

Adult Education and Literacy

FY20 Assessment Manual

This manual guides assessment choice and is a reference for entering specific assessments for the period of July 1, 2019 - June 30, 2020

DataWorks: Vermont Adult Education Information System



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AEL Student Assessment Policy

A Statement of Common Practice

Standardized assessment plays a critical role in the educational experience and success of adult students. It provides the basis for personalized learning plans, creating engaging and relevant instruction, and measuring student progress. It also provides the evidence used to measure program, provider, and State efficacy. Organizational leadership at the provider, center, and classroom level is responsible for managing assessment administration, including adherence to State policy. In order to ensure consistent assessment administration practices across the statewide AEL system, this manual will inform operational decisions by AEL providers until revised.

Assessment Policy

Vermont Adult Education and Literacy (VAEL) providers are required to measure the educational gain of all students who receive 12 hours or more of instruction in the State's adult education program with a test that the United States Department of Education (US DOE) Secretary has determined is suitable for use in the National Reporting System (NRS). The State requires that skill level assessments in reading, writing, math, and/or ESL must be administered to all students within a 30-day timeframe. Additionally, at least 50% of students with baseline assessments must be progress assessed, with the exception of those students who have assessed at NRS level 6 in reading, writing, and math. Progress assessments are crucial to demonstrating Measurable Skill Gains (MSGs) and are reported to the US DOE.

An individual who does not speak English, and therefore cannot be assessed with a standardized assessment, should be assigned to the NRS level "Low Beginning" and formally assessed when English language acquisition warrants.

Reasonable accommodations during assessment may be provided to any individual with a documented disability. By law ([Section 504 of the Rehabilitation Act of 1973](#)), students with one or more disabling conditions, who would be otherwise able to participate, must be provided accommodations that permit access to testing.

An accommodation is any technique that alters the academic setting or environment in some way but does not change the content of required work. Accommodations do not: alter the content of assignments, give students an unfair advantage, or, in the case of assessments, change what a test measures. They do make it possible for students with disabilities to access an assessment and/or show what they know without being impeded by their disability.

Once a person has been formally diagnosed with a disability, the student may request accommodations if that disability is determined to impede their ability to access the assessment or testing environment. For students receiving Special Education services, the [Individuals with Disabilities Education Act](#) states that a person's Individualized Education Program (IEP) team must decide which accommodations are appropriate for them. Any appropriate

accommodations must be written into a student's IEP or 504 Plan, and this documentation must be maintained by the AEL provider. For detailed information about accommodations, including specific guidelines from each assessment's publisher, see the AEL Accommodations Manual.

Assessment testing data must be entered into DataWorks, the Vermont Adult Education Information System, at least every two weeks per the State's grant agreement. Programming in DataWorks that prevents data entry errors for assessment scores include required fields and error messages, which are generated by any erroneous data. Local providers are responsible for ensuring data accuracy by correcting errors in a timely way. Reports and Student Snapshot pages create easy access for review by local and State staff.

Baseline/Progress Assessment – Baseline assessments will be administered to all students who receive 12 hours or more of instruction. With few exceptions, students who have been baseline assessed should at an appropriate interval be progress assessed in order to determine educational gains. *Progress assessment will be considered valid if the student has received 40 hours of instruction and a minimum of 45 days have passed since the previous assessment.* The data acquired from baseline and progress assessments will be used for instructional and goal setting purposes. In addition, assessment data may be used for National Reporting System (NRS) purposes and/or for State reporting purposes as described below.

For State reporting purposes, assessments may include those in the Equipped for the Future (EFF) skill areas of vocabulary, spelling, language mechanics, social studies, science and computer skills, as well as reading, writing, speaking and math. Those assessments approved for State reporting purposes include the following (this list is subject to change):

Assessment

Accuplacer
BEST Plus 2.0
CASAS Life and Work, Life Skills
TABE CLAS-E
TABE 11/12
WorkKeys

Skill area

Reading & Math
Speaking & Listening (ESL only)
Reading, Math (ESL only)
Writing (ESL only)
Reading, Writing, & Math
Reading for Info, Locating Info &
Applied Math .

Educational Functioning Level (EFL) gains and National Reporting System (NRS) gains are federal measures that must comply with federal policy. Only assessments approved for this use under Federal policy and adopted by the Vermont Agency of Education can be used to determine an EFL or an NRS level in the specific skill areas of reading, writing, speaking, or math. The EFL is a measure of functional ability as determined by a student's *lowest score* in any of the skill areas. This is a state requirement. Beginning July 1, 2017, EFL gains in *any skill area* may count toward a Measurable Skill Gain (MSG) according to new NRS rules. These requirements should not limit the breadth of goal setting, which should also inform instructional decisions.

Federally approved assessments that can generate EFL and NRS levels and adopted for this use by the Vermont Agency of Education, and will therefore calculate in DataWorks, include the following (this list is subject to change):

Assessment	Skill area
BEST Plus 2.0	Speaking & Listening
CASAS Life and Work, Life Skills	Reading, Math (ESL only)
TABE CLAS-E	Writing (ESL only)
TABE 11/12 (paper-based)	Reading, Writing, & Math
TABE 11/12 (online)	Reading, Writing, & Math

Compliance with the following rules will determine validity of assessment for the purposes described.

A student is considered to have a valid **baseline assessment** for the purpose of determining instructional needs, and therefore eligible for inclusion in **State reporting**, if all of the following are true:

- The student is a member of the report population (open enrollment during the reporting period and services received according to the selection parameters).
- An appropriate pre-screening mechanism has been used prior to assessment to determine which instrument and level is most appropriate.
- The student had an assessment during the period beginning one year prior to the report start date and ending with the report end date. If given within this timeframe, the baseline assessment will remain valid even if the student has not received services for 90 days or more.
- The assessment is administered by a staff person trained and certified for the assessment instrument.
- The assessment is a skill level assessment *or* skill diagnostic assessment.
- The assessment is in one of the skill areas of reading, writing, math, ESL, speaking, vocabulary, spelling, language mechanics, social studies, or science, and produces a skill level record.
- Only those students whose assessment demonstrates NRS Level 5 or 6 in reading, writing, and math using a minimum TABE D or CASAS C may be enrolled in the High School Completion Program (HSCP).

- Only those students whose assessment demonstrates a minimum of NRS Level 4 in reading, writing, and math using a minimum TABE M or CASAS C level may be enrolled in the HSCP special group type identified as Below NRS 5. (Prior approval is required).

A student is considered to have a valid **baseline assessment** for the purpose of establishing an EFL baseline, and therefore eligible for inclusion in **federal NRS reporting**, if all of the following are true.

- The student is a member of the report population (open enrollment during the reporting period and services received according to the selection parameters).
- An appropriate pre-screening mechanism has been used prior to assessment to determine which instrument and level is most appropriate.
- The student had an assessment during the period beginning one year prior to the report start date and ending with the report end date. If given within this time frame the baseline assessment will remain valid even if the student has not received services for 90 days or more.
- The assessment is administered by a staff person trained and certified for that assessment instrument.
- The assessment is a skill level assessment.
- The assessments for ABE/ASE students are in *each of the three content areas* of reading, writing, and math and produce a skill level record. However, there is only one skill area assessment required for ABE students with NRS levels 1 or 2. Once the student has progressed to NRS level 3 in this one skill area, the student must be baseline assessed in the other two skill areas within 30 days of attaining NRS level 3.
- For ESL students, the available assessments are in reading, writing, or speaking and produce a skill level record. There is only one skill area assessment required for ESL students. Once an ESL student has progressed to NRS 6 ESL and is ready to transition to ABE/ASE the student must be assessed in ABE/ASE reading, writing and math skill areas as described above.

A student is considered to have a valid **progress assessment** for the purpose of establishing educational gains, and therefore eligible for inclusion in **both State and Federal NRS reporting**, if all of the following are true.

- The student has a qualifying baseline assessment as described above respectively for State and/or Federal reporting.
- The progress assessment uses the same instrument and measures the same EFF skill as the baseline assessment.
- The assessment is administered by a staff person trained and certified for that assessment instrument.
- The student has participated in a minimum of 40 hours of instructional service and a minimum of 45 days have elapsed since the paired baseline assessment was administered.
- If the baseline assessment has a form associated with it, the progress assessment must use a different form. (TABE baseline and progress

assessments should use the same instrument form pair. Either form in the pair may be used as the baseline or progress assessment. TABE progress assessment may not use a lower level than the paired baseline assessment; for example, progress assessment using 11M is invalid if baseline assessment used 11D. CASAS Life Skills and CASAS Life and Work progress assessment may not use a lower level or form; for example, progress assessment using Level A is invalid if baseline assessment used Level B or higher.) Progress assessments may become the new baseline assessment if the previous baseline assessment has expired.

Assessment materials are purchased by the AEL providers directly from the respective publishers. It is allowable for State funds to be used to purchase approved assessments when included in a budget as part of a grant agreement approved by the VAOE.

WorkKeys

Where the WorkKeys assessment is made available, testing opportunities are to be offered on a regular basis as appropriate to local demand. VAEL centers will also provide instruction designed to prepare students for the WorkKeys assessments and may offer the WorkKeys certifications only in compliance with the guidelines of the publisher, ACT, and only using assessment proctors who have successfully completed the necessary training and are therefore certified as WorkKeys test administrators. The examining entity is authorized to collect fees for test administration, which is set by the Vermont Agency of Education. Currently, the fee is established at \$15 for each of the tests.

Conclusion

Please read and comply with this information carefully. The DataWorks system is programmed to disallow assessments that are not in compliance. The uniform implementation of assessments allow for comparability across programs. The Vermont Agency of Education uses assessment data to understand student need, to monitor program efficacy, and to measure program performance.

Assessment Instrument Training Requirements

This is a guide to required AEL assessment-related trainings.

Overall objectives for this approach:

- Provide an understanding of the purposes of assessment (formative, diagnostic, and summative) in adult education;
- Provide a practical understanding of the proper procedures for using our current slate of approved standardized assessment instruments.

Training Requirement #1: Basics

Required of whom: AEL staff who have assessment duties and who work directly with students, and managers.

What is required: Successful completion of the course “Introduction to Assessment for Adult Basic Education”

By when: Complete at least once in career within six months of initial hire.

- It is an online course facilitated by an instructor, with specific start and end dates, for 12 hours of professional development credit.
- This course is scheduled approximately every six months.
- Notice of course schedule and open registration will be sent via the Didja_know list-serve.
- Send proof of successful completion (i.e., attach copy of certificate) to [Robin Castle](#). You will get a confirmation of receipt within three business days.

Course description:

Introduction to Assessment for Adult Basic Education

This online course is designed for teachers, program administrators, and professional development providers who want to understand the present landscape of assessment in Adult Basic Education. Participants will be introduced to LINCS and its resources, including the online assessment community where staff will post an activity as a culminating experience of this course. The intent of this course is to draw on participants’ current understanding and practice of assessment, introduce new information, and provide opportunities for to reflect on and improve their own practice with assessment. The objectives for the course are to:

- learn the appropriate use of diagnostic, formative, and summative assessment;
- identify stakeholders, and consider which assessment type might best suit student needs;
- understand the importance of involving students in assessment and of having students establish their own goals;
- identify ways to conduct diagnostic or formative assessment in the classroom;

- understand the importance of aligning assessments and instruction with student goals; and,
- become familiar with LINCS and what resources it has to offer.

Training Requirement #2: Formative assessment

Required of whom: all AEL instructors.

What is required: Successfully complete one course on formative assessment. Depending on primary teaching assignment, choose a course with a focus on English language students, ABE writing, OR ABE math.

By when: Complete at least one of the formative assessment courses at least once in career within six months of initial hire.

- They are offered online within the LINCS Learning Portal in the formats as described below. You will need to have created a LINCS account.
- If a course is being offered and is open to Vermont AEL staff, a notice will be sent via the Didja_know list-serve.
- Send proof of successful completion (i.e., attached copy of certificate) to [Robin Castle](#). You will get a confirmation of receipt within three business days.

Course descriptions:

Formative Assessment to Inform Quality Adult ESL Instruction (2 hours)

Upon completing this online course, participants will be able to:

- 1) Define formative assessment and explain its integral role in systematically planning and delivering adult ESL instruction;
- 2) Select and design a variety of formative assessment activities that engage students in setting their own goals and monitoring their own progress in English language development; and
- 3) Use appropriate oral and written feedback techniques that inform students of their progress toward meeting their goals in meaningful and comprehensible ways.

Formative Assessment to Inform Quality Adult ESL Instruction is self-paced, open, and available at any time from the LINCS Learning Portal.

Teaching Excellence in Adult Literacy (TEAL): Formative Assessment (6 hours) (Choose Writing OR Math)

Formative assessment refers to both the formal and the informal processes that teachers and students use collaboratively to gather evidence of student learning for the purpose of improving the learning. Formative assessment occurs *while the learning is taking place*, as opposed to summative assessment that typically occurs at the end of a learning unit or course to determine what the student has learned. Formative assessment is a *process*, not a one-time event; it is assessment *for* learning, rather than assessment *of* learning, as with summative assessment. By the end of this course, participants will be able to define formative assessment and its benefits for classroom instruction; describe strategies for

using formative assessment in the adult education classroom; and identify a goal for using one or more formative assessment strategies.

TEAL: Formative Assessment is an online course facilitated by an instructor, with specific start and end dates.

Training Requirement #3: Instrument-specific

Required of whom: Staff who need to administer specific standardized assessment instruments. At least one staff member per full-service learning center must be trained to administer the TABE and CASAS. At least one staff member per AEL provider must be trained to administer the TABE CLAS-E and BEST Plus 2.0. Each provider must maintain an adequate number of staff who can administer assessments.

What is required: Take certification training, in the specific standardized assessment instrument(s) that you will administer to students, and pass the associated quiz, on the schedule required.

When/where: Face-to-face sessions on locally planned schedule.

- TABE 11/12, CASAS, and TABE CLAS-E training will be provided by local AEL staff who have completed the Train the Trainer professional development module provided by the AOE. Certification lasts three years. At expiration, re-take the certification training. (This is true as long as the instrument is valid.)
- BEST Plus 2.0 New Test Administrator Training is offered approximately annually, sponsored by the Vermont AOE. BEST Plus 2.0 Re-certification Training is a separate daylong face-to-face event, required annually and sponsored by the AOE.

Training Requirement #4: Annual general assessment and NRS updates

Required of whom: All AEL staff with assessment duties (i.e., anyone working directly with students, and managers)

What is required: Annual assessment and National Reporting System (NRS) updates webinar.

When/where: Each year staff must successfully complete the annual assessment practices training module, offered Spring 2020 via video conference/webinar.

Questions about assessment practices? Contact: [Sharon Parker](#)

Questions about trainings and requirements? Contact: [Robin Castle](#)

Tracking Chart for AEL Assessments

It is recommended that staff use this chart to document that they have met the requirements.

Staff Name: _____ Primary Role: _____

Training	Applicable to	Due date for	Date	Certificate	Next recertification
1: Basics	Yes/no	Within 6 months of hire:		---	N/A
2: Formative	Yes/no If yes, course chosen:	Within 6 months of hire:		---	N/A
3: Specific					
<i>TABE 11/12</i>	Yes/no			---	In 3 years from last completion:
<i>CASAS</i>	Yes/ no			---	In 3 years from last completion:
<i>TABE CLAS-E</i>	Yes/no			---	In 3 years from last completion:
<i>BEST Plus 2.0</i>	Yes/no			---	Annually:
4: Annual	Yes/no			---	Annually:

Baseline and Progress Testing Timeframes

For the approved assessments listed above, refer to the following chart for recommended baseline and progress testing timeframes. Please read and comply with this information carefully. The DataWorks system is programmed to disallow assessments that are not in conformance.

Test Name	Recommended Pre & Post Testing Time Frames	Contact/Notes
ACT/Work Keys	We recommend that the learner be involved in regular instruction that is offered by the institution (a semester or quarter course.)	Sean Cocoran 860-514-5063 Accommodations: 319-337-1332 Website
Basic English Skills Test (BEST) Plus 2.0	<p>60 hours minimum; 80-100 hours recommended</p> <p>If the hours for a course of instruction exceed the recommended number of hours, post-testing may most appropriately take place at the end of the instructional session.</p> <p>Because program-related factors such as intensity of instruction, class size, teacher training, and experience, and use of appropriate curricula and materials will affect language learning proficiency gains, programs should consider these factors when determining timing for pre- and post-testing.</p>	Anne Donovan <i>BEST Plus</i> Project Manager Center for Applied Linguistics 202-384-1249

Test Name	Recommended Pre & Post Testing Time Frames	Contact/Notes
<p>CASAS</p>	<p>40 hours minimum; 70-100 hours recommended</p> <p>Allow exceptions for courses with different schedules and intensity, e.g., allow more time for courses that meet infrequently or not intensively and for very intensive courses wait longer than the recommended number of hours to post-test.</p> <p>Programs offering high intensity courses (e.g., class meets more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hours of instruction.</p> <p>Programs offering low intensity courses with less than 70 hours in a semester, quarter, term, or other block of instruction, may choose to post-test at the end of the instructional period.</p> <p>Programs may choose to assess students who indicate they are leaving the program before the scheduled post-test time, to maximize collection of paired test data.</p>	<p>From Linda Taylor, Director of Assessment Development, CASAS 800-255-1036, ext. 186</p>

Test Name	Recommended Pre & Post Testing Time Frames	Contact/Notes
<p>TABE, Forms 11 and 12</p>	<p>CTB/McGraw-Hill recommends 50-60 hours of instruction when testing with an alternate form (e.g., 911M to 12M) for students that test into NRS Levels 1-4 (ABE) with a minimum of 40 hours.</p> <p>For students testing into NRS Levels 5 and 6 (ASE Low and High) 30-59 hours of instruction is recommended.</p> <p>If the pre- and posttest are with the same level and use the same form: 60-80 hours.</p> <p>DRC/CTB suggests the pre- and post-test guidelines as best practices recommendations based upon practitioner feedback.</p> <p>The purpose for assessing with TABE 11 & 12 or TABE CLAS-E will also have an impact on the implementation of these recommendations.</p> <p>DRC/CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores.</p> <p>Instructional intervention between testing periods is strongly recommended to maximize gain.</p> <p>Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.</p>	<p>Mike Johnson National Adult Education Director Data Recognition Corp - CTB 630-995-6712</p>

Test Name	Recommended Pre & Post Testing Time Frames	Contact/Notes
TABE CLAS-E	<p>DRC/CTB recommends 50-60 hours of instruction when testing with an alternate form (i.e., A2 to B2) for students that test into NRS Levels 1-4 (ABE) and ESL levels 1-6 with a minimum of 40 hours.</p> <p>For students testing into NRS Levels 5 and 6 (ASE Low and High) 30-59 hours of instruction are recommended.</p> <p>If the pre- and post-test are with the same level and use the same form: 60-80 hours.</p> <p>CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores.</p> <p>Instructional intervention between testing periods is strongly recommended to maximize gain.</p> <p>Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.</p>	<p>Mike Johnson National Adult Education Director Data Recognition Corp - CTB 630-995-6712</p>

Assessment Types

Table 1: Skill Level Assessments

Assesses student abilities in a skill by using a state approved standardized instrument that generates an NRS/skill level and an Educational Functioning Level (EFL)

<i>Instrument:</i>	<i>Skills</i>	<i>ESL</i>
Best Plus 2.0	Speaking and listening	ESL only
TABE 11/12	Reading, Writing, Math	
TABE CLAS E	Writing	ESL only
CASAS Life and Work	Reading	ESL only
CASAS Life Skills	Math	ESL only

Table 2: Special Needs Learning Inventories

A structured assessment process used to determine the need for more professional learning disability assessments and/or to identify, special learning accommodations that might be helpful for the student.

<i>Instrument</i>	<i>Skills</i>
Payne Checklist	(None)
Payne Full Inventory	(None)

Table 3: Skill Diagnostic Assessments

Diagnoses student strength and weaknesses in skills, including supporting skills such as spelling, by using standardized assessment instruments that do not generate an NRS skill level. Progress is measured by comparing changes in scores. Skills assessed by this assessment type include: Social Studies, vocabulary, science, Language Mechanics, and spelling.

<i>Instrument</i>	<i>Skills</i>	<i>ESL</i>
Accuplacer	Reading, Writing, Math	
Adult Diagnostic Reading Inventory	Reading	
Basic Reading Inventory	Reading	
DAR (Diagnostic Assessments of Reading)	Reading	
Roswell Chall	Reading	
SPL (Student Performance Levels)	Speaking and listening	ESL only
Stieglitz Reading Inventory	Reading	
TABE 11/12	Spelling, (Vocabulary, Language Mechanics)	
Wade	Reading	
WorkKeys	Reading, Writing, Math	

DataWorks and Assessment Type

DataWorks
Vermont Adult Education
and Literacy System

Toni Marra (tmarra)
Agency of Education (AOE): All Centers
Access Level: View, Insert and Edit

[My Settings](#)
[Close Session](#)

Home Students Services Reporting Special Groups Documentation Administration Contacts

New Assessment

Student ID 42348
Student Name Assessment Guide
Start Date mm/dd/yyyy
End Date mm/dd/yyyy
Hours
Instructor -- None --
Learning Center -- None --
Provider -- None --
Type of Assessment -- None --
Skill level assessment
Skill diagnostic assessment
Learning disabilities screening
Performance: Standardized project-based
Performance: Teacher generated process

Continue Return to Student

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Choosing the Assessment Type correctly is very important in DataWorks!

DataWorks was designed to clearly direct assessment data entry. Assessment types are specific and dictate the path through data entry. This assessment entry manual will direct you through the data entry process of **Skill Level Assessments** and **Skill Diagnostic Assessments** only.

A **Skill Level Assessment** is an assessment type that **will** generate an NRS or EFL level for specific skills below and will reflect level gains for the federal and state reports.

ABE/ASE

CCRS Reading
CCRS Writing
CCRS Math
CCRS Listening and Speaking

ESL

CCRS Reading
CCRS Writing
CCRS Math
CCRS Listening and Speaking

A **Skill Diagnostic Assessment** is an assessment type that **will not** generate an NRS or EFL level. Skills assessed by this assessment type include:

- Social Studies
- Science
- Spelling
- Vocabulary
- Language Mechanics

Assessments Tab in DataWorks

Home Students Services Reporting Special Groups Documentation Administration Contacts

STUDENT SNAPSHOT

Demographics
42348
Assessment Guide
219 North Main Street
Suite 402
Barre VT 05641
802-479-1296
Date of Birth: May 30, 1990
Current Age: 24
Town of Residence: Barre City, VT
Does not meet minimum federal reporting requirements

Enrollment
Never Enrolled
No Current Special Group Enrollments
No Current Funding Source Enrollments
No employment status reported

Goals
No open goals
No met goals
No cancelled goals

Services

EFL/NRS Skills
No EFL Assessment
Current NRS Skill Levels
Read with understanding
Convey ideas in writing
Use math to solve problems and communicate
Speak so others can understand

Achievements

CATEGORY HOURS

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To begin entering student assessments click on the Services tab on the student snap shot page.

Home Students Services Reporting Special Groups Documentation Administration Contacts

Service Information for Assessment Guide (42348)

Instruction Services

Start Date	End Date	Hours of Service	Type of Service	Staff Name	Interaction	Learning Center	Provider
<input type="button" value="Add Instruction Service"/>							

Assessments

Start Date	End Date	Hours of Service	Type of Service	Staff Name	Interaction	Learning Center	Provider
<input type="button" value="Add Assessment Service"/>							

Goal Setting & Learning Plan Services

Start Date	End Date	Hours of Service	Type of Service	Staff Name	Interaction	Learning Center	Provider
<input type="button" value="Add Goal Setting & Learning Plan Service"/>							

Project Review Services

Start Date	End Date	Hours of Service	Project	Staff Name	Learning Center	Provider
<input type="button" value="Add Project Review Service"/>						

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To enter assessment hours, click on the Add Assessment Service tab.

Assessments Tab (cont'd)

DataWorks Home x
https://train.vaeis.org/sms/access1/cgi/services.cgi

Data Works
Vermont Adult Education
and Literacy System

Toni Marra (tmarra)
Agency of Education (AOE): All Centers
Access Level: View, Insert and Edit

[My Settings](#)
[Close Session](#)

Home Students Services Reporting Special Groups Documentation Administration Contacts

New Assessment

Student ID 42348
Student Name Assessment Guide
Start Date mm/dd/yyyy
End Date mm/dd/yyyy
Hours
Instructor -- None --
Learning Center -- None --
Provider -- None --
Type of Assessment -- None --

Continue Clear

[Return to Student Snapshot](#)

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The New Assessment Entry: screen is where student assessments are recorded.

Home Students Services Reporting Special Groups Documentation Administration Contacts

New Assessment

Student ID 42348
Student Name Assessment Guide
Start Date mm/dd/yyyy
End Date mm/dd/yyyy
Hours
Instructor -- None --
Learning Center -- None --
Provider -- None --
Type of Assessment -- None --

Continue Clear

[Return to Student Snapshot](#)

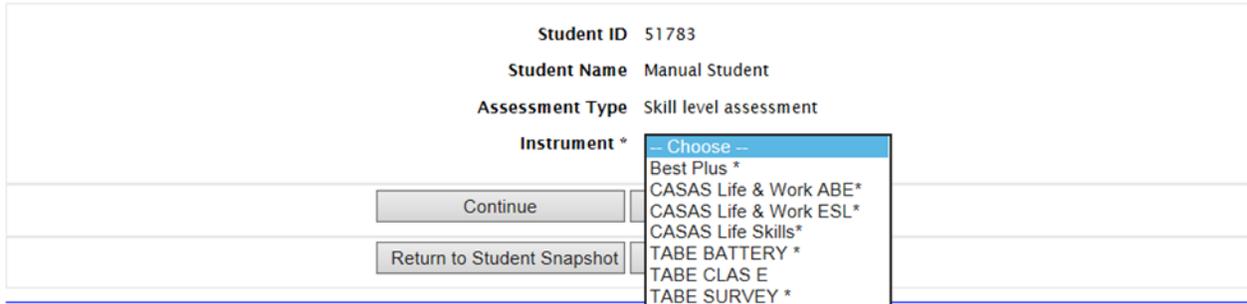
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Enter all the information and choose the *Type of Assessment* from the drill down menu. Click the Continue button.

Assessments Tab (cont'd)



Step 2: Select Instrument



Student ID 51783
Student Name Manual Student
Assessment Type Skill level assessment
Instrument *
-- Choose --
Best Plus *
CASAS Life & Work ABE*
CASAS Life & Work ESL*
CASAS Life Skills*
TABE BATTERY *
TABE CLAS E
TABE SURVEY *
Continue
Return to Student Snapshot

Once the assessment type is chosen and the Continue button is selected, DataWorks will display all possible assessments that will match the assessment type.

In the area of *Instrument*, the following instrument options are available

Best Plus 2.0 (ESL only)

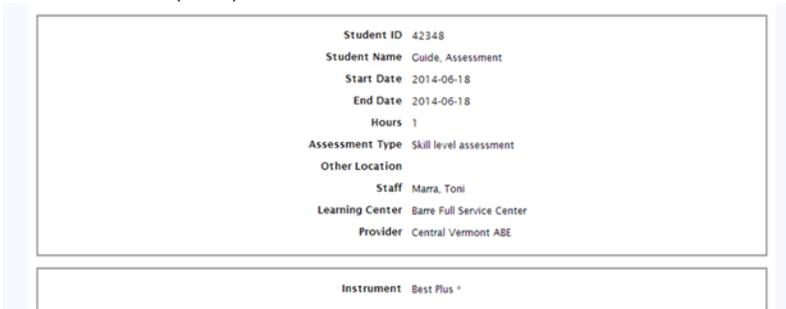
The Best Plus Assessment is a *Skill Level Assessment*. The skill choice associated with this assessment is: *CCRS Listening and Speaking*.

This assessment will generate an NRS/EFL in the skill of **CCRS Listening and Speaking**. There is no secondary score to enter. **This is the only assessment that requires a scaled score to be entered as opposed to a raw score.**

The Scaled score should be between the ranges of (88 - 999).

There is no form number or level to enter for this assessment.

This below example shows a complete assessment entry for an ESL student who has taken the Best Plus 2.0 (ESL) Assessment.



Student ID 42348
Student Name Guide, Assessment
Start Date 2014-06-18
End Date 2014-06-18
Hours 1
Assessment Type Skill level assessment
Other Location
Staff Marra, Toni
Learning Center Barre Full Service Center
Provider Central Vermont ABE
Instrument Best Plus *

EFF	Form	Level	Score	Score 2	Scaled Score	ABE Level	ESL Level	Work Level	Edit	Delete
CCRS Listening and Speaking			150		150		ESL Beginning Literacy (NRS 1)		<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
<input type="button" value="Add New Skill Record"/>										
<input type="button" value="Return to Student Snapshot"/> <input type="button" value="Return to Service Summary"/>										

CASAS Life and Work and CASAS Life Skills (ESL only)

The CASAS – ECS - ESL assessment is a *Skill Level Assessment*. This skill assessed is **CCRS Reading**.

The CASAS Life Skills – ABE assessment is a *Skill Level Assessment*. The skill assessed is **CCRS Math**.

Step 2: Select Instrument

Student ID 51783
 Student Name Manual Student
 Assessment Type Skill level assessment
 Instrument *

Click Continue.

Enter the **EFF Skill Assessed**: in this case, it would be **CCRS Reading**.

Home	Students	Reporting	Special Groups	Documentation	Administration	Snapshots	Maintenance	Contacts
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Step 3: Enter Assessment Details

Student ID 51783
 Student Name Manual Student
 Assessment Type Skill level assessment
 Instrument CASAS Life & Work ESL*
 EFF
 Assessor *
 Form
 Instrument Level
 Score
 Score 2

Enter the **Form**: (the reading form choices are: 81, 82, 81X, 82X, 83, 84, 85, 86, 185, 186, 187, 188).

Enter the **Instrument Level**: (the level choices are A, B, C, D).

Enter the Score. Click Continue.

CASAS Life and Work ESL (cont'd)

** Please note with **this assessment – you always go up a form!** Example: if you baseline assessed using Level A Form 81, then you have to use Level A form 82 or higher for the post assessment.

The example below represents a complete reading assessment entry for the CASAS – Life and Work ESL assessment.

Home	Students	Reporting	Special Groups	Documentation	Administration	Snapshots	Maintenance	Contacts
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Service Details

Assessment Service

Student ID 51783

Student Name Student, Manual

Start Date (mm/dd/yyyy) 01/01/2016

End Date (mm/dd/yyyy) 01/01/2016

Hours 1

Assessment Type Skill level assessment

Other Location

Staff Dulac, Nancy

Learning Center Barre Full Service Center

Provider Central Vermont ABE

Instrument CASAS Life & Work ESL*

Create Date Jan 27, 2016 10:31:43

Create By Parker, Sharon

EFF	Form	Level	Score	Score 2	Scaled Score	ABE Level	ESL Level	Work Level	Edit	Delete
CCRS Reading	83	B	10		199		ESL High Beginning (NRS 3)		<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

TABE CLAS-E (ESL only)

The TABE CLAS-E assessment is a *Skill Level Assessment*. The skill assessed is: **CCRS Writing**.

Enter the **Form**: (the form choices are: A or B).

Enter the **Instrument Level**: (the level choices are 1, 2, 3, 4).

Enter the **Score**. Click Continue.

This below example shows a complete assessment entry for an ESL student who has taken the TABE CLAS-E Assessment.

Step 2: Select Instrument

Student ID: 42348
Student Name: Assessment Guide
Assessment Type: Skill level assessment
Instrument: TABE CLAS E
<input type="button" value="Continue"/> <input type="button" value="Clear"/>
<input type="button" value="Return to Student Snapshot"/>

[Close Session](#)

Home	Students	Services	Reporting	Special Groups	Documentation	Administration	Contacts
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Service Details

Assessment Service

Student ID: 42348
Student Name: Guide, Assessment
Start Date: 2014-06-02
End Date: 2014-06-02
Hours: 1.5
Assessment Type: Skill level assessment
Other Location:
Staff: Parker, Sharon
Learning Center: Bare Hill Service Center
Provider: Central Vermont ABE

Instrument: TABE CLAS E

EFF	Form	Level	Score	Score 2	Scaled Score	ABE Level	ESL Level	Work Level	Edit	Delete
CCRS Writing	A	2	22		465		ESL High Beginning (NRS 3)		<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
<input type="button" value="Add New Skill Record"/>										
<input type="button" value="Return to Student Snapshot"/> <input type="button" value="Return to Service Summary"/>										

TABE 11/12

When the TABE is used as a *Skill Level Assessment*, the skill choices are: **CCRS Reading, CCRS Writing, and CCRS Math.**

When the TABE 11/12 is used as a *Skill Diagnostic Assessment*, the skill choices are **CCRS Math, CCRSS Reading, CCRS Writing, Spelling, Vocabulary, and Language Mechanics.**

This assessment generates an NRS/EFL in the areas of **CCRS Reading, CCRS Writing, and CCRS Math.** To generate an NRS/EFL the assessment type *Skill Level Assessment* must be selected.

When recording scores for Spelling, Vocabulary, and Language Mechanics you need to choose *Skill Diagnostic Assessment* as the assessment type.

Close Session

Home Students Services Reporting Special Groups Documentation Administration Contacts

New Assessment

Student ID 42348

Student Name Assessment Guide

Start Date

End Date

Hours

Instructor -- None --

Learning Center -- None --

Provider -- None --

Type of Assessment -- None --

- None --
- Skill level assessment
- Skill diagnostic assessment
- Learning disabilities screening
- Performance: Standardized project-based
- Performance: Teacher generated process

Continue

Return to Student

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TABE 11/12 (cont'd)

Step 2: Select Instrument

Student ID 42348
Student Name Assessment Guide
Assessment Type Skill level assessment
Instrument **TABE SURVEY ***

After choosing the **TABE 11/12 Instrument** and the Continue button is clicked:

Choose the **EFF Skill Assessed**:
CCRS reading, CCRS Writing,
and CCRS Math.

Choose the **Form** (for TABE assessments the form choices are 11 or 12). Matched pair is the 11 & 12 version or group and level.

Choose the **Instrument Level** (the instrument level choices are L, E, M, D, or A)

[Close Session](#)

Step 3: Enter Assessment Details

Student ID 42348
Student Name Assessment Guide
Assessment Type Skill level assessment
Instrument **TABE SURVEY ***
EFF -- None --
Form -- None --
Instrument Level -- None --
Score
Score 2

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Then enter the **Score** (score is the RAW score, meaning the number correct out of number of questions).

TABE 11/12 (cont'd)

EFF	Form	Level	Score	Score 2	Scaled Score	ABE Level	ESL Level	Work Level	Edit	Delete
CCRS Reading	9	D	20		585	ASE Low (NRS 5)			Edit	Delete

Add New Skill Record

To add additional TABE 11/12 assessments, click on the Add New Skill Record button at the bottom of the page.

The example on the left shows a complete TABE 11/12 assessment entry.

Click on Return to Student Service Summary button.

EFF	Form	Level	Score	Score 2	Scaled Score	ABE Level	ESL Level	Work Level	Edit	Delete
CCRS Reading	9	D	20		585	ASE Low (NRS 5)			Edit	Delete
CCRS Writing	9	D	16		518	ABE Intermediate Low (NRS 3)			Edit	Delete
CCRS Mathematics	9	D	21	19	601	ASE High (NRS 6)			Edit	Delete

Add New Skill Record

Return to Student Snapshot Return to Service Summary

Stieglitz Reading Inventory

The Stieglitz Reading Inventory is a *Skill Diagnostic Assessment* and the skill choice associated with this assessment is: **Read with Understanding**.

This purpose of this assessment is to examine how well a student can pronounce words in the context of a sentence and in reading passages. The Graded Words in Context Test consists of ten sentence sets, ranging in difficulty from the preprimer level through grade 8.

The *Score* will be a cumulative number of correct items. Each correct response is worth 5 points on lists for grade 1 through grade 8. Each correct response is worth 10 points on the preprimer- and primer level lists.

The matrix is NRS Level 1: 1-137, NRS Level 2: 138-172, NRS Level 3: 173-194, NRS Level 4: 195-213, NRS Level 5: 214-236, NRS Level 6: 237-279.

Below is an example of a completed Stieglitz assessment entry.

Step 2: Select Instrument

Student ID 42348
 Student Name Assessment Guide
 Assessment Type Skill diagnostic assessment
 Instrument Stieglitz *

[Close Session](#)

Home Students Services Reporting Special Groups Documentation Administration Contacts

Service Details

Assessment Service

Student ID 42348
 Student Name Guide, Assessment
 Start Date 2014-06-18
 End Date 2014-06-18
 Hours 1
 Assessment Type Skill diagnostic assessment
 Other Location
 Staff Marra, Toni
 Learning Center Barre Full Service Center
 Provider Central Vermont ABE

Instrument Stieglitz *

EFF	Form	Level	Score	Score 2	Scaled Score	ABE Level	ESL Level	Work Level	Edit	Delete
Read with understanding			23			ABE Beginning Literacy (NRS 1)			<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

WADE

The WADE is a *Skill Diagnostic Assessment* and the skill choice associated with this assessment is: **CCRS Reading**.

This assessment is approved to distinguish between NRS 1 and NRS 2 in the skill area of **CCRS Reading** for low literacy level readers.

You will enter only one score that will be a combination of the correct number of the three areas assessed. You **will not** enter a percentage from the *WADE – Summary of Scores*, but the combination number of correct items in the areas of *sounds, reading, and spelling*. All three sections of the WADE test must be given to the student before this assessment can be used to determine an NRS level in DataWorks.

Sounds (120 items) Reading (252 items) Spelling (197 items)

The *Score* will be a cumulative number of correct items across these three areas. The matrix is NRS Level 1: 0-89, NRS Level 2: 90-180.

Students scoring 181+ must be given a TABE test to document a Level 3 skill placement.

A score of 181+ entered under this assessment will not generate any NRS Level.

Step 2: Select Instrument

Student ID 42348
Student Name Assessment Guide
Assessment Type Skill diagnostic assessment
Instrument WADE *

[Close Session](#)

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Service Details

Assessment Service

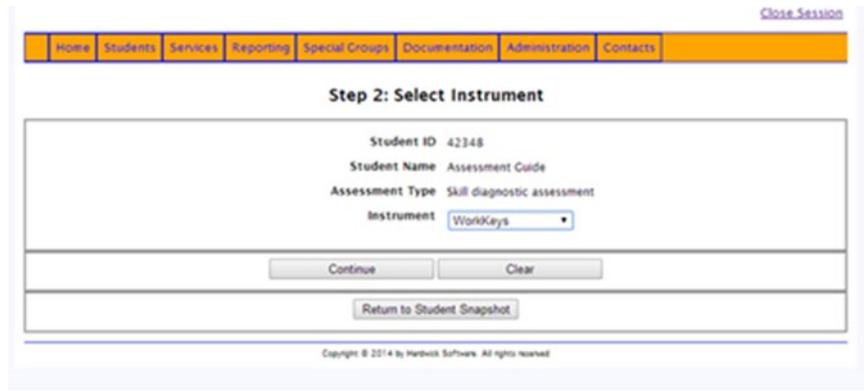
Student ID 42348
Student Name Guide, Assessment
Start Date 2014-07-21
End Date 2014-07-21
Hours 1
Assessment Type Skill diagnostic assessment
Other Location
Staff Marra, Toni
Learning Center Barre Full Service Center
Provider Central Vermont ABE

Instrument WADE *

EFF	Form	Level	Score	Score 2	Scaled Score	ABE Level	ESL Level	Work Level	Edit	Delete
Read with understanding			65			ABE Beginning Literacy (NRS 1)			Edit	Delete

WorkKeys

The WorkKeys is a **Skill Diagnostic Assessment** and the skill choices associated with this assessment are: **Applied Mathematics, Workplace Documents, and Graphic Literacy.**

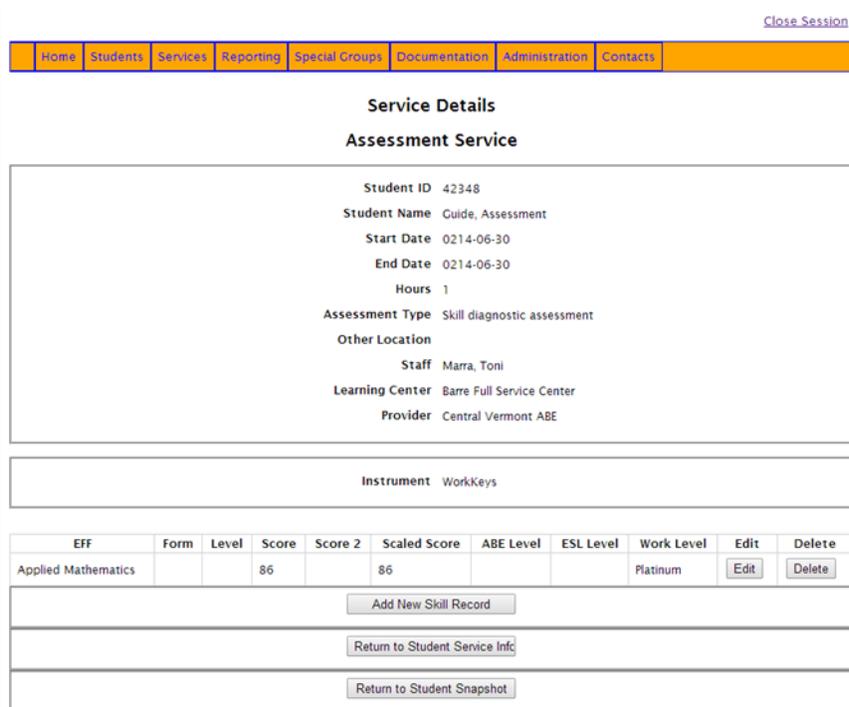


Choose the EFF Skill

Assessed: Applied Mathematics, Workplace Documents, and Graphic Literacy.

Then enter the Scale Score (score is the scale score). The range of scores is on a 75 - 90 point scale is used for Applied Mathematics, Workplace Documents, and Graphic Literacy.

The example below shows a complete Work Keys assessment entry.



EFF	Form	Level	Score	Score 2	Scaled Score	ABE Level	ESL Level	Work Level	Edit	Delete
Applied Mathematics			86		86			Platinum	Edit	Delete