

SOP 18-05 Change 6
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: 09/15/2025

Purpose

To describe the standard assessment procedure for adult education providers and WorkOne/American Job Center (AJC) 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 assessments, WorkOne/AJC office staff who choose to administer these assessments should adhere to this policy.

Change 6 Summary

- Starting July 1, 2025, TABE 13/14 and TABE CLAS-E, Forms C/D, are the only versions of TABE assessments approved to measure educational gain as required by the National Reporting System (NRS) for adult education. TABE 11/12 and TABE CLAS-E, Forms A/B. are no longer valid as of June 30, 2025.

Rescission

DWD Policy 2017-13, Change 5 *Educational Functioning Level Assessment Policy*
Region 11 SOP 18-05 Change 5 *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. A state's EFL assessment is federally reviewed and approved to ensure that it is suitable to be used when measuring a student's EFL in alignment with NRS guidelines. 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. These are the only tests to be used for this purpose.

- An overarching goal of adult education programs is to improve the literacy skills of participants. This can be measured through educational gain.
- Ongoing assessment ensures that students are placed in appropriate levels of instruction and are proficient.
- Standardized assessments measure a student's progress, certify mastery at specific levels of instruction, and drive program quality, professional development, and performance targets.
- The implementation of a uniform policy allows for comparability across programs, and with the implementation of performance-based funding, a uniform policy ensures this standardization.
- The assessment must be valid and reliable.
 - Validity is related to the accuracy of measurement – the extent to which the instrument measures what it is intended to measure.
 - Reliability is the degree of consistency in performance on an assessment – the extent to which students would be expected to perform similarly during multiple administrations of the instrument or under different conditions.

Purposes and Use of the Assessment

- Standardized administration and scoring of the assessment allow for placement and reporting educational gains.
- EFLs are used by adult education providers to evaluate a student's academic progress through regular testing. Additionally, WorkOne office staff uses TABE results to gauge a customer's basic skills deficiencies, readiness for training, and/or need for referral to adult education.
- The NRS approach to educational gains is to define a set of EFLs in which students are initially placed based on their abilities to perform literacy-related tasks in specific content areas. After a set number of attendance hours in adult education, students are again assessed to determine their skill levels. If a student's skill levels have improved sufficiently to be placed one or more levels higher, the student has achieved a measurable skill gain.

- Additionally, informal assessments such as teacher-made tests, unit tests, and student observations are encouraged to monitor learning and to inform instruction on an ongoing basis.

Summary and Overview of Assessment Testing

TABE 13 &14 are the DWD approved assessment for all students in the state adult education program. TABE 13 and 14 measure 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, and a locator test.

In rare instances a student may not need to be assessed in all areas; however, programs should decide the skill areas most relevant to each student’s needs or the program’s curriculum and assess the student in these areas. Adult education programs will document the rationale for doing so in the student file and WorkOne/AJC office staff will document the rationale in the DWD case management system.

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 **Adult Education**, eligible adult education students should complete the entire test suite (reading, language, and math) as a pre-test. Testing should be completed within eight (8) consecutive calendar days. Students who have not attended adult education classes for more than ninety (90) consecutive calendar days should be administered a new pre-test.

For **Youth**, Title I eligible youth requirements mandate that programs serving WIOA Title I eligible youth should administer TABE beginning with the locator test if the TABE is used to determine basic skills deficiency.

- 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 for 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 C/D) 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 at least one of the areas of reading, listening, and writing.

General Assessment Requirements

Whether adult education students take either the TABE, TABE CLAS-E, or ACT WorkKeys assessments, one of the assessments should be administered to the students by the time of official enrollment, defined by NRS as twelve (12) hours of attendance.

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.
- Adult Education – The TABE test suite (reading, language, and math), TABE CLAS-E, or ACT WorkKeys should be completed within eight (8) consecutive calendar days. Students who have not attended adult education classes for more than ninety (90) consecutive calendar days should be administered a new pre-test.
- 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. Local programs may implement virtual test proctoring using the assessments identified in this policy, in accordance with the test publisher’s procedures for virtual testing.
- Prior to administering TABE, as noted in the General Assessment Requirements section above, provider should administer the locator test to determine which level of the assessment is appropriate.
- If multiple skill areas are assessed and the student has different abilities in different areas, the program should place the student according to the lowest functioning level. For example, if a student is at the beginning level in reading and the low intermediate level in numeracy, then the student would be placed in the beginning level.
- Adult education providers will measure and report measurable skill gains (raw scores) based on educational functioning levels into InTERS (the DWD Adult Education database).
- WorkOne/AJC office staff, working as partners with adult education, will measure and report EFLs in DWD’s case management system.
- Adult education providers will enter all required data points in InTERS, and WorkOne/AJC office staff will enter all required data points in DWD’s case management system after the student completes each test.

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.
- New WorkOne/AJC staff will review all training materials available on DWD's website.
- 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 trainings must record who has attended, the trainer(s), and the date of the training at a local level.

At Amplify Adult Education (AE), providers and WorkOne/AJC staff may access state assessment training and guidance.

- Assessment Basics is available online with information to support staff who administer, score, and evaluate results.
- Training for remote proctoring is also provided at this website.
- An online course for administrators is available and handbooks for directors and teachers are at Amplify AE.
- Policies are reviewed and guidance is provided throughout the year on statewide webinars and at annual fall conference.
- The publisher provides guidance and training at <https://tabetest.com/> . Similarly, information about WorkKeys may be accessed at Amplify AE and a DWD employee is available for on-demand training. Additional test administration guidance is available through ACT at <https://www.act.org/> .

With local providers, the state provides pre-service, in-service training, targeted support, and technical assistance as needed and may include an overview of

- in-take and orientation;
- assessment practices, and
- procedures before, during, and after testing; and
- gathering, analyzing, compiling, and reporting data for the NRS for adult education.

In addition to sharing promising practices, relevant information includes

- proper use of forms,
- accommodations,
- time limits,
- placement into educational functioning levels,
- interpreting and evaluating scores for mastery,
- post-testing, and
- recording and sharing confidential records.

Local providers offer ongoing training for new staff and refreshing skills of previously trained staff.

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

Attendance records must be available to DWD staff when requested to ensure training is conducted and attended per policy.

Accommodations

- Fulfilling learner requests for reasonable accommodation, at no cost to the individuals, is the responsibility of the provider delivering the assessment.
- To determine eligibility for accommodation, 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 accommodation, offer counseling to the student, and establish accommodation when eligible. Accommodation includes extended time, no time limits, pausing, and other reasonable accommodations suggested by a medical professional.
- TABE provides a list of categories and a range of accommodations at <https://tabetest.com/>. These include large print, audio amplification, special lighting, adaptive furniture, additional time, Braille, tape recording, and test-talk converters. Accessibility support includes extra testing time, assistive technology, scribes, enlarged printed text and graphics, screen readers, and sign language interpreters.

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 6 Educational Functioning Level Assessment Policy will be implemented in Region 11 as SOP 18-05 Change 6. 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*
- DWD Policy 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*