

SOP 18-05 Change 3
Workforce Innovation and Opportunity Act
Educational Functioning Level Assessment Policy
Standard Operating Procedures
Grow Southwest Indiana Region 11
Approval Date: 06/22/2018
Revision Date: 06/28/2024

Purpose

To describe the standard assessment procedure for WorkOne office staff regarding measurement of Educational Functioning Levels (EFLs), test administration, proctor training requirements, and acceptable testing accommodations. Although WorkOne office staff will not be required to administer EFL assessment, WorkOne office staff who choose to administer these assessments should adhere to this policy.

Change 3 Summary

SOP 18-05 EFL Assessment Policy Change 3 reinstates the TABE CLAS-E assessment for English language learners (ELL) that may be administered to measure educational gain as required by the National Reporting system (NRS) for adult education. This policy also allows hours toward a post-test to begin counting immediately after the test rather than on the next attendance day after the test.

Rescission

DWD Policy 2017-13, Change 2 *Educational Functioning Level Assessment Policy*
Region 11 SOP 18-05 Change 2 *Educational Functioning Level Assessment*

References

See Attachment A.

Content

Need for Assessment Testing

Educational gain reporting is required by the National Reporting System (NRS), the federal accountability system for the Adult Education and Family Literacy Act, Title II of WIOA. The state of Indiana has chosen the Tests of Adult Basic Education (TABE), TABE Complete Language Assessment System – English (TABE CLAS-E), and ACT WorkKeys as the approved assessments for measuring and reporting Educational Functioning Levels. Region 11 will follow this mandate.

- An overarching goal of adult education programs is to improve the literacy skills of participants. This can be measured through educational gain.
- Ongoing assessment ensure that students are in appropriate levels of instruction and are proficient.

Purposes and Use of the Assessment

EFLs are used by adult education providers to evaluate a student's academic progress through regular testing. Additionally, TABE results are used by WorkOne office staff to gauge a customer's basic skills deficiencies, readiness for training, and/or need for referral to adult education.

Summary and Overview of Assessment Testing

TABE 11 & 12 are the DWD approved assessment for all students in the state adult education program. TABE 11 and 12 measures Education Functioning Levels in three subjects: math, reading, and language. TABE consists of five test levels (literacy, easy, medium, difficult, and advanced), two test forms (11 & 12), and a locator test.

For **WorkOn/AJC**. Eligible test candidates should complete the entire test suite (reading, language, and math) as a pre-test. Testing should be completed within eight (8) consecutive calendar days.

For **Youth**, Title I eligible youth requirements mandate that programs serving WIOA Title I eligible youth should administer TABE beginning with the locator test.

- ACT WorkKeys Applied Math forms 014,015,016, and 017 are approved for all learners in the state adult education program.
- ACT WorkKeys Workplace Document Assessment forms 018, 019, 020, and 021 are approved al all learners in the state adult education program in Literacy/English language Arts at ABE levels 2-6.

- TABE Complete Language Assessment System – English (TABE CLAS-E, Forms A and B) is approved for all non-English speakers and individuals with limited English proficiency in the state adult education program.
 - TABE CLAS-E measures the language proficiency of adult ELL students in the areas of reading, listening, writing, and speaking.
 - Adult education programs will assess ELL students in at least one or more of the following subjects: reading, writing, or listening. Programs may choose to assess student in speaking but gains made in this subject will not count as gains for NRS or Indiana’s performance metrics.

General Assessment Requirements

Before administering TABE, providers should administer the locator test to determine which level of TABE is appropriate. The “locator test” only applies to TABE.

- WorkOne/AJC – The TABE test suite (reading, language, and math), TABE CLAS-E, or ACT WorkKeys should be completed within eight (8) consecutive days. Individuals who have not made contact for more than ninety (90) consecutive calendar days should be administered a new pre-test; otherwise, with regular contact, the TABE, TABE CLAS_E, or ACT WorkKeys pre-test results can be used by WorkOne/AJC office staff for six (6) months to gauge readiness for training.
- Youth – Title I eligible youth requirements mandate that programs serving WIOA Title I eligible youth should administer ACT WorkKeys, TABE CLAS-E, or TABE beginning with the locator test unless other methods are used to determine basic skills deficiency.

Guidelines for Administering the Assessment

- TABE, TABE CLAS-E, and ACT WorkKeys should be taken online or, as a last resort, in paper-and-pencil format. Test publisher’s procedures for virtual testing must be followed.
- WorkOne/AJC office staff, working as partners with adult education will measure and report EFLs in DWD’s case management system.

Proctor Training Requirements

- WorkOne staff who administer or score assessments are responsible for participating in TABE and WorkKeys assessment training at least annually and per DWD issued guidance.
- WorkOne staff will annually review all training materials available on DWD’s website as well as attend locally provided training prior to administering any educational functioning level assessment.
- Regionally designated training staff will provide ongoing training for new staff and refresh the skills of previously trained staff at a local level. Staff who attend

these training must record who has attended, the trainer(s), and the date of the training at a local level.

Accommodations

- Fulfilling learner requests for reasonable accommodations, at no cost to the individuals, is the responsibility of the provider delivering the assessment.
- To determine eligibility for accommodations, the provider will follow the test publisher's guidance.
- Individual customers with disabilities are responsible for providing information and documentation for their disability.
- Provider staff should review documentation, consider needed accommodations, offer counseling to the student, and establish accommodations, when eligible. Accommodations include extended time, no time limits, pausing, and other reasonable accommodations suggested by a medical professional.

The Rehabilitation Act of 1973 Section 504, the Individuals with Disabilities Education Act of 1997, and the Americans with Disabilities Act of 1990 have provisions related to reasonable testing accommodations for learners with disabilities. Additionally, programs may contact the DRC for full accommodation guidelines.

Action

DWD Policy 2017-13 Change 3 Educational Functioning Level Assessment Policy will be implemented in Region 11 as SOP 18-05 Change 3. Staff using TABE, TABE CLAS-E. and/or ACT Workkeys to assess educational functioning levels will follow the contents of this policy.

Effective Date

Immediately

Ending Date

Upon rescission

Attachment A

References

- Workforce Innovation and opportunity Act, Section 203
- 34 CFR 462.1-462.4, 462.10-462.14, and 462.40-462.44
- Office of Management and Budget (OMB) Number 1830-0027, *Measures and Methods for the National Reporting System for Adult Education*
- National Reporting System for Adult Education, Assessment
- Section 504 of the Rehabilitation Act of 1973
- General Provision of the Individuals with Disabilities Education Act of 1997
- American with Disabilities Act of 1990, As Amended
- ACT, *ACT WorkKeys Assessment Approved by National Reporting System*
- *2017-15 Adult Education Data Collection and Reporting*
- DWD Policy 2015-11, Change 1 *Adult Education (AE) Professional Qualifications and Development Policy*
- *2104-04 Adult Education Program Monitoring and Improvement Policy*