Mississippi Community College Board
Office of Adult Education

Assessment Policy and Procedure Manual
PY 2024-2025

Effective Date: July 1, 2024

Published by:
Mississippi Community College Board
Office of Adult Education

3825 Ridgewood Road
Jackson, MS 39211
Phone: 601-432-6518
www.mccb.edu

Table of Contents

I. INTRODUCTION

The Mississippi Community College Board (MCCB), Office of Adult Education (OAE), Assessment Policy provides guidelines pertaining to standardized assessment practices for all Title II, Adult Education Programs and meets the guidelines from the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) and the National Reporting System (NRS). The National Reporting System (NRS) for Adult Education is the accountability system for the federally funded adult education and literacy program mandated by WIOA, Title II. All local adult education programs funded by the OAE with federal and/or state dollars are required to adhere to these policies and guidelines to guarantee accurate and uniform assessment information. The Office of Adult Education (OAE) is responsible for training and implementing the NRS measures, methods, requirements, and for ensuring that outcomes are reported as outlined in the NRS Technical Assistance Guide for Performance Accountability under WIOA (https://www.nrsweb.org/policy-data/nrs-ta-guide). At the local level, programs collect data and train staff according to policies and procedures set by the OAE for program management and improvement activities and to report on performance.

II. MEASURABLE SKILL GAINS

The measurable skill gains (MSG) indicator is the percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving documented academic, technical, occupational, or other forms of progress, toward such a credential or employment (see 20 CFR § 677.155(a)(1)(v)).

The measurable skill gains indicator is used to measure interim progress of participants who are enrolled in education or training services for a specified reporting period. Therefore, it is not an exit-based measure. Instead, it is intended to capture important progressions through pathways that offer different services based on program purposes and participant needs and can help fulfill the vision for a workforce system that serves a diverse set of individuals with a range of services tailored to individual needs and goals. MSG can be achieved by the following:

1. Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary level – Programs may measure educational functioning level gain in one of four ways:
    a. States may compare the participant's initial educational functioning level, as measured by a pre-test, with the participant's educational functioning level, as measured by a post-test;
    b. States that offer adult high school programs that lead to a secondary school diploma or its recognized equivalent may measure and report educational gain through the awarding of credits or Carnegie units; (***Not applicable to Mississippi***)
    c. States may report an educational functioning level gain for participants who are enrolled in a program below the postsecondary level and who enroll in State recognized postsecondary education or training during the program year. A program below the postsecondary level applies to participants enrolled in a basic education program; or
    d. States may report an educational functioning level gain for participants who pass a subtest on a State-recognized high school equivalency examination.

2. Documented attainment of a secondary school diploma or its recognized equivalent – Programs may document attainment of a secondary school diploma or its recognized equivalent if the participant obtains certification of attaining passing scores on all parts of a State-recognized high school equivalency test, or the participant obtains a diploma or State-recognized equivalent documenting satisfactory completion of secondary studies or an alternate diploma,9 including a high school or adult secondary school diploma.

3. Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards – For secondary education, this gain may be documented through receipt of a secondary transcript10 or report card for one semester showing that the participant is achieving the State unit's policies for academic standards. For postsecondary education, this gain must demonstrate a sufficient number of credit hours— which is at least 12 hours per semester (or equivalent11) or, for part-time students, a total of at least 12 hours over the course of two completed semesters (or equivalent) during a 12-month period that shows a participant is achieving the State unit's academic standards (or the equivalent for other than credit hour programs). For example, if a postsecondary student completed 6 hours in the spring semester and 6 more hours in the fall semester and those semesters crossed two program years, they would not count as a skill gain in the first program year, but they would count as a skill gain in the second program year.

4. Satisfactory or better progress report, toward established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training – Documentation for this gain may vary, as programs should identify appropriate methodologies based upon the nature of services being provided, but progress reports must document substantive skill development that the participant has achieved. The gain may be documented by a satisfactory or better progress report from an employer or training provider. Progress reports may include training reports on milestones completed as the individual masters the required job skills, or steps to complete an OJT or apprenticeship program. Increases in pay resulting from newly acquired skills or increased performance also can be used to document progress. Milestones should be established in advance of the education or training program, or in advance of the program year being measured, to be considered an "established milestone." Note: In the description of this type of Measurable Skill Gains, "completion of one year of an apprenticeship" is just one example of a timeframe that may be established for achieving a satisfactory or better progress report toward an established milestone, and the "one year" timeframe should not be construed as a required timeframe or the only way that a participant in an apprenticeship can achieve a Measurable Skill Gain.

5. Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks, such as knowledge-based exams – Documentation for this gain may include passage of a component exam in a Registered Apprenticeship program, employer-required knowledge-based exam, satisfactory attainment of an element on an industry or occupational competency-based assessment, or other completion test necessary to obtain a credential.

III. GENERAL ASSESSMENT GUIDELINES

A. Need for an Assessment Policy

Standardized, ongoing assessment of participant progress is essential to ensure all participants become proficient in adult basic education skills. To ensure accuracy and consistency, adult education programs are required to make sure the initial and ongoing assessments of adult learners proven validity, reliability, and are approved by the NRS.

- Validity refers to the extent to which the instrument measures what it intended to measure. To establish the content validity with respect to the requirements of the NRS, there must be evidence that the items/tasks of the instrument measure the skills associated with the educational functioning levels (EFL).
- Reliability refers to the degree of consistency in performance of an assessment: that is, the extent to which an examinee would be expected to perform similarly across multiple administration of the instrument or under different conditions.

B. Purpose and Use of Assessments

Standardized assessments are used to document placement, progress, and level completion described later in this document. In addition to the MS OAE approved assessments, informal assessments such as instructor-made tests, diagnostic assessments, unit tests, applied performance assessments and observations are also encouraged to monitor learning and to inform instruction on an ongoing basis.

C. Initial Assessments (34 CFR462.41 (b))

The initial assessment is for placing students in a beginning educational functioning level according to the NRS. It is the baseline on which providers' measure student level gains. Providers should administer a locator test to determine the appropriate initial assessment. The OAE requires students to be assessed during the **first 12 hours of instruction.**

For adult students who have low literacy skills or a lack of English proficiency and are unable to be assessed using an approved assessment to measure their abilities, documentation must be kept showing an attempt was made to assess the student. A record of this attempt must be kept in the student permanent record for monitoring purposes.

D. Progress Assessment

Any assessment given after the initial assessment is called a progress assessment. A student can have multiple progress assessments. Level advancement is determined by comparing a student's initial scale score with their scale score when reassessed with the same standardized assessment. Level advancement cannot be determined without a progress assessment.

E. Mississippi Approved Assessments

The OAE has adopted the following assessment instruments from the NRS list of approved assessments. Only scores from these assessment instruments will be accepted for data entry and NRS reporting.

Assessment Instruments	Adult Education Program Areas
TABE	
TABE CLAS-E	• ESL 1-6
TABE	• ABE 1-4 • ASE 5-6

ACT® WorkKeys®:	
ACT® Applied Math	• EFL 1-6
ACT® Workplace Documents	• EFL 2-6

Note: Written requests for permission to administer the TABE using paper/pencil should be made to the OAE; with the exception of correctional institutions. All correctional institutions (including jails) are allowed to administer the TABE using paper/pencil without prior approval.

All assessment data must be entered into the data management system within 15 business days of the test administration date. Locator scores must be entered into the data management system for students being tested with the paper/pencil version of TABE.

F. Expiration of Assessments
Assessments have an effective date of 270 calendar days (defined as weekdays, weekends, and holidays) from the test administration date. Pre-test scores from students who stop-out from the program are valid within the 270-calendar day period.

G. Periods of Participation
If the student has exited the program for at least 90 days and then begins a new Period of Participation (PoP), his/her test scores are valid for calculating EFL gain as long as the scores have not exceeded the 270-calendar day validity period. If the scores fall outside of this range, a new assessment must be administered.

A returning student's most recent test from the previous year may be brought forward into the new fiscal year and considered the pre-test if the rollover date is within 270 calendar days of the test administration date. The process of bringing forward assessments from the previous year is detailed in the data management system user manual.

If OAE determines a program has administered assessments outside of the standards of the OAE Assessment Policy and Procedure Manual and/or the test publishers' guidelines or has mismanaged student assessment records, the program will receive written notification of the finding and be required to complete a corrective action plan.

H. Training for Test Administrators (34 CFR 462.41(d))
Training of personnel administering assessment instruments is required to ensure test security and appropriate testing procedures, including accommodations for students with disabilities. Adult educators and administrators designated to administer the state-approved assessments are required to abide by the assessment standards of the test publishers, the American Psychological Association, and the OAE established testing policies and guidelines.

Training for TABE
All staff who administer the TABE are required to complete the Online On-Demand Training and Certification Training provided by Data Recognition Corporation (DRC) **prior** to administering the TABE. TABE recertification is required every two years

All new program staff who will administer the TABE must complete the DRC Quick Start Guide Training for TABE Online and take the TABE prior to attending the New Teacher Academy. New Teacher Academy is conducted annually by the OAE and covers the following: assessment policy review, TABE assessment training, interpreting TABE scores, adult learning and instruction, effective lesson planning, distance learning, digital literacy, Canvas, understanding NRS Tables, contextualized instruction, standards instruction and other relevant topics. Assessment, NRS policy, accountability policies, indicators of performance, definitions of measures, data collection and quality refresher courses are available in Canvas housed by the OAE and available to all local program staff.

Certificates of Completion for each staff member should be filed with the local program records and made available to OAE upon request. It is the responsibility of the local program to ensure training and certifications have been completed successfully and to maintain a record of the training in local records and the data management system.

Training for TABE CLAS-E
All programs serving English Language Learner (ELL) students must be trained on the administration of TABE CLAS-E. All new program staff working with ELLs must complete the state's TABE CLAS-E administrator training for certification. Only trained/certified staff members are allowed to administer the TABE CLAS-E. In order to maintain consistency in scoring, we recommend that your program have a small "testing team" that specializes in TABE CLAS-E administration. Each program serving ELL students must have at least **2** individuals trained in TABE CLAS-E administration at all times. For the speaking and writing tests, teachers may **NOT** score responses on post-testing for students for whom they are providing instruction.

TABE CLAS-E administrators are required to recertify through the state training every three years. Assessment, NRS policy, accountability policies, and data collection and quality refresher courses are available in Canvas.

Training for ACT® WORKKEYS®
Any local program administering the ACT® WorkKeys® should adhere to the ACT® WorkKeys® Testing Staff Training Plan. The plan outlines the sequential order in which one should complete to be a knowledgeable and capable administrator of the ACT® WorkKeys® test.

Each test coordinator and/or proctor should complete the following steps to be in compliance with ACT® WorkKeys® test policies and procedures:
- Read, understand, and reference the appropriate test format administration manual:
  - ACT® WorkKeys® Administration Manual for Online Testing
  - ACT® WorkKeys® Administration Manual for Paper Testing
- Register and attend ACT® WorkKeys® on-demand webinars

I. *Accommodations for Students with Disabilities or Other Special Needs*
Students with documented disabilities who require accommodations are responsible for requesting assessment instruments in alternative formats and alterations in test administration procedures. Documented disabilities mean that the individual can present a formal document provided by a qualified professional (physician, educational counselor, psychologist, special education teacher, or a rehabilitation

counselor) such as a doctor's report, a diagnostic assessment, an Individual Education Plan (IEP) or other formal record of disability that includes:

- A diagnosis of the disability, whether it be a medical, psychological, learning, developmental, and /or attention deficit disorder.

- An evaluation of the educational implications of the diagnosis and the impact of the disability on areas of functioning.

- Recommendations for the specific strategies and accommodations in education required by the disability, which are reasonable and necessary as provided by ADA/Section 504.

A testing accommodation is a change made to the test administration procedure to provide equal access for students with disabilities to demonstrate their knowledge and skills. If an accommodation is employed, **it is important that the selected accommodation minimize any advantage or disadvantage of completing the test**. In particular, if the accommodation under consideration is not used in instruction, then it should not be used in the testing situation. Testing accommodations may include, but are not limited to:

- **Flexible scheduling:** Several brief testing sessions during a day, frequent rest breaks, testing at a different time of day, additional time.

- **Flexible setting:** Individually or in small groups with proctor, study carrel or separate room, special lighting, equipment, acoustics.

- **Flexible responding:** Oral response, signed response, response on word processor, or braille response.

- **Flexible presentation:** Mechanical aids, revised formats such as Braille, large print, or signed or oral presentations for directions and items other than reading items.

- **Assistive devices:** Assistive devices typically used in classroom instruction such as visual magnification, auditory amplification devices, or calculators (if authorized in the test administration manual).

The accommodations must not alter the underlying content that is being measured by the assessment or negatively affect the assessment's reliability and validity. These testing accommodations must be provided to ensure equal access to programs and activities and in compliance with provisions in Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR, part 104, as applicable for adults. The accommodations provided in the assessment should be the same accommodations used during instruction.

For specific information about accommodations related to an individual assessment, refer to the Administrator's Manual for each individual assessment.

Accommodations for TABE 11 & 12
Data Recognition Corporation (DRC) has developed a Test Administrator Manual that addresses general testing accommodations for standardized assessments. This manual can be found on the MCCB, Adult Education webpage at https://www.mccb.edu/offices/adult-education. Information on TABE accommodations can be found at https://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf.

Accommodations for TABE CLAS-E
Data Recognition Corporation (DRC) has developed a Test Administrator Manual that addresses general testing accommodations for standardized assessments. This manual can be found on the MCCB, Adult Education webpage at https://www.mccb.edu/offices/adult-education.

Accommodations for ACT® WorkKeys®
If a student needs accommodations, visit WorkKeys® Accessibility Support for further information.

IV. GUIDELINES FOR EACH ASSESSMENT

A. *The Tests of Adult Basic Education:*
Description and Eligibility
The OAE has approved *TABE* 11/12 for use by local programs to meet the requirements of the NRS. This assessment is administered for placement of adult basic education students enrolling or continuing in an adult education program. The Tests of Adult Basic Education (*TABE*) is a standardized test of silent reading comprehension, mathematics and language. *TABE* can be administered either individually or in a group setting in accordance with approved testing guidelines. *TABE* has two forms (11 & 12) and five levels (L, E, M, D, A).

- **Reading** focuses on reading items from everyday life, work and other literary content. Visual items are included in the reading items. With different levels, the information increases in complexity. Questions are in a multiple-choice, drag and drop, multiple select, evidence based selected response format. Administration time guidelines: 100 minutes which includes two 50-minute sections depending on the test level.

- **Total Mathematics** focuses on mathematical items from everyday life, the world of work, and other familiar contexts. Visual items are included, such as charts, graphs, or documents. With different levels, the information increases in complexity. Questions are in a multiple-choice format, gridded response, drag and drop and multiple select. Administration time guidelines: 65 minutes depending on the test level. Levels M, D & A has a designated calculator section.

- **Language (Writing)** addresses the use, mechanics, formation, and development of English in life and the world of work. Items reflect the modern writing process, including editing. With different levels, the information increases in complexity. Questions are in multiple-choice, drag and drop, multiple select format. Administration time guidelines: 55 minutes depending on test level.

Pre-testing Guidelines
- The *TABE* **Locator** is required to be administered as the first part of the pre-test and must be used to determine the appropriate difficulty level of each subject area of the pre-test. The averaging of locator results in order to use a single test form is not permitted. The lowest test level achieved by the student determines the educational functioning level (EFL) and placement in the data management system. Administration time guidelines: 75 minutes.

Interpreting Locator Test Scores

Reading	Mathematics	Language	TABE Level to Administer
0-5	0-5	0-5	E
6-11	6-9	6-10	M
12-15	10-12	11-13	D
16-19	13-16	14-16	A

Please note: If an examinee scores fewer than 6 points correct on the Locator Test, it may indicate that Level L tests should be administered.

NRS and TABE Level Correlations
The following table shows the **NRS EFL and *TABE* Scale Score Ranges.**

NRS Educational Functioning Level Ranges

Educational Functioning Level	ABE EFL Descriptor	TABE 11/12 Scale Score Ranges		
		Reading	Total Math	Language
Level 1	ABE Beginning Literacy	300-441	300-448	300-457
Level 2	ABE Beginning Basic	442-500	449-495	458-510
Level 3	ABE Intermediate Low	501-535	496-536	511-546
Level 4	ABE Intermediate High	536-575	537-595	547-583
Level 5	ASE Low	576-616	596-656	584-630
Level 6	ASE High	617-800	657-800	631-800

Post-testing Guidelines (34 CFR 462.41(c))
After a minimum number of instructional hours have been completed by a student, he/she must be post-tested to determine educational gain and academic progress. Students must not be post-tested prior to the allotted minimum hours per assessment and educational functioning level. Publisher guidelines for post-testing are as follows:

Post-Testing Guidelines

Assessment	Minimum Hours before Post-testing
TABE for ABE students	40 hours of instruction
TABE for ASE students	30 hours of instruction
TABE CLAS-E for ELL students	40 hours of instruction

All students (100%) eligible for post-testing should be post-tested within ___***20 hours* after*** reaching the minimum hours required. **Programs should also closely monitor reports to ensure that NRS targets**

are reached for level gain. Additional post-tests must also follow the same established post-testing guidelines and times. Students who were pre-tested with *TABE* must be post-tested with *TABE*. Post-testing requires a different form (11 & 12) be used. For example, if a student is pre-tested using 11D then they must be post-tested on 12D. **The same difficulty level of the assessment instrument must be used to pre- and post-test a student except when a student's pre-test scale score is near the top of the range. If a student's scale score is near the top of the range and no gain is achievable, the MS OAE recommends administering the assessment at the next highest level.**

A program staff member should meet with the student to determine if one, two, or three subject tests should be administered during initial post-testing or in subsequent post-tests. Post-testing provides the opportunity to meet with the student about his/her progress and goals. The student's success plan should be reviewed and updated, as needed.

TABE testing guidelines state that random and frequent testing is **discouraged**, as it will not present valid gain scores and could create a practice effect, thus producing questionable or inaccurate scores. Instructional intervention between testing periods is strongly recommended to maximize gain. If a test is to be administered as a retest because the initial test session was **invalid**, there is not a prescribed length of time that needs to occur.

Please note: Prior to post-testing students, ensure the pre-test scores have not exceeded the 270-calendar day validity period.

Out-of-Range TABE 11/12 Test Scores
The following table shall be used to determine whether the student's score is within the acceptable range of scores on that test and level. If the score is within the acceptable range, the test can be considered valid. If the score is outside of the acceptable range, the test administrator shall retest with a more or less advanced test. The table indicates when more or less advanced tests **may be necessary**.

TABE 11 & 12
Out of Range Levels

Test Level	NRS Educational Functioning Level	Out of Range Levels
L	1, 2	3, 4, 5, 6
E	1, 2, 3	4, 5, 6
M	2, 3, 4	1, 5, 6
D	3, 4, 5	1, 2, 6
A	4, 5, 6	1, 2, 3

Use of Scale Scores for NRS Reporting
The OAE data management system is a web-based management information system that meets the reporting needs of Mississippi's adult education programs while meeting the needs of the NRS. Local programs will record and track scale scores in student records and in the OAE data management system. The scale score is the basic or primary score for TABE, and is used to compute and derive all other scores. The OAE data management system translates the scale scores into NRS levels stipulated by OCTAE.

Programs may generate reports that portray student NRS educational functioning levels and gains using the OAE data management system.

Please note: Each form of TABE 11&12 assesses only for a specific range of NRS levels and grade levels. No one TABE test assesses for all levels of the test. Refer to Scale Score Guidance Chart located at the end of this section.

B. *TABE Complete Language Assessment System – English (TABE CLAS-E)*
Description and Eligibility
TABE Complete Language Assessment System – English (*TABE CLAS-E*) measures the language proficiency of adult English language learners in the areas of reading, listening, writing, and speaking. The items are aligned with the NRS English as a Second Language (ESL) Educational Functioning Levels. The system consists of a locator test for initial placement and four level tests. The test has two forms (A & B) and four levels (1, 2, 3, and 4). DRC has developed an Online Test Administration Manual and an Online Test Directions booklet. These documents can be downloaded from the DRC Insight Portal.

Pre-testing Guidelines
Students are required to be assessed during the first 12 hours of instruction. **The lowest test level achieved by the student determines the EFL for placement in instruction and also in the state data management system.** The TABE CLAS-E Locator must be given prior to the administration of any other part of the assessment. **All assessment data must be entered into the OAE data management system within 15 business days of the test administration date.**

For adult students who have **low literacy skills or a lack of English proficiency** and are unable to be assessed using an approved assessment to measure their abilities, documentation must be kept showing an attempt was made to assess the student. These students will be unable to answer the Locator questions or will receive a score of 5 or less on the Locator Part A.   A record of this attempt must be kept in the student permanent record for audit purposes. Documentation can consist of a written statement on the Locator sheet that the student did not have enough English skills to answer the test questions. Scores will need to be entered into the state data management system. If the student could not verbally answer the Locator questions, then the lowest scores for Listening/Speaking at *TABE CLAS-E* Level 1 will need to be entered. **See the charts below for the lowest scale scores for Level 1.**

Level/Form	Skill Area	Scale Score
Level 1 Form A	Listening	230
Level 1 Form A	Speaking	231

If the student will be working on all four skill areas, the following Reading and Writing scores may be entered for the student who has documented low literacy skills and could not answer the Locator questions.

Level/Form	Skill Area	Scale Score
Level 1 Form A	Reading	250
Level 1 Form A	Writing	200

When administering *TABE CLAS-E*, a participant may be assessed in one or all of the subject areas. For example, a participant may be assessed only in Speaking or may choose to be assessed in two, three, or all four subject areas. The Locator test must be administered first and is used to determine the appropriate battery level of the pre-test(s). All four skill areas may be given, but only the **lowest skill area test score** is used to place the student into an educational functioning level. **If a participant is pre-and post-tested in 1-4 subject areas and makes a gain in any area, the participant will show an EFL gain on Table 4 and 4B**.

Out-of-Range TABE CLAS-E Test Scores
The following table shall be used to determine whether the student's score is within the acceptable range of scores on that test and level. If the score is within the acceptable range, the test can be considered valid. If the score is outside of the acceptable range, the test administrator shall retest with a more or less advanced test. The table indicates when more or less advanced tests **may be necessary.**

TABE CLAS-E
Out of Range Levels

Test Level	NRS ESL Educational Functioning Level	Out of Range Levels
1	1, 2, 3	4, 5, 6
2	1, 2, 3, 4	5, 6
3	1, 2, 3, 4, 5	6
4	1, 2, 3, 4, 5, 6	

Post-testing Guidelines
An ESL student must have a minimum of 40 hours of instruction prior to post-testing with TABE CLAS-E. All subsequent TABE CLAS–E post-tests may be administered when a student has reached the minimum number of hours (40) of instruction from the time of the previous assessment. All students (100%) eligible for post-testing should be post-tested within *__20 hours after__* reaching the minimum hours required. Additional post-tests must also follow the same established post-testing guidelines and times.

Students who were pre-tested with TABE CLAS-E must be post-tested with TABE CLAS-E. **The same difficulty level of the assessment instrument must be used to pre- and post-test a student except when a student's pre-test scale score is near the top of the range. If a student's scale score is near the top of the range and no gain is achievable, the MS OAE recommends administering the assessment at the next highest level.**

Post-testing provides the opportunity to meet with the student about his/her progress and goals. The student's success plan should be reviewed and updated, as needed.

TABE CLAS-E testing guidelines state that random and frequent testing is discouraged, as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Therefore, a student must have a minimum of **40** hours of instruction between each test administration.
Please note: Prior to post-testing students, ensure the pre-test scores have not exceeded the 270-calendar day validity period.

Use of Scale Scores for NRS Reporting

Assessment scale scores will be recorded and translated in EFLs in the data management system. The data management system translates the scale scores into EFLs.

TABE CLAS-E
Forms A and B
NRS ESL Educational Functioning Levels Ranges

ESL Educational Functioning Level	Reading Scale Scores	Writing Scale Scores	Total Reading and Writing Scale Scores	Listening Scale Scores	Speaking Scale Scores	Total Listening and Speaking Scale Scores	EFL
ESL Beginning Literacy	250-392	200-396	225-394	230-389	231- 425	230- 407	0-1
ESL Beginning Low	393-436	397-445	395-441	390-437	426-460	408-449	2
ESL Beginning High	437-476	446-488	442-482	438-468	461-501	450-485	3
ESL Intermediate Low	477-508	489-520	483-514	469-514	502-536	486-525	4
ESL Intermediate High	509-557	521-555	515-556	515-549	537-567	526-558	5
Advanced ESL	558-588	556-612	557-600	550-607	568-594	559-600	6

Please note that these components of the *TABE Complete Language System – English* are available: Large Print Edition Locator Test and Large Print Edition Language Proficiency Tests, Forms A and B.

C. ACT® WorkKeys®

The ACT® WorkKeys® Applied Math and Workplace Documents Assessments have been approved by the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE) for use in the National Reporting System (NRS) for measuring educational gains in adult education and published in the Federal Register.

NRS-approved test forms that are approved for the adult education population:

- *ACT® WorkKeys® Applied Math*
  - Forms 014, 015, 016, and 017
- *ACT® WorkKeys® Workplace Documents*
  - Forms 018, 019, 020, and 021

The tables below illustrate the Educational Functioning Level (EFL) Benchmarks of the assessments approved for Measurable Skill Gains:

ACT® WORKKEYS®

NRS Educational Functioning Level Benchmarks		
Education Functioning Levels	**WorkKeys® Workplace Documents Scale Score Forms: 018,019,020,021**	**WorkKeys® Applied Math Scale Scores Forms: 014,015,016,017**
ABE Level 1: Beginning Literacy	N/A	71-73
ABE Level 2: Beginning Basic	73-74	74-78
ABE Level 3: Low Intermediate	75-77	79-82
ABE Level 4: Middle Intermediate	78-80	83-85
ABE Level 5: High Intermediate	81-82	86-87
ABE Level 6: Adult Secondary	83-90	88-90

Crosswalking WorkKeys® Applied Math Levels to NRS Levels			
WorkKeys® Applied Math		**NRS Benchmarks**	
Scale Score	Level Score	Scale Score	EFL
65-71	<3	65-70	Below Beginning Literacy
72-75	3	71-73	ABE Level 1: Beginning Literacy
76-79	4	74-78	ABE Level 2: Beginning Basic
80-82	5	79-82	ABE Level 3: Low Intermediate
83-85	6	83-85	ABE Level 4: Middle Intermediate
86-90	7	86-87	ABE Level 5: High Intermediate
		88-90	ABE Level 6: Adult Secondary

Crosswalking WorkKeys® Workplace Documents Levels to NRS Levels			
WorkKeys® Workplace Documents		**NRS Benchmarks**	
Scale Score	Level Score	Scale Score	EFL
65-71	<3	N/A	ABE Level 1: Beginning Literacy
72-76	3	73-74	ABE Level 2: Beginning Basic
77-80	4	75-77	ABE Level 3: Low Intermediate
81-82	5	78-80	ABE Level 4: Middle Intermediate
83-85	6	81-82	ABE Level 5: High Intermediate
86-90	7	83-90	ABE Level 6: Adult Secondary

There is not an Appraisal or Locator test with ACT® WorkKeys®; however, ACT® offers WorkKeys® Curriculum and prep packages, in addition to a WorkKeys® free practice test. The "Quick Guide" in WorkKeys® Curriculum and WorkKeys® placement quizzes can serve as a locator test.

Any of the four forms can be used for pre and post-test; however, the same assessment cannot be administered back to back. The State requires 20 hours of remediation between the pre and post-test for ACT® WorkKeys®.

If a student reaches the 20 hours of remediation, but there is not 30 days between assessments, ACT® will select a different form. If there are more than 30 days between assessments, the test administrator will need to select the desired form. The same form cannot be retaken for six (6) months.

V. DISTANCE LEARNING

In Mississippi, distance and direct contact hours are recorded separately. Attendance hours for students using approved online curricula at the local program will be reported as direct contact hours. All student work completed outside of the adult education center will be counted as distance learning/proxy hours and must follow the distance learning policy for determining contact and proxy hours. (See below for more information on proxy hours.)

A. *Distance Education*
Distance Education defines distance learners as those students that receive formal learning activities where students and instructors are separated by geography, time, or both for the majority of the instructional period. Distance learning materials can be delivered through a variety of media including, but not limited to, print, audio recording, video-recording, broadcasts, computer software, internet-based programs and other online technology. Instructors support distance learners through communication via mail, telephone, e-mail or online technologies and software.   This definition is consistent with the definition in the NRS Guidelines.

For NRS reporting, participants who receive both distance education and traditional classroom instruction through a blended approach during a program year will be identified as enrolled in distance education if the instruction hours for distance education for the program year exceed 50%.

B. *Distance Learners*
Distance learners are defined as students receiving more of their instruction from a distance than in the local adult education center. At separation, or the end of the fiscal year, the student's status as an adult education center student or distance learner will be determined.

Assessing Distance Learners
Local programs can administer pre-and post-tests to measure Measurable Skill Gains (MSG) of distance education participants for NRS reporting in two ways: in person, at a secured, proctored program; or through virtual proctoring (see Section V for remote/virtual testing). Distance learners must be assessed under the same guidelines as all adult education students in Mississippi using approved standardized assessment tools. These assessments are to be administered during **the first 12 hours of instruction** to determine the educational functioning level of students.

C. *Identifying and Reporting Contact Hours*
Direct contact hours will be based on the number of hours of instructional activities by each learner at the local adult education center.

In addition to direct contact hours, proxy contact hours for distance learners will also be collected. Proxy Contact Hours (PCH) are defined as the time distance education students spend engaged in state approved distance education activities. Proxy hours will be counted using the Clock Time, the Learner Mastery, and/or the Teacher Verification Model as defined by the NRS Guidelines: Documentation must be in the student's cumulative folder for all proxy contact hours.

- **Clock Time Model** — Assigns contact hours based on the elapsed time that a learner is connected to, or engaged in either online or standalone software program. These hours are taken from the activity statistics provided in the software. Documentation of the student's hours from the software management system should be in the student's cumulative folder.

- **Learner Mastery Model** — (*Smart Start Course & I-DEA Modules only*) Assigns a fixed number of hours of credit based on the participant passing test on the content of each lesson. Participants work with the curriculum and materials, and when they feel they have mastered the material, take a test. A high percentage of correct answers (typically 70%-80%) earns the credit hours attached to the material. Documentation must be calculated for the course or modules and not entered into LACES until the course or module is completed including the percentage of correct answers. Verification of completion of the course or module must be documented in the student's cumulative folder.

- **Teacher Verification 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. Documentation must be calculated for each assignment with time credited and should be documented in the student's cumulative folder.

  a. Programs may assign workbook pages and for each completed page 15 minutes (depending on the subject and complexity) of instructional time may be given. Samples of work should be in the cumulative folder.
  b. For distance education, hours of credit for completion of modules and assignments may be assigned.
      i. eDULT – The OAE's Attendance Tracker with hours assigned as well as hours completed must be in the cumulative folder.
      ii. For other distance education platforms, programs are required to assign hours to activities identified in their Lesson Plan/s. Verification of hours assigned as well as hours completed must be in the cumulative folder.

Software Programs Approved for Distance Learning

Curriculum/Platform	Model	Criteria for Awarding PCH	PCH Credit
Achieve 3000 ACT® WorkKeys® Curriculum Aztec Burlington English Cambridge Ventures Canvas Challenger Reading Series ELLII ENGEN Essential Education KET FastForward Learning Express Library PLATO Reading Horizons Rosetta Stone Skills Tutor Skills USA Virtual Platforms: Zoom, WebEx, Teams, etc.	Clock Time Model	System tracks time. Auto logout after preset period of inactivity. In-depth online courses. Video: broadcast and online streaming. Interactive eBook: video to help learners become familiar with test preparation, content, and question types. Management system: for educators to see how learners are progressing and generate reports. Activity report for virtual platforms.	Recorded time in management system.
*Smart Start (Includes Canvas & ACT® WorkKeys® Curriculum)	Clock & Learner Mastery	*Must pass Career Awareness, Financial Literacy, and Necessary Skills post-tests with 75 or higher.	Recorded time in management system.
eDULT	Teacher Verification Model	Completion of each assignment is given a fixed number of hours of credit. Online teachers provide an attendance tracker to programs with hours of credit.	
I-DEA Modules	Learner Mastery	Percentage of Points = Credit hours Earned I-DEA Learner Mastery/Grading Scale: Percentage of Points Credit Earned 75 - 100 % 9 hours 50 - 74 % 7.5 hours 25 - 49 % 5.5 hours 1 - 24 % 2 hours Less than 1% - 0 hours	Recorded credit hours in system

VI. PROCEDURES FOR REMOTE TESTING FOR TABE 11/12 AND TABE CLAS-E

The MS OAE allows remote TABE 11&12 and CLAS-E testing according to the guidelines of Data Recognition Corporation (DRC).

Remote testing must be administered by web conferencing only. Test Examiners must be trained and familiar with using TABE Online.

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. Programs should utilize regular face-to-face assessment procedures when the option is available.

Test Examiners must use a supported web conferencing platform and be familiar with the use of that platform. Possible options are Zoom, WebEx, Google Meets, Microsoft TEAM, Skype, GoTo Meeting, Blackboard Collaborate, Computer audio, and webcam capabilities for both Test Examiner and student. Use a limit of five students to each Web Conferencing Session
- All tests and test materials must be kept secure.
- All tests must be proctored.

*Note: An option is available for remotely administering the TABE 11&12 Locator only in an un-proctored environment.

Cell phones CANNOT be used for remote testing. iPads will not work with the CLAS-E Listening test.

REMOTE TESTING PROCEDURES
Prior to testing, the test administrator should create a test session in the DRC portal designated for remote testing. Once the students are added to the test session, test administrators should email each student directly to provide the following:
- Meeting Login Information Embedded in Link: https://wbte.drcedirect.com/TABE/#login
  Students should be able to access the meeting directly from the link without having to provide additional details. All participants utilize the same link.
- The date, time, and anticipated duration of the Web Meeting
- Contact information for the TABE Test Administrator
- Student Instructions for Remote Testing found at:
  https://drive.google.com/file/d/14dSP6cvmqIJQKz8Smlc_FWVLWpTAUwBx/view
- General information on which tests the student will be required to take during the Web Meeting

Calling into the meeting by cell phone should not be an option for students. Breakout/Private Sessions with Private Chat and Screen Sharing Capability is required to privately authenticate an individual student's identity, to privately distribute test login credentials to individual students, and to see/monitor student screens while restricting view from the rest of the group.

VII. MISSISSIPPI ADULT EDUCATION DATA MANAGEMENT SYSTEM

The purpose of the Mississippi adult education data management system is to provide a secure, uniform, statewide adult education database. The OAE system is a web-based management information system that is operated and maintained by local program personnel who are granted access to the system in order to enter data, verify its accuracy, and use the data for program management. The system is aligned with NRS and OAE policies and is designed with a series of edit checks to ensure data quality.

A. *Training and Technical Assistance*

The OAE provides training, support and technical assistance for the OAE data management system, TABE 11/12, TABE CLAS-E, ACT® WorkKeys®. Local programs should have regular training to give staff members the opportunity to discuss issues related to data or the database.

Technical assistance is offered during regular business hours provided through a helpdesk staffed by qualified personnel. The OAE also provides technical assistance related to the assessment policies, individual assessments, and data management system.

B. *Data Entry Deadlines*

All assessment data must be entered into the OAE data management system within 15 business days of the test administration date. *All* assessment data must be entered into the system. This applies to **all** assessment results, whether scores go up, down, or remain the same. The OAE data management system should be an electronic duplication of a student's complete assessment record. All programs are required to have a system for the timely entry of student data. Timely data entry will allow staff to analyze data on a regular basis and use it for program planning and continuous program improvement. Part of local data entry procedures should also include a prompt, organized way to identify and resolve errors.

C. *Reports*

The OAE data management system provides a robust reporting module. The reports are real-time and provide an invaluable tool for program administrators to manage their program and to provide off-site monitoring by the OAE and other system office staff. The module also contains the reports required by OCTAE for the National Reporting System (NRS).

D. *Data Quality Reviews*

Local program administrative and instructional staff members are provided different levels of access to data. Local programs should specify at least one person whose job is to enter information into the OAE data management system. Programs must have procedures for checking data for completeness and accuracy at several times during the data entry process. One or more staff members should be assigned to perform these data checking functions. He or she should have the authority to request clarification and resolve errors.

It is the responsibility of local programs to review data on a continual basis. Programs can use data reviews as an opportunity to examine issues. This process will improve data quality, and help staff to see the importance of data collection and analysis for continuous program improvement.

Hard copies of all assessment records must be maintained in the student permanent record and made available for review, when requested. Assessment records include the following:

- TABE answer sheet and score report
- TABE CLAS-E answer book, writing folio and score report
- ACT® WorkKeys® Summary Report

VIII. CONTACT AND PURCHASING INFORMATION

TABE 11/12 and TABE CLAS-E
For more information on ordering, please refer to your test manual, call 1-800-538-9547, or visit https://tabetest.com/.

ACT® WorkKeys®
For more information on ordering, please visit https://www.act.org/content/act/en/products-and-services/act-workkeys/act-workkeys-assessments.html.

IX. TEST SECURITY

The implementation of uniform policies is essential to standardized test security for all programs funded by the OAE. Therefore, all grantees must adhere to the test security policies in this manual as well as any test security policies stated by the test publishers.

A. Testing Materials
Tests or individual test questions must not be revealed, copied, or otherwise reproduced. Test materials (current or previous), such as test booklets, answer keys, and answer sheets shall not be used as an instructional tool or for test preparation. Test materials, such as test booklets, answer keys, and answer sheets, must be inventoried and accounted for in accordance with program inventory procedures. These records should be available for review by authorized personnel.

Test materials must be kept in secure, locked storage prior to and after administration of any test. In the event test materials are determined to be missing, the program director or other designated personnel must be notified. The program director or other designated personnel will determine the appropriate action as needed.

In cases where testing materials need to be destroyed (due to deterioration or damage), the program director or designated personnel will completely destroy the test (i.e. shredding) and update the inventory. Unopened testing materials may be processed as defined by the test publisher's return policy and within established timelines.

B. Test Examinees
Examinees must not be assisted in answering test questions by any means. Examinees' answers to questions shall not be interfered with in any way. Examinees should not be allowed to leave the test site with answer sheets or test books.

C. Test Administrators
Test administrators and instructors must not participate in, direct, assist, or encourage any activity that could result in the inaccurate measurement or reporting of the examinees' scores. Each person who has access to tests must be informed of the specifications for maintaining test security. Training for administering assessments is coordinated through the OAE and the local program.

D. Testing Violations

In situations where a person is suspected of a test violation or observed committing a test violation, the program director or other designated staff must be notified in order to determine the appropriate action as needed.

X. APPENDICES

Additional Resources, Forms and Checklists

- TABE 11 & 12 Charts
- TABE CLAS-E Charts
- ACT® WorkKeys®

TABE 11 & 12 CHARTS

TABE 11/12
Interpreting Locator Test Scores

Reading	Mathematics	Language	TABE Level to Administer
0-5	0-5	0-5	E
6-11	6-9	6-10	M
12-15	10-12	11-13	D
16-19	13-16	14-16	A

TABE 11/12
Out of Range EFL Levels

Test Level	NRS Educational Functioning Level	Out of Range Levels
L	1, 2	3, 4, 5, 6
E	1, 2, 3	4, 5, 6
M	2, 3, 4	1, 5, 6
D	3, 4, 5	1, 2, 6
A	4, 5, 6	1, 2, 3

TABE 11/12
NRS Educational Functioning Level Ranges

Educational Functioning Level	ABE EFL Descriptor	TABE 11/12 Scale Score Ranges		
		Reading	Total Math	Language
Level 1	ABE Beginning Literacy	300-441	300-448	300-457
Level 2	ABE Beginning Basic	442-500	449-495	458-510
Level 3	ABE Intermediate Low	501-535	496-536	511-546
Level 4	ABE Intermediate High	536-575	537-595	547-583
Level 5	ASE Low	576-616	596-656	584-630
Level 6	ASE High	617-800	657-800	631-800

Post-Testing Guidelines

Assessment	Minimum Hours before Post-testing
TABE for ABE students	40 hours of instruction
TABE for ASE students	30 hours of instruction
TABE CLAS-E for ESL students	40 hours of instruction

TABE CLAS-E CHARTS

TABE CLAS-E
Out of Range Levels

Test Level	NRS ESL Educational Functioning Level	Out of Range Levels
1	*1, 2, 3*	*4, 5, 6*
2	*1, 2, 3, 4*	*5, 6*
3	*1, 2, 3, 4, 5*	*6*
4	1, 2, 3, 4, 5, 6	

TABE CLAS-E
Forms A and B
NRS *ESL* Educational Functioning Levels Ranges

ESL Educational Functioning Level	Reading Scale Scores	Writing Scale Scores	Total Reading and Writing Scale Scores	Listening Scale Scores	Speaking Scale Scores	Total Listening and Speaking Scale Scores	EFL
ESL Beginning Literacy	250-392	200-396	225-394	230-389	231- 425	230- 407	0-1
ESL Beginning Low	393-436	397-445	395-441	390-437	426-460	408-449	2
ESL Beginning High	437-476	446-488	442-482	438-468	461-501	450-485	3
ESL Intermediate Low	477-508	489-520	483-514	469-514	502-536	486-525	4
ESL Intermediate High	509-557	521-555	515-556	515-549	537-567	526-558	5
Advanced ESL	558-588	556-612	557-600	550-607	568-594	559-600	6

ACT® WORKKEYS®

NRS Educational Functioning Level Benchmarks		
Education Functioning Levels	*WorkKeys® Workplace Documents Scale Score Forms: 018,019,020,021*	*WorkKeys® Applied Math Scale Scores Forms: 014,015,016,017*
Beginning Literacy	N/A	71-73
Beginning Basic	73-74	74-78
Low Intermediate	75-77	79-82
Middle Intermediate	78-80	83-85
High Intermediate	81-82	86-87
Adult Secondary	83-90	88-90

Crosswalking WorkKeys® Applied Math Levels to NRS Levels			
WorkKeys® Applied Math		*NRS Benchmarks*	
Scale Score	Level Score	Scale Score	EFL
65-71	<3	65-70	Below Beginning Literacy
72-75	3	71-73	ABE Level 1: Beginning Literacy
76-79	4	74-78	ABE Level 2: Beginning Basic
80-82	5	79-82	ABE Level 3: Low Intermediate
83-85	6	83-85	ABE Level 4: Middle Intermediate
86-90	7	86-87	ABE Level 5: High Intermediate
		88-90	ABE Level 6: Adult Secondary

Crosswalking WorkKeys® Workplace Documents Levels to NRS Levels			
WorkKeys® Workplace Documents		*NRS Benchmarks*	
Scale Score	Level Score	Scale Score	EFL
65-71	<3	N/A	ABE Level 1: Beginning Literacy
72-76	3	73-74	ABE Level 2: Beginning Basic
77-80	4	75-77	ABE Level 3: Low Intermediate
81-82	5	78-80	ABE Level 4: Middle Intermediate
83-85	6	81-82	ABE Level 5: High Intermediate
86-90	7	83-90	ABE Level 6: Adult Secondary

Post-Testing Guidelines

Assessment	Minimum Hours before Post-testing
ACT® WORKKEYS®	20 hours of instruction