

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM

Policy # 1.103

Title: WorkReady U - Assessment

Authority: Board Action

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Federal Requirements

- A. National Reporting System (NRS) policies require local adult education programs to assess and place students at an educational functioning level (EFL) upon intake and at least one other time during the program year. Standardized assessments used to place students or demonstrate educational growth must be both valid and normed for adult students. The initial assessments are to be administrated at intake or within the first 12 hours of attendance.
- B. Each local director is responsible for training staff members in the proper procedures for administering NRS approved assessments. All staff members involved in gathering, analyzing, compiling, and reporting NRS data shall participate in professional development training as specified in the State Plan. The state also provides opportunities throughout the year for instructors to become certified in the administration of the approved assessments. The training is administered by the local program supervisor or director and sessions are scheduled annually plus on an as needed basis for new personnel.
- C. In order to provide professional development opportunities for all local providers, the state staff will conduct regular professional development on topics such as, but not limited to, assessment policies and procedures, accommodations for assessing students with disabilities, NRS policy, data collection procedures, definitions of measures, and specific training for conducting assessments used in the program.

Approved Assessments

- A. The Louisiana Community and Technical College System (LCTCS) approves certain assessments which are aligned with the educational functioning levels within the National Reporting System (NRS) to measure student level and growth. Only assessments on this list may be used to determine student placement upon intake or demonstrate educational growth. No other assessments, other than the assessments listed on the placement chart found in the NRS Guidelines, are to be used by local programs for placement purposes or to demonstrate educational growth at an educational functioning level.

- B. Assessments for Adult Basic Education and Adult Secondary Students:
 - 1. Test of Adult Basic Education (TABE 11/12);
 - 2. Comprehensive Adult Student Assessment System (CASAS);

- C. Assessments for English-as-a-Second Language Students:
 - 1. Basic English Skills Test (BEST) Literacy and BEST Plus 2.0;
 - 2. Comprehensive Adult Student Assessment System (CASAS);
 - 3. Test for Adult Basic Education—Complete Language Assessment System – English (TABE CLAS-E).

Placement in Educational Functioning Levels

- A. Upon administration of an approved assessment, at intake or within the first 12 hours of attendance, local programs are to place students at an educational functioning level. When available, local programs should administer an appraisal or locator prior to the full assessment. Charts provided by the National Reporting System (NRS), *Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act*, shall be used for determining the appropriate Educational Functioning Level (EFL) for a student. The Educational Functioning Level chart can be found on the NRS website, <https://www.nrsweb.org/training-ta/ta-tools/assessment#Tools&Tips> (*NRS Test Benchmarks for EFL*).

- B. Student progression can only be shown through the administration of an approved pre-test and post-test, by receiving the state-approved high school equivalency (HSE), or by exiting Adult Education and enrolling in a post-secondary training program.

- C. Students who test out of range of an NRS Educational Functioning level should be retested according to test publisher guidelines.

Post-Test Assessments

National Reporting Systems (NRS) reporting policies state that programs must use a different form of the same test for the follow-up (post-test) assessment for a student. Both the pre-test and post-test shall be administered and scored according to the test directions provided by the test publisher. Programs shall adhere to the minimum post-testing guidelines listed below to determine educational gain and academic progress. Students who meet the minimum post-testing guidelines for each assessment must be post-tested. Additional post-tests must follow established post-testing guidelines. Assessments have an effective date of 180 calendar days (defined as weekdays, weekends, and holidays) from the test administration date.

Providers that offer coordinated/planned instructional sessions may administer the post-test assessment at the conclusion of each instructional session, in order to support the student cohort and transition to college and career readiness. Providers must submit basic skill instructional

schedule and integrated career pathway course schedule to the WRU office through the statewide database.

Programs for Corrections Education and Other Institutionalized Individuals may post-test according to the recommended hours of instruction **or** after enrollment for 90 days in the instructional program.

Informal and Supplemental Assessment

In addition to the approved standardized assessments, programs are encouraged to use a variety of informal assessments to guide instruction. The use of teacher-made tests, unit tests, portfolios, applied performance assessments, and learner observations can be used to monitor learning and guide instruction. However, programs may only use approved methods to report learner *gains* for the NRS.

Testing Accommodations

Accommodations for adult learners, who self-disclose a disability documented by a qualified professional and are eligible for accommodations under the provisions of Section 504 of the Americans with Disabilities Act (ADA), may be granted appropriate testing accommodations. Adult Education programs must document that adult learners were given the opportunity to self-disclose any disability during the student orientation process.

Assessments for special populations are administered with appropriate accommodations as specified by the test publisher of the approved assessment.