessment:

ABE:

- Programs must assess ABE students with both Reading and Math Assessments.
- Reading and Math are separate scores in ASISTS.
- Students can show gain in either subject.

ESOL:

- Programs have the option to assess students with Reading or Listening Assessments.
- Reading and Listening are separate scores in ASISTS.
- Students can show gain in either subject.
- If student gain is the same for both assessments, the Reading score will be used.
- When a student maxes out in Reading, the recommendation is to continue to provide Listening STEPS assessments.
    - Note: Students may not be ESOL and ABE students in the same program year.

Additional Considerations:

- A pre-test score that was obtained more than six months prior to the beginning of a fiscal year is considered "stale"; i.e., it is not a valid indicator of the student's initial skill level for that year.
- A pre-test score used as the basis for measurable skill gain in one fiscal year cannot be used again as a pre-test in any subsequent fiscal year.
- Under NYRS guidelines, pre-tests are carried over to additional Periods of Participation (POPs) within the same fiscal year.
- When using Best Plus 3.0 as an assessment instrument, students whose pre-test places them in ESOL High Advanced (NYRS level 6) must obtain the maximum score (or higher) on the BEST Plus 3.0 in order to complete that level.

Measurable Skill Gain will be calculated for each Period of Participation per participant. The post-test from the previous Period of Participation will be brought into the new Period of Participation as a pre- test. The participant will then be required to be post-tested in each Period of Participation.

Hours that Count Toward Post-testing:

The National Reporting System definition for instructional activity applies to hours eligible for post-testing. "Instructional activity includes any program-sponsored activity designed to promote learning in the program curriculum, such as classroom instruction, assessment, tutoring, or participation in a learning lab. Time spent on assessment can be counted only if the assessment is designated to inform placement decisions, assess progress, or inform instruction. Time used simply to administer tests, such as GED tests, cannot be counted as instructional activity.

Developing an Effective Testing Schedule:

Devising an effective testing schedule is critical to program success. Being able to post-test a high percentage of students is important for two reasons. First, post-test scores determine measurable skill gain, which is an important NYRS performance measure.

Second, the percentage of students post-tested is also used to measure student retention. AEPP sets a performance measure benchmark of 70% for overall students enrolled, and 90% of students who met the required instructional hours must be post-tested. A low percentage indicates that a program is unable to retain its students long enough for the student to be post-tested, or the program is negligent in providing timely post-tests. The intensity of a program must be considered when determining a post-testing schedule.

In each locally funded program, of the students who are eligible for a post-test, 90% of those students must be post-tested. The 90% benchmark as a performance measure will be scored into the NYSED Report Card scoring rubric in FY2026/2027. The goal of this performance benchmark is to ensure that students who remain in programming for the publisher's suggested amount of contact hours between a pretest and posttest will be post-tested and given the opportunity to demonstrate Measurable Skill Gain. The management information system has been programmed to display on a data checking report the students who are eligible for post-testing but have not yet been post-tested. This report will support the local program in identifying this cohort of students so they may be post-tested before they exit the program or before the end of the fiscal year.

When developing a testing schedule, programs should consider the following questions:

- *How long do students stay enrolled in our program?*
- *What is the intensity of our instructional offerings?*

The table below lists **minimum** requirements for post-testing schedules; AEPP **does not** permit premature post-testing. AEPP has implemented an additional opportunity for post testing: if a program has classes that are scheduled for 10 or more hours per week, the program may post-test a student at a minimum of 40 instructional hours if they determine that the student attended for only 9 or fewer hours a week.

Intensity of Program	Post Test Schedule
Six to Nine hours per week	Post test after 40 – 60 instructional hours
Ten or more hours per week	Post test after 60 – 80 instructional hours
Volunteer Tutorial Program	Post test after 30 instructional hours for students receiving services from a volunteer tutor

Accommodations for Students with Disabilities or Other Special Needs:

In accordance with the accountability standards in the 2014 Workforce Innovation and Opportunity Act (WIOA), standardized testing should be inclusive of all adult learners, to meet the goal of achieving fairness in testing. To be eligible for test accommodations beyond universally permitted accessibility features and/or allowable accommodations listed below on the TABE, TABE CLAS-E, BEST Plus, BEST Literacy, or CASAS, students must have a formal diagnosis of disability from a qualified professional.

TABE (DRC)

For the TABE Forms 13 & 14, and TABE-CLAS-E, NYSED permits programs to employ Category 1 (as determined by the publisher DRC) accommodations as described below, according to individual student need, without a formal diagnosis of disability. These accommodations are not expected to influence examinee performance in a way that alters the interpretation of test scores.

Category 1 Accommodations

Presentation

- Use of visual magnifying equipment
- Use of a Large Print edition of test
- Use of audio amplification equipment
- Use of markers to maintain place (due to the significant cost of the TABE test booklets, using small sticky notes is recommended as an alternative to markers)

Response

- May mark responses in test book (due to the significant cost of the TABE test booklets, using small sticky notes is recommended as an alternative to marking responses in the test booklet)
- May mark responses on Large Print answer document
- For selected-response items, may indicate responses to a scribe
- May record responses on audiotape (except for constructed-response writing tests)
- For selected-response items, may use sign language to indicate responses providing the program can supply a sign language interpreter
- May use a computer, typewriter, Braille writer, or other machine (e.g., communication board) to respond
- May use a template to maintain place for responding
- May indicate responses with other communication devices (e.g., speech synthesizer)

Setting

- May take the test alone or in a study carrel
- May take the test with a small group or different class
- May take the test at home or in a care facility (e.g., hospital) with program staff (only when possible for the program to provide)
- May use adaptive furniture
- May use special lighting and/or acoustics

Timing/Scheduling

- Take more breaks (Note: breaks should not result in an opportunity to study information in a test already begun)
- Have flexible scheduling (e.g., time of day, days between sessions), which should not result in extra time for testing or opportunity to study information in a test that has already begun.

BEST Plus 3.0 and BEST Literacy 2.0 (CAL)

For the BEST Plus 3.0 and BEST Literacy 2.0, NYSED permits programs to employ accommodations as described below, according to individual student need, without a formal diagnosis of disability.

Testing environment accommodations for both tests may include:

- Frequent breaks
- Individual administration of BEST Literacy

The purpose of BEST Plus is to obtain a measure of listening and speaking in English. BEST Plus is not designed to assess the communicative language skills of hearing-impaired or speech-impaired students, nor should it be used with visually impaired students, as some of the questions depend on some photographic stimuli. Similarly, it is not an appropriate accommodation for a BEST Plus test administrator to allow an examinee to read the on-screen prompts, as BEST Plus is a listening, not a reading, test.

Permissible accommodations related to BEST Plus include:

- Use of hearing aids

The purpose of the BEST Literacy assessment is to obtain a measure of reading and writing in English. It is not an appropriate accommodation for a test administrator to read BEST Literacy test questions to an examinee with sight impairment, as BEST Literacy is a test of reading.

Permissible accommodations related to BEST Literacy test administration include:

- Use of eyeglasses or magnifying glasses
- Use of earplugs
- Use of color overlays
- Use of rulers

CASAS

CASAS offers accessibility options in its online testing platform that are available to all test-takers. For learners who have documented disabilities, appropriately trained local assessment staff may provide accommodations in test administration procedures based on student documentation. Some common examples of testing accommodations for CASAS assessments:

- Read aloud, sign, or translate test directions word-for-word
- Read aloud or sign test display, question and answer choice (generally for tests other than reading tests)
- Use a scribe
- Use an adaptive input device to respond to the test
- Use a magnifier for paper-based tests
- Use large-print paper tests and answer sheets
- Use a reading tracker/highlighter tool
- Use of screen reader assistive technology and tactile graphics test booklets
- Use a talking calculator for math tests
- Allow breaks while testing
- Extend test-taking time
- Allow flexible test scheduling
- Provide a distraction-free testing space

Accessibility Features in CASAS eTests Online

The following features are available to all test takers using CASAS eTests Online:

- Preset text sizes (default, large, very large) of question stems and answer sets, toolbar, navigation features and directions
- Preset background and text color combinations
- Text and image magnification tool
- Customizable volume setting for listening tests
- Touch screen compatibility
- Keyboard-only accessible (tab, enter, etc.)
- Content masking (toolbar, including timer)

Assessment Guidelines and Training Requirements:

For assessments to serve as an effective indicator of a student's educational progress, they must be implemented with care and competence. This guide does not provide step-by-step instructions for administering the TABE 13/14, BEST Plus 3.0, CASAS or BEST Literacy 2.0. That information can be found in each test's administration manual and at required training sessions scheduled by AEPP and the Regional Adult Education Network (RAEN) in seven geographic regions across the state. The following is a schedule of training necessary for staff charged with administering each of the required assessments:

- TABE – test administrators must complete training and be certified through the RAEN once every **three** years. The training is 6 hours in length
- BEST Plus 3.0 – test administrators must complete initial training that is 10 hours in length and be certified through RAEN and CAL (Center for Applied Linguistics – publisher of the BEST Plus 3.0 and BEST Literacy 2.0).
    - Test administrators must be re-certified through a BEST Plus 3.0 Refresher training (also provided through the RAEN) every **three** years.
- CASAS – test administrators must complete training through the RAEN.
    - Test administrators must be re-certified through a CASAS Refresher training (also provided through the RAEN) every **three** years.
- Assessments provided by test administrators who have not received sufficient training will not be considered valid or reliable and will not be used for measuring skill gain, nor will the post-tests be included in the post-testing performance measures.

Training Requirements Continued:

Annually, all staff from every local program must attend 14 hours of professional development offered through the RAEN centers or other means as approved by AEPP. This training must include, but may not be limited to, the assessment certification training described above. The RAEN is also contracted to record attendance at each professional development activity they host, and all the certification and attendance data is stored in NY's management information system. Local programs, the STAC, the RAEN, the accountability staff, and AEPP have full access to these data via the data system and can generate appropriate reports that identify each program's staff and the number of professional development hours they have accrued annually.

Additional Requirements:

For TABE Reading and Math and TABE CLAS-E, programs must administer a TABE locator prior to administering any TABE assessment. The resulting score on the locator, along with other information the program gathers regarding the student, should be used to determine the initial level test used to assess students. However, as the publisher indicates, these locator scores should be only one of the criteria used to determine the correct level of the TABE test. The students' previous school experience, information collected during the intake process, and any other mitigating factors may be used to further determine the correct level test to administer.

- ✓ At a minimum, all programs must have available the TABE 13/14 forms E, M, D, and A levels of the test. Each level corresponds to a different skill range.
- ✓ Programs are expected to provide reliable data for use in program evaluation. AEPP will publish specific guidelines regarding the range of scores on each of the TABE subtests that are acceptable. Scores outside of the acceptable score range are considered unreliable by the publisher. Students who test outside of the acceptable range on the TABE subtests must be retested on a higher or lower level as appropriate as soon as possible and within a reasonable time frame.
- ✓ Programs are permitted to compare pre-tests and post-test scores using different levels of the TABE as long as the levels represent contiguous skill ranges. For example, a student may be pre-tested on TABE E and post-tested on TABE M.
- ✓ Programs must use different forms of assessment when pre- and post-testing their students. Therefore, if a TABE 13 is administered as a pre-test, then a TABE 14 must be administered as a post-test per the publisher's recommendation and New York State policy.
- ✓ Programs may choose to use other assessments as part of their comprehensive testing strategy; however, to report results according to NYRS guidelines, they are required to administer state-approved tests.
- ✓ Standardized instruments must be administered in accordance with the procedures listed in the test administration manual, together with NYSED policy. These procedures are included in the required training.
- ✓ Programs that offer both reading and math instruction as part of their ABE curriculum must administer both the TABE Reading and the TABE Math. However, programs that are funded to provide only instruction in reading or only instruction in math may assess students only in the one area in which they are funded to provide instruction. These exceptions must be approved by NYSED prior to implementation.
- ✓ Students preparing to take subtests of the high school equivalency exam (GED) may be exempt from either the math or the reading TABE testing. The exemption will be as follows:

    - If a student has already achieved a passing score on the high school equivalency math subtest, the program may choose not to assess that student with TABE Math at intake.
    - If a student has already achieved a passing score on the reading/writing, social studies, and science high school equivalency subtests, the program may choose not to assess that student with the TABE Reading at intake.