Connecticut Competency System (CCS)
Adult Education
Assessment Policies and Guidelines

FISCAL YEAR 2026-2027

CONNECTICUT STATE DEPARTMENT OF EDUCATION
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Table of Contents

Introduction **3**
Overview 3
The Comprehensive Adult Student Assessment Systems (CASAS) 4
Primary Indicators of Performance **5**
Measurable Skills Gain (MSG) 6
Five Types of Measurable Skill Gains under WIOA 7
Employment-Related Indicators 8
Credential Indicator 8
Collecting Post-Exit Indicators in Connecticut: Data Matching 9
The Assessment Process: Setting Goals, Guiding Instruction, and Measuring Progress **13**
Table 1: Test Series by Program 15
Table 2A: The Relationship of CASAS Scale Score to NRS Levels for ABE and ASE 15
Table 2B: The Relationship of CASAS Scale Score to NRS Levels for ESL 16
Periods of Participation (PoP) 17
Assessment Policies 19
Assessment Policy 1: Guidelines for NRS Approved Assessments and EFL Progression 19
Assessment Policy 2: Initial Entry Level 19
Assessment Policy 3: Pre- and Post-Testing 22
Policy 3: Testing Requirements by Program 22
Additional Pre-Testing Guidelines 25
Key Considerations Regarding Pre-Testing in Connecticut 26
Connecticut's Post-Test Requirements for All Approved Assessments 26
Retesting Guidelines 27
Remote Testing 28
Test Selection and Standard Error of Measurement 29
Test for Learners with Special Needs 30
Exemptions 30
Assessment for Literacy Volunteer Programs 31
Training Requirements 31
Materials Ordering and Assessment Security 32
Connecticut Distance Learning Policy and Reporting of Proxy Contact Hours **33**
Identification of Adult Education Learners 33
Reporting Proxy Contact Hours for Distance Learning 33
CTAVHS and Other Distance Learning Platforms Attendance and Reporting 34

Distance Education and Blended Learning 34
Distance Learning Materials and Support 35
Resources 35
Testing Accommodations for Persons with Disabilities 35
Purpose 35
Local Provider Responsibility 36
Accommodations in Test Administration Procedures 37
Use of Appropriate CASAS Test Forms 38
CCS Available Tests Charts 40
Scale Score Ranges of Available Tests 41
Suggested Next Assigned Test (NAT) Charts 43
Educational Functioning Level Descriptors for English as a Second Language (ESL) 73
Introduction 73
Text Complexity and Familiar Topics 74
Educational Functioning Level Descriptors for Adult Basic Education (ABE) 80
Literacy/English Language Arts 80
Mathematics 89
Barriers to Employment Definitions 95
Glossary 97
Literacy, Adult and Community Education System (LACES) 99
Data Entry Timelines 99
Data Validation 99
Connecticut Competency System (CCS) 100
Expectations and Responsibilities for CCS Program Facilitators 100
Overview 100
Qualifications 100
Liaison & Communication 100
Connect Assessment to Instruction and Ensure Quality Data Collection and Use 101
References 140
Assessment Administration and Security Agreement: July 2026-June 2027 103

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Introduction

This document delineates the assessment policies and guidelines established by the Connecticut State Department of Education (CSDE) for all adult education programs, aiming to align with federal and state accountability standards. The CSDE gathers information to assist educators in shaping instruction, tracking progress, and showcasing program performance.

Overview

Learners undergo assessment at key stages in the educational process to achieve various objectives, including understanding strengths and weaknesses, exploring educational options, determining appropriate program placement, establishing baseline skill levels, informing instruction, monitoring learning progress, and evaluating program performance. Additionally, assessments support community engagement, contribute to program planning and improvement, and fulfill reporting requirements for state and federal accountability.

Programs funded by the Connecticut State Department of Education's Academic Office are mandated to utilize standardized assessments developed by the **Comprehensive Adult Student Assessment Systems (CASAS)**. While CASAS assessments are the prescribed standard, programs are also encouraged to complement them with informal assessments. CASAS is preferred for several reasons:

- It is a comprehensive system integrating curriculum, assessment, and instruction, providing more than just a test; results directly inform instruction.
- The CASAS curriculum framework aligns with competencies and content standards essential for effective societal functioning.
- Assessments measure the application of basic literacy, numeracy, and communication skills across competencies, emphasizing overall literacy improvement.
- CASAS assessments are valid, reliable, and approved for reporting progress through the federal National Reporting System (NRS) educational functioning levels.
- The assessment offers various options, including selected response, constructed response, and performance-based assessments, catering to both native and non-native speakers in reading, math, and listening modalities.
- CASAS serves as the common assessment framework for providers in both the adult education and workforce development systems.

- The consortium approach of CASAS provides training, support, and practitioner involvement opportunities in the test development process.

Connecticut's implementation of the CASAS system, encompassing available tests, relevant policies, and professional development, is known as the **Connecticut Competency System (CCS)**. Detailed policies and guidelines related to data collection and reporting are outlined in the LACES manual.

The Comprehensive Adult Student Assessment Systems (CASAS)

CASAS represents not merely a set of assessments but a comprehensive system that seamlessly integrates Curriculum (encompassing competencies and Basic Skills Content Standards), Instruction (such as the Quick Search software and classroom report), and Assessment (leveraging tests and the TOPSpro Enterprise software reports).

Figure 1: The CASAS System: An Integrated Approach



The foundation of this integrated system lies in the CASAS competencies, identifying over 360 essential skills crucial for effective functioning in family, community, and workplace settings. Developed and validated at state and national levels through field research and input from education providers, learners, business representatives, and community-based agencies, these competencies align with various standards, including College and Career Readiness Standards (CCRS), English Language Proficiency Standards (ELPS), National External Diploma Program (NEDP) competencies, and California English as a Second Language (ESL) Model Standards.

CASAS assessments evaluate fundamental skills in reading, math, listening, and speaking, focusing on priority competencies essential for success in diverse contexts. Rigorous test development and validation procedures, meeting the standards of the American Education Research Association (AERA), the National Council for Measurement in Education (NCME), and the American Psychological Association (APA), ensure the validity and reliability of these assessments. The use of Item Response Theory (IRT) in educational measurement practice further enhances reliability.

Adult Basic Education (ABE) Skill Level Descriptors for reading, math, and employability skills, along with ESL Skill Level Descriptors for listening, reading, and speaking skills, offer a continuum of skills from basic to advanced levels. These descriptors align with the U.S. Department of Education's review of the National Reporting System (NRS) Educational Functioning Level (EFL) Descriptors.

Results from CASAS assessments are reported in scale scores, defining basic skills along a fixed continuum of difficulty. The scale, divided into five broad levels (A to E), enables precise placement and progress monitoring.

QuickSearch software cross-references CASAS competencies to over 2,300 instructional materials, aiding in targeted instruction by identifying strengths and gaps in individual and class performance.

Primary Indicators of Performance

The primary indicators of performance within the NRS are the primary indicators of performance required by WIOA Section 116(b)(2)(A). These indicators are measurable skill gains, employment rate in the second quarter after exit, employment rate in the fourth quarter after exit, median earnings in the second quarter after exit, credential attainment, and effectiveness in serving employers. The U.S. Departments of Labor and

Education have developed joint guidance for collecting, validating, and reporting these measures. This guidance includes definitions, methodology, calculations, and operational parameters. OCTAE Program Memorandum 17-2 provides this guidance for adult education programs and also includes definitions of key terms related to accountability under WIOA. OCTAE Program Memorandum 19-1 guides for validating data.

Measurable Skill Gain (MSG)

In Connecticut, adult students' academic performance is assessed using a performance standard known as Measurable Skill Gains (MSGs), which encompasses various achievements such as EFL progression, obtaining a high school equivalency (HSE) credential, or enrollment in post-secondary education or training (PSE/T).

At the onset of each fiscal year, following the completion of all pre-testing procedures, programs are allocated an MSG target. This allocation is determined based on two primary factors: 1) the number of students who pre-test into each of the program's NRS EFLs, and 2) federal targets established by the Office of Career, Technical, and Adult Education (OCTAE) for states.

These targets are adjusted upwards to accommodate the potential for multiple outcomes for individual students. OCTAE constantly revises the targets, reflecting improvements and evolving standards under the Workforce Innovation and Opportunity Act (WIOA). Consequently, program targets are adjusted accordingly.

A Measurable Skill Gain measures progress toward an academic, technical, or occupational credential or employment. Participants can demonstrate MSGs through the following methods, in alignment with NRS guidelines:

1. **Educational Functioning Level (EFL) Gain:**
    - Achieved by comparing a participant's pre-test and post-test scores using an NRS-approved assessment.
    - Progression in an Adult High School Credit Diploma Program (CDP) from less than 11 credits upon entry (classified as ABE Level 5) to 11 or more credits (classified as ABE Level 6).
    - Advancement from the entry level to the Assessment phase in the National External Diploma Program (NEDP).
2. **Attainment of a Secondary School Diploma:**

- Participants can earn a diploma through three pathways in Connecticut: GED®, Adult High School Credit Diploma Program (CDP), or National External Diploma Program (NEDP).

3. **Post-Secondary Enrollment:**
   - Enrollment in post-secondary education or training within the same fiscal year after exiting adult education.
   - Dual enrollment in post-secondary education or training and adult education.
4. **GED® Subtest Completion:**
   - Passing a subtest of a state-recognized high school equivalency examination, such as the GED®.
5. **Milestone Achievement in Employment or Training:**
   - Satisfactory progress reports from employers or training providers indicating progress toward established milestones.
   - Successful completion of exams required for a specific occupation or evidence of progress in technical or occupational skills, demonstrated by trade-related benchmarks.

Participants in Integrated Education Training (IET) or workplace literacy programs can demonstrate MSG by exhibiting progress on a secondary or postsecondary transcript, showing progress toward milestones, or passing a technical/occupational knowledge–based exam *(shown below)*. However, these measures cannot be used to report MSG for adult education participants who are not enrolled in workplace literacy and IET.

Five Types of Measurable Skill Gains under WIOA

Figure 2: Types of MSGs Under WIOA

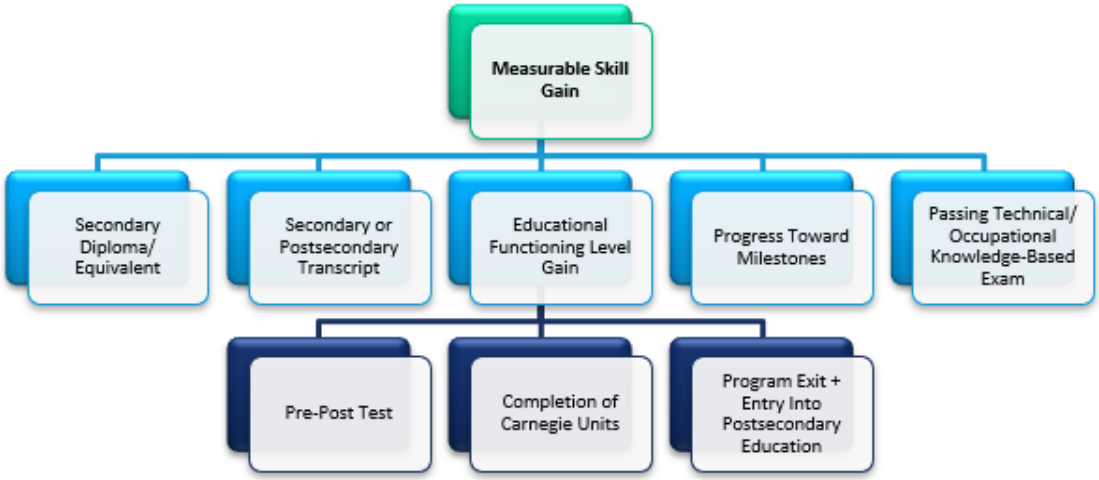


Table 1: MSG Types Numbering System

MSG Types Numbering System	
Allowable for All Participants	**Type 1.a.** Achievement as measured by a pre- and post-test
	Type 1.b. Awarding of CDP credits or NEDP Advancement
	Type 1.c. Enrolled in a post-secondary education and training
	Type 1.d. Passing a subtest on a State-recognized high school equivalency examination
	Type 2. Documented attainment of a secondary school diploma or its recognized equivalent
Allowable for Participants Receiving IET or IELCE+T 243 through Post-Sec Institutions	**Type 3.** Secondary or postsecondary transcript or report card for sufficient credit hours that shows a participant is meeting the state units' academic standards
Allowable only for Participants in IET or IELCE+T 243 or WPL Programs	**Type 4.** Satisfactory or better progress report, toward established milestones, from an employee or training provider who is providing training
	Type 5. Successfully passing an exam that is required for a particular occupation or progress in attaining technical or occupational skills, as evidenced by trade-related benchmarks

Employment-Related Indicators

There are three WIOA indicators related to employment:

I. **Employment Rate - Second Quarter After Exit:** The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.

II. **Employment Rate - Fourth Quarter After Exit:** The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.

III. **Median Earnings - Second Quarter After Exit:** The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.

Credential Indicator

The credential indicator measures two types of credentials:

a. Receipt of a secondary school diploma or recognized equivalent during participation or within 1 year after exit from the program. The receipt of a secondary diploma is only counted if the participant also enters postsecondary education or training or employment within 1 year after exit.
b. Receipt of a recognized postsecondary credential during participation or within 1 year after exit from the program. The secondary diploma component of the indicator applies only to participants enrolled in a secondary education program at or above the ninth-grade level who exited the program and who did not have a secondary school diploma or its equivalent at program entry. The postsecondary education credential component of the indicator applies only to participants who were also enrolled in a postsecondary education or training program and exited the postsecondary education or training program. Participants in correctional education programs (WIOA Section 225) who remain incarcerated at program exit are excluded from the indicator, as are participants excluded due to the circumstances listed in the Exclusions section of the Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act.

Collecting Post-Exit Indicators in Connecticut: Data Matching

In Connecticut, data on WIOA performance indicators, excluding Measurable Skill Gains (MSG), is collected after participants exit adult education programs. The post-exit indicators require up to one year for follow-up after the participant exits. For example, a participant who obtains a secondary school diploma has up to one year after exiting to obtain employment or enter postsecondary education to be counted as achieving the outcome.

Key indicators, such as **employment in the second and fourth quarters after exit**, are tracked based on federally defined timeframes. This applies to all participants except those who meet specific exclusion criteria.

To gather this information, Connecticut primarily uses **data matching** from existing sources like the state's **unemployment insurance records**, **community college**

enrollment databases, and the **Connecticut State Department of Education databases**. When data from these sources is unavailable, the state may use **surveys** or other supplemental methods to collect participants' employment status and earnings.

Data Matching in Connecticut

In Connecticut, data matching involves the collaboration of multiple state agencies, pooling data on shared participants using a common identifier, typically a Social Security Number (SSN). This allows agencies, such as the Department of Education and the Department of Labor, to link participant data to meet reporting and accountability requirements.

Table 2: Participants and Data Collection Period for Performance Indicators

Participants and Data Collection Period for Performance Indicators		
WIOA Indicator	**Participant Population to Include**	**Data Collection Period**
Employment in the second quarter after exit	All participants, except those incarcerated at entry who remain incarcerated or those who exit due to extenuating circumstances listed in the Exclusions section, who exit during the program year	Second quarter after exit
Employment in the fourth quarter after exit	All participants, except those incarcerated at entry who remain incarcerated or those who exit due to extenuating circumstances listed in the Exclusions section, who exit during the program year	Fourth quarter after exit
Median earnings, second quarter after exit	All participants who are employed in the second quarter after exit	Second quarter after exit
Credential indicator: ● Obtained a secondary school diploma during participation or within 1 year of exit, and obtained employment or entered postsecondary education within 1 year of exit	Participants who entered the program without a secondary school diploma or equivalent, who were enrolled in, or advanced to, a secondary level program, and who exit during the program year, excluding those incarcerated at entry who remain incarcerated or those who exit due to extenuating	For obtained secondary school diploma: During participation or at any time within 1 year after exit For obtained employment or enrolled in postsecondary education: Any time within 1 year of exit

• Obtained a postsecondary credential during participation or within 1 year of exit	circumstances listed in the Exclusions section	
	All participants who are co-enrolled in adult education and a postsecondary education program who exit the postsecondary program during the program year, excluding those incarcerated at entry who remain incarcerated or those who exit due to extenuating circumstances listed in the Exclusions section.	During participation or at any time within 1 year of exit

**For all measures, the exit quarter is the quarter when the participant completes instruction or has not received instruction for 90 days and has no instruction scheduled. Each period of participation must be counted as a separate period, as explained in the PoP section above. For further information on definitions and the participants to include for each indicator, see OCTAE Program Memorandum 17-2.*

Collecting Follow-Up Measures in Connecticut: Survey Method

In Connecticut, if data matching is not possible or to supplement incomplete data from other sources, the state can use a local program follow-up survey to collect **WIOA follow-up measures**. This method is particularly useful for tracking employment indicators and other exit-based performance measures.

The recommended approach is to conduct the survey **quarterly**. The survey should begin during the last month of each quarter and be completed within three months (one quarter). To maximize response rates, it is crucial to minimize the time between a participant's exit from the program and when they are contacted for the survey. The longer the delay, the lower the likelihood of obtaining responses.

By implementing this survey approach, Connecticut can ensure the collection of accurate follow-up data, especially when data matching is not feasible or is incomplete.

Table 3: Quarterly Periods for Collecting Employment and Earnings Indicators

Quarterly Periods for Collecting Employment and Earnings Indicators		
Exit Quarter	**Collect Second-Quarter Employment and Earnings* by the End of:**	**Collect Fourth-Quarter Employment by the End of:**
First Quarter (July 1–September 30)	Third Quarter	First Quarter, Next Program Year

Second Quarter (October 1–December 31)	Fourth Quarter	Second Quarter, Next Program Year
Third Quarter (January 1–March 31)	First Quarter, Next Program Year	Third Quarter, Next Program Year
Fourth Quarter (April 1–June 30)	Second Quarter, Next Program Year	Fourth Quarter, Next Program Year

**Earnings collected to calculate the median only for participants employed in the second quarter after exit.*

How to Determine Tracking Cohorts

To determine who is eligible for a follow-up survey to collect WIOA follow-up measures, follow these simple steps in LACES:

- Log in to your LACES account > go to the Dashboard > open the Widget Library > select “Student Alerts” > click on “Student PoP Eligible for Survey

This will provide a list of students who are eligible for follow-up surveys based on their Period of Participation (PoP). It's a quick and efficient way to identify those who should be contacted for collecting WIOA follow-up measures.

Figure 3: LACES Widget Library

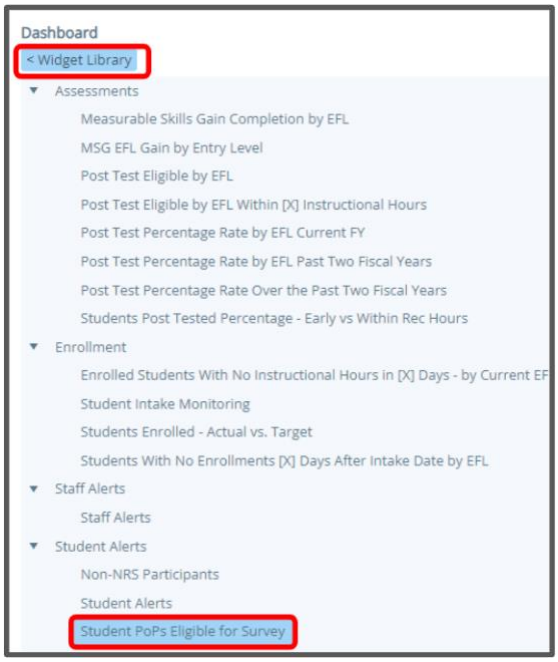
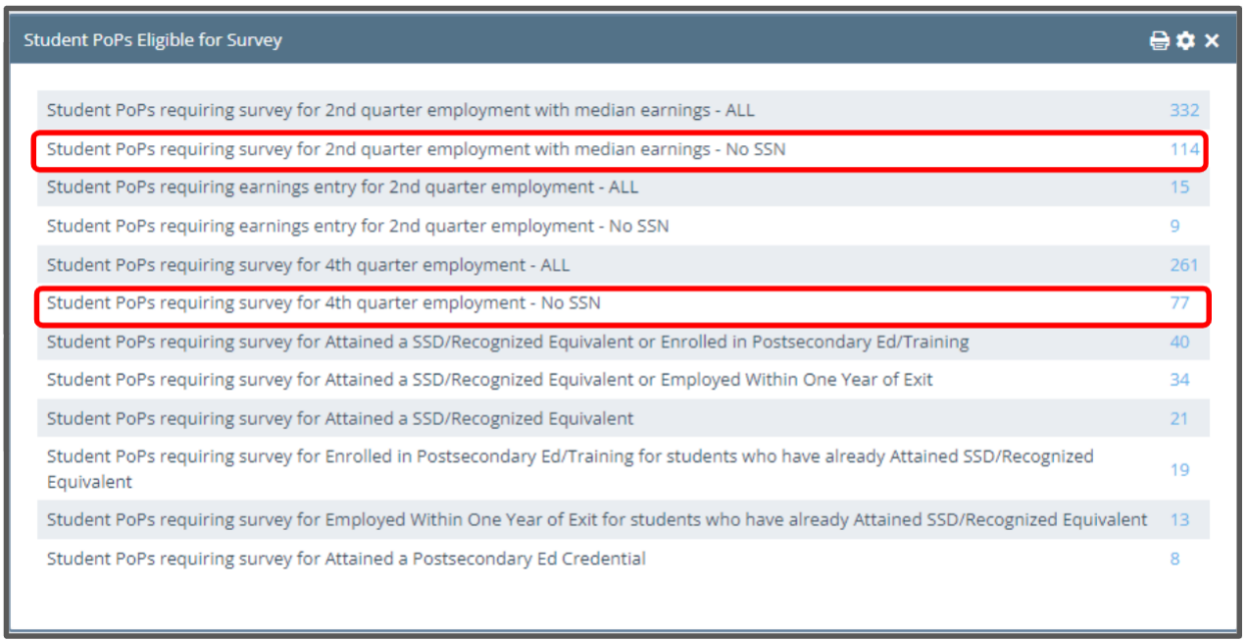


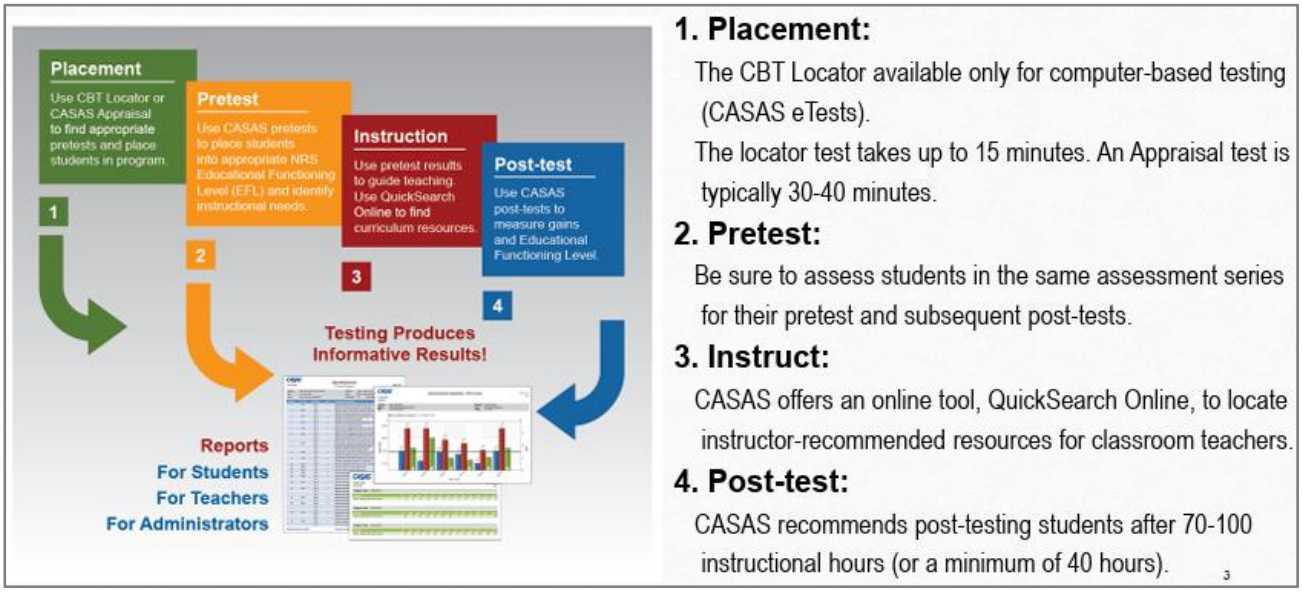
Figure 4: LACES Student PoPs Eligible for Survey



The Assessment Process: Setting Goals, Guiding Instruction, and Measuring Progress

Various CASAS standardized assessments play crucial roles at different stages of the educational cycle. Appraisal tests serve as an initial screening, gauging a learner's basic skill abilities. Pre-tests aid in instructional planning by conducting a learning needs assessment, identifying strengths and weaknesses, and establishing a baseline skill level. Post-tests follow instructional interventions, monitoring progress from the baseline and guiding future steps.

Figure 5: The Assessment Process



New adult learners often exhibit diverse levels of basic skill ability. Hence, every learner entering adult education is required to take an appraisal (placement) test at program entry, assessing reading, math, and/or listening skills across the CASAS scale.

For programs using CASAS eTests, the computer adaptive test (CAT) locator within eTests serves as an "appraisal" for pre-test selection. However, this locator score is not reported in LACES.

CASAS standardized progress tests (pre- and post-tests) are more stringent, constructed at increasing difficulty levels from below Level A (literacy) through Level D (secondary). Tests at each level have alternate forms, parallel in content and difficulty. They assess learning gains along a continuum from beginning literacy and English language acquisition to completion of secondary-level skills.

The appraisal results, along with the Next Assigned Test (NAT) Chart, help determine the appropriate difficulty level for the pre-test, which is administered before substantial instruction. Both appraisal and pre-test results guide class placement and the selection of short and long-term instructional goals. It's crucial for instructors/intake personnel to counsel learners during goal-setting, considering not only scores but also experiences, abilities, and interests.

Returning learners typically don't need appraisal testing unless they are returning after a significant period. Exempting learners from appraisal testing at entry should be done sparingly. If exempt, learners still require a pre-test. Agencies conducting eTesting may

use the Locator instead of appraisal and pre-test students immediately, using the Next Assigned Test assigned by CASAS.

Pre- and post-tests are available in different series, primarily varying in contextual focus:

- **Reading:** Reading STEPS (ESL only)
- **Listening:** Listening STEPS (ESL only)
- **Reading:** Reading GOALS 2 (ABE/ASE only)
- **Math:** Math GOALS 2 (ABE/ASE Only)

Programs must select series aligned with federal NRS requirements, but may also choose based on learner goals and program focus (Table 1).

Table 1: Test Series by Program

Table 4: Test Series by Program

Adult Basic Education (ABE) | General Educational Development (GED) | National External Diploma Program (NEDP) | Credit Diploma Program (CDP)				
Modality	**Test Series**	**Forms**	**NRS Approval through July 13, 2030**	**NRS Approval through June 30, 2032**
Reading	**Reading GOALS 2**	**921R-930R**		✓
Math	**Math GOALS 2**	**921M-930M**	✓	

English Language Learners (ESL)			
Modality	**Test Series**	**Forms**	**NRS Approval through July 13, 2030**
Reading	**Reading STEPS**	**621R-630R**	✓
Math	**Listening STEPS**	**621L-630L**	✓

The Resources section includes the CCS Available Tests Chart, which outlines the specific reading, math, and listening test forms for each functioning level in various test series. After pre-testing, individual and summary reports are generated to identify competencies and standards for initial instruction. The pre-test scale score is utilized for NRS reporting and accountability, determining learners' placement in an NRS educational functioning level. Tables 2A and 2B in the manual depict the correlation between CASAS scale score ranges and NRS levels, and descriptors of learner abilities at these levels can be found in the Resources section.

Table 2A: The Relationship of CASAS Scale Score to NRS Levels for ABE and ASE

Table 5A: The Relationship of CASAS Scale Score to NRS Levels for ABE and ASE

NRS Entering Educational Functioning Level	Reading GOALS 2 Scale Score Ranges
1. Beginning ABE Literacy	203 and below
2. Beginning Basic Education	204-216
3. Low-Intermediate Basic Education	217-227
4. High Intermediate Basic Education	228-238
5. Low Adult Secondary Education	239-248
6. High Adult Secondary Education	249 and above

NRS Entering Educational Functioning Levels	Math GOALS 2 Scale Score Ranges
1. Beginning ABE Literacy	192 and below
2. Beginning Basic Education	193-203
3. Low-Intermediate Basic Education	204-213
4. Middle Intermediate Basic Education	214-224
5. High Intermediate Basic Education	225-235
6. Adult Secondary Education	236 and above

Table 2B: The Relationship of CASAS Scale Score to NRS Levels for ESL

Table 5B: The Relationship of CASAS Scale Score to NRS Levels for ESL

NRS Entering Educational Functioning Levels	Reading STEPS Scale Score Ranges
1. Beginning ESL Literacy	183 and below
2. Low Beginning ESL	184-196
3. High Beginning ESL	197-206
4. Low-Intermediate ESL	207-216
5. High Intermediate ESL	217-227
6. Advanced ESL	228-238
(Exit Advance ESL)	239 and above

NRS Entering Educational Functioning Levels	Listening STEPS Scale Score Ranges
1. Beginning ESL Literacy	181 and below
2. Low Beginning ESL	182-191
3. High Beginning ESL	192- 201
4. Low-Intermediate ESL	202-211
5. High Intermediate ESL	212-221
6. Advanced ESL	222-231
(Exit Advance ESL)	232 and above

After substantial instructional intervention, a post-test is administered in the same skill area as the pre-test. The pre-test results, along with the NAT Chart (refer to TAM Manual for each test series), help determine the appropriate difficulty level for the post-test. To maintain alignment, use an alternate test form within the same series (e.g., Reading GOALS 2 Reading STEPS, Listening STEPS, Math GOALS 2) for post-testing. Learning gains from pre-test to post-test are documented in LACES.

CASAS benchmark test scores, representing the highest number in each scale score range, identify learners completing a level based on matched pair test scores. Post-test results guide planning for the next steps, such as registering for the GED test or moving to a higher-level class.

A matched pair consists of scores from a pre-test and its corresponding post-test. The pre-test is the first test in each skill area (reading, math, and listening) in a fiscal year, while subsequent tests become post-tests to that pre-test. Validity requires the post-test to be in the same skill area, a different form number, within the same series, making sure to follow the guidelines of the TAM Manual.

Programs are encouraged to complement standardized assessments with informal assessments like teacher-made tests, portfolios, unit tests, and learner observations to inform instruction regularly. Maximizing the benefits of the CASAS system involves explaining assessments to learners, using tools like class level and individual reports that can be generated through TOPSpro Enterprise, employing competency-based instructional approaches with authentic and contextualized curricula, and periodically reviewing and updating resources.

Periods of Participation (PoP)

Periods of Participation (PoP) denote the duration from a student's entry into the program with activity until their departure or a period of 90+ days without additional activity.

For a PoP to populate in the LACES database, a student must meet the following criteria:

- Have a valid Entry Level, **and**
- Reach a minimum of 12 instructional hours.

For instance, if a student completes an assessment, enrolls, acquires six instructional hours, leaves, returns after a 90-day gap, and accrues six more instructional hours within the fiscal year, they will not be considered to be in a PoP due to the 90+ day activity gap. Consequently, despite undergoing assessment and accumulating 12 instructional hours, this student will not be included in any NRS tables.

A student's return within the current program year or from a previous fiscal year after a 90+ day gap is regarded as a new entry. However, it does not mandate the creation of a

new student record or an update to the original intake date. Once a student record is established, programs should continue adding data to that record regardless of the entry time. In case of a student's return after a 90+ day gap, programs should simply begin entering new data (assessments, enrollments, and hours), initiating a new PoP.

Although a student may have up to four PoPs within a fiscal year, the majority typically have one or two. Nevertheless, a scheduled service by enrollment date or scheduled service start date supersedes the 90+ day exit date rule. PoPs can also extend across fiscal years without interruption, exemplified by a student remaining in a PoP that spans consecutive fiscal years without a 90+ day gap.

In LACES, a read-only PoP summary record appears in the student Outcomes tab/PoP Summary/Measurable Outcomes panel once a level-defining assessment and 12 instructional hours have been logged in the student record without a 90+ day gap. Students will not be included in any NRS tables until they have at least one PoP.

Each PoP summary record contains columns displaying PoP information, along with columns aligning with the Measurable Skill Gain rows on Table 4 and the Outcome Measure rows on Table 5 in LACES. This facilitates program evaluation by enabling a comprehensive overview of how a student's outcomes correspond to these tables through the PoP Summary/Measurable Outcomes record grid.

Assessment Policies

Assessment Policy 1: Guidelines for NRS Approved Assessments and EFL Progression

Programs are limited to administering NRS-approved assessments for reporting purposes. EFL progression is determined by comparing the first test score (pre-test) with the best post-test score achieved during the PoP. To count toward the program's MSG target, EFL progression must be attained within a single fiscal year.

For instance, if a student is pre-tested in September and post-tested in December, EFL progression is evaluated based on the December test score compared to the September pre-test score. However, in cases where a student remains enrolled continuously from September to April (i.e., one PoP), and undergoes pre-testing in September, post-testing in December, and post-testing again in April, the student's EFL outcome is determined by the highest post-test score compared to the September pre-test score.

Assessment Policy 2: Initial Entry Level

English as a Second Language (ESL), Adult Basic Education (ABE), GED, and Citizenship

The initial entry level is determined by the first assessment administered in the fiscal year, regardless of the number of Periods of Participation (PoPs), for proper placement on the NRS tables. When multiple pre-tests are given in different content/skill areas, LACES designates the test with the lowest score as the initial entry level if they are administered on the same date. If administered on different dates, the earliest pre-test is considered the initial entry level.

Determining the content area for the initial entry level follows either of two methods: a) administering only one NRS-approved test within seven days, or b) administering multiple tests within that period, where the lowest score is automatically chosen as the initial placement test by LACES. This policy does not impact program performance, as EFL outcomes from both the initial placement test and any additional tests contribute to program MSG. Programs can earn credit for an Educational Functioning Level (EFL) completion in either the initial or subsequent tests.

Adult High School Credit Diploma Program (CDP)

The Credit Diploma Program (CDP) measures learner progress through credits earned and diplomas attained. All new learners must take a reading and math appraisal or locator, along with a CASAS Pre-Test, to guide placement and goal-setting. The CASAS Pre-Test is required for all students entering adult education, including those in the Credit Diploma Program (CDP), for two key reasons:

- Although students may be automatically classified as ABE Level 5 or 6 based on their credits (fewer than 11 credits are classified as ABE Level 5, while 11 or more credits are classified as ABE Level 6), approximately 50% of CDP students are not academically at that level and will require additional support to succeed.
- If a CDP student does not graduate but continues taking classes, a measurable skills gain can be achieved by administering a CASAS Post-Test.

Some providers also incorporate CASAS elements into the AHSCDP to integrate life and work competencies, track basic skill progress, and meet competency standards for graduation. Students can advance from ABE Level 5 to Level 6 upon earning sufficient Carnegie credits.

National External Diploma Program (NEDP)

Learners interested in entering the National External Diploma Program (NEDP) must meet the CASAS requirements for entry. This includes achieving the following initial assessment scores at the time of entry:

- **Reading GOALS 2**: A minimum of a 236 (ABE Level 4) on Test Level C (925R-926R), Test Level D (927R-928R), or Test Level E (929R-930R)
- **Math GOALS 2:** 226 scaled score (ABE Level 5) on Test Level D (927M-928M) or E (929M-930M)
- **Writing Assessment:** A score of 3

Students who assess at ABE Level 5 during the Diagnostic Phase may advance to ABE Level 6 upon entering the NEDP Assessment Phase. The dates when students enter each phase are recorded in the Student Education tab in LACES.

Both the NEDP Diagnostic Phase and NEDP Assessment Phase entry dates are captured in the fiscal year (FY) summary, which also records the student's exit level. Students continuing from a previous FY in either the Diagnostic or Assessment Phase are placed at the appropriate EFL based on the exit level from the previous FY summary - an additional assessment is not required in the current FY. Refer to the NEDP Reassessment Guidelines table *(see below)* for additional guidance.

For students beginning a new Period of Participation (PoP) in the Diagnostic or Assessment Phase within the current FY, placement at the appropriate EFL is based on the exit level from the previous PoP. Once a student has earned the NEDP diploma, their levels will not populate in subsequent PoPs or FYs if they continue or re-enroll. In such cases, the student must be reassessed.

Students who advance to the Assessment Phase will count as having completed a level on Table 4, provided the student is NRS reportable.

Table 6: NEDP Reassessment Guidelines

NEDP Reassessment Guidelines			
Period of Inactivity	**Exit Phase**	**Circumstances**	**Requirement**
Less than one year	Diagnostic or Generalized Assessment	N/A	May re-enter the program without retesting in the closed diagnostic instruments.
One year or more	Diagnostics	N/A	Must reattempt all three closed diagnostic instruments and earn the minimum demonstrated scores in each to move into the Generalized Assessment Phase.
One year or more	Generalized Assessment	Client does NOT have at least one Competency Area fully demonstrated	Must reattempt all three closed diagnostic instruments and earn the minimum demonstrated scores in each to re-enter the Generalized Assessment Phase.
One year or more	Generalized Assessment	Client has at least one Competency Area fully demonstrated	Clients may re-enter the program without reattempting the closed diagnostic instruments.

Distinction Between Initial Placement and Class Placement

Initial placement, as outlined above, differs from class placement. An NRS initial placement test assigns students to one of the twelve NRS levels (six for ESL and six for ABE/ASE). Class placement may vary among programs, and it is the responsibility of each program to establish a robust and precise class placement system tailored to the specific needs of its student population.

Assessment Policy 3: Pre- and Post-Testing

Programs need to establish clear communication systems to ensure that students comprehend the purpose of pre-testing, the types of assessments utilized as pre- and post-assessments, the frequency of testing throughout the year, how score results will be interpreted and communicated, and the intended utilization of these results within the program.

Pre-and Post-Testing Hours

- **Pre-Testing**
    - According to the National Reporting System (NRS), all students with 12 or more hours of attendance within a Period of Participation (PoP) must be included in federal report tables.
    - Students should undergo pre-testing within the first 12 hours of contact or instruction.
    - CSDE strongly advises providers to pre-test students as soon as they are enrolled in a program or even before enrollment.
    - **Connecticut's Goal for students who have 12+ hours with a Pre-Test is 90%.**
- **Post-Testing**
    - Students enrolled must accumulate a minimum of 40 hours before being eligible for the post-test.
    - Among these 40 hours, instruction can encompass various components such as Instruction - Intake, Instruction - Assessment, Instruction - Distance Learning (Virtual F2F), Instruction - Distance Learning (Proxy), and Instruction - Counseling.
    - **Connecticut's Goal for student Post-testing is 70%.**

Policy 3: Testing Requirements by Program

Adult Basic Education (ABE) | Adult Secondary Education (ASE)

In Connecticut, both new and returning learners are subject to specific pre-testing requirements:

- New learners must complete a reading and/or math appraisal test (if using CASAS NRS-approved paper testing), and the results, combined with the Next Assigned Test Chart (NAT), will determine the appropriate difficulty level for the pre-test. If using CASAS eTests, the system will have students complete a locator, which will automatically assign the pre-test upon completion. This pre-test is administered before any substantial instruction.
- Returning learners, post-tested before April 1 of the prior fiscal year, must undergo pre-testing upon entry in the current fiscal year.
- Furthermore, ABE/ASE learners and GED preparation class participants must undergo mandatory pre- and post-testing in reading or math, or both, aligning with their needs and the program curriculum.
- Providers should prioritize scale scores above 238 in reading and 225 in math on CASAS progress tests for placement into a GED preparation program. Learners scoring below these thresholds require remediation before fully benefiting from secondary-level instruction.

English as a Second Language (ESL) and Citizenship

All new learners should complete the short oral interview included in the CASAS Intake Screening Process to assess survival-level language ability.

Learners who score below 6 on the oral interview can be directly referred to ESL classes. After enrollment, pre- and post-testing must be administered. In addition to listening tests, reading pre- and post-tests are required for compliance with federal guidelines. Programs are encouraged to use Forms 621R and 622R for low-level ESL learners. Paper test forms 621R and 622R can be used as consumables per CASAS guidance.

ESL learners scoring 6 or higher on the oral interview should be given the Listening and/or Reading Appraisal or Locator. Those pre-tested with the Listening STEPS assessments must take the Form 619 Listening Appraisal or 620L Locator. It is also recommended to administer the writing component of the ESL appraisal, available in the CASAS Intake Screening Process Booklet.

Appraisal results, combined with the NAT Chart (refer to the Test Administration Manual for each series), should determine the appropriate difficulty level for the pre-test. The pre-test must be conducted before substantial instruction. Returning learners who were post-tested more than 90 days ago must be pre-tested again at the start of the current fiscal year.

For federal reporting purposes, all learners in ESL and Citizenship classes must be pre- and post-tested in either or both of the following skill areas:

- Reading
- Listening

Providers should assess and report on the skill area most relevant to the learners' needs and the program's curriculum. Citizenship program learners are included in federal and state reporting, and programs can use assessments from the Available Tests Chart for these learners. Pre- and post-testing can provide valuable progress data for both learners and teachers while enhancing the program's performance.

Note: Adult education providers should select assessments that best suit the student's needs. For example, any ESL student (including those enrolled in IELCE or Citizenship) who tests as having "completed level 6" should be assessed with ABE/ASE tests, as their English proficiency is beyond the levels covered by ESL assessments. These students may be placed in an ABE program, with their progress measured using ABE/ASE assessments.

Adult High School Credit Diploma Program (CDP)

The Credit Diploma Program (CDP) measures learner progress through credits earned and diplomas attained. All new learners must take a reading and math appraisal or locator, along with a CASAS Pre-Test, to guide placement and goal-setting. The CASAS Pre-Test is required for all students entering adult education, including those in the Credit Diploma Program (CDP), for two key reasons:

- Although students may be automatically classified as ABE Level 5 or 6 based on their credits (fewer than 11 credits are classified as ABE Level 5, while 11 or more credits are classified as ABE Level 6), approximately 50% of CDP students are not academically at that level and will require additional support to succeed.
- If a CDP student does not graduate but continues taking classes, a measurable skills gain can be achieved by administering a CASAS Post-Test.

Some providers also incorporate CASAS elements into the CDP to integrate life and work competencies, track basic skill progress, and meet competency standards for graduation. Students can advance from ABE Level 5 to Level 6 upon earning sufficient Carnegie credits.

National External Diploma Program (NEDP)

Learners interested in entering the National External Diploma Program (NEDP) must meet the CASAS requirements for entry. This includes achieving the following initial assessment scores at the time of entry:

- **Reading GOALS 2**: A minimum of a 236 (ABE Level 4) on Test Level C (925R-926R), Test Level D (927R-928R), or Test Level E (929R-930R)
- **Math GOALS 2:** 226 scaled score (ABE Level 5) on Test Level D (927M-928M) or E (929M-930M)
- **Writing Assessment:** A score of 3

Students who assess at ABE Level 5 during the Diagnostic Phase may advance to ABE Level 6 upon entering the NEDP Assessment Phase. The dates when students enter each phase are recorded in the Student Education tab in LACES.

Both the NEDP Diagnostic Phase and NEDP Assessment Phase entry dates are captured in the fiscal year (FY) summary, which also records the student's exit level. Students continuing from a previous FY in either the Diagnostic or Assessment Phase are placed at the appropriate EFL based on the exit level from the previous FY summary—an additional assessment is not required in the current FY. Please refer to the NEDP Reassessment Guidelines table for additional guidance.

For students beginning a new Period of Participation (PoP) in the Diagnostic or Assessment Phase within the current FY, placement at the appropriate EFL is based on the exit level from the previous PoP. Once a student has earned the NEDP diploma, their levels will not populate in subsequent PoPs or FYs if they continue or re-enroll. In such cases, the student must be reassessed.

Students who advance to the Assessment Phase will count as having completed a level on Table 4, provided the student is NRS reportable.

Additional Pre-Testing Guidelines

Connecticut mandates that local programs follow these additional pre-testing guidelines:

- To be counted as a participant under NRS guidelines, a student must have a valid pre-test (entry-level assessment) and complete at least 12 hours of instruction.
- Adult educators should engage participants in discussions during the intake process to determine the suitable assessment, considering educational and career goals, expectations, and instructional preferences, including curricula.
- Pre-testing is mandated before the start of instruction, but after the intake process.
- Local programs are encouraged to schedule the pre-test as close as possible to the participation start date.

Key Considerations Regarding Pre-Testing in Connecticut

Despite the NRS requirement for students to receive 12 hours of instruction before being officially reported as a "Participant," it is crucial to capture and enter data for all students, including those with fewer than 12 hours. A "Reportable Individual" is someone demonstrating intent to use program services and meeting eligibility requirements (NRS Table 2A). Official reporting occurs after completing intake and orientation, where essential details like age, gender, and ethnicity are collected and entered into LACES for reporting on NRS Table 2A.

Post-test scores obtained at the end of a semester or reporting period can serve as a pre-test for the subsequent semester or period, as long as the period does not exceed 90 days of no scheduled services. Similarly, for students who have left the program and

are returning to adult education classes, the most recent assessment results may be used if the last test administered does not exceed the same 90-day window. This policy aims to minimize unnecessary testing. Program personnel have the option to retest students who have been marked " left" or returning students if they suspect a significant learning intervention during the learner's absence or summer recess that may invalidate previous assessment results.

Advanced-level ESL students scoring 239 or above on a CASAS Reading STEPS and/ or 232 on a CASAS Listening STEPS pre-test ("Exit Advanced ESL") must undergo retesting using an assessment in another skill area (such as Listening) or the CASAS GOALS series to establish an NRS-reportable entering EFL (Educational Functioning Level). Failure to retest will result in the student not appearing on federal reports. Retesting establishes a reportable EFL, and these students can still enroll in ABE/ASE classes for reporting purposes.

Connecticut's Post-Test Requirements for All Approved Assessments

Local programs in Connecticut must adhere to the following post-testing requirements:

- Participants must be pre- and post-tested using an NRS-approved assessment to measure educational gain. If an alternate measure is used to document a measurable skill gain (MSG), such as attainment of a secondary school diploma or entry into postsecondary education, a post-test is not required and should not be administered.
- Providers should test participants at least once after the pre-test, after at least 40 hours of instructional time within a given fiscal year. This ideally will indicate improvement as a result of the instruction, known as a Measurable Skill Gain (MSG). A student may only make one MSG per year. If a student will earn an MSG by an alternative measure, such as receiving a diploma, it is not necessary to administer a post-test.
- Post-testing should not occur before 40 hours of instruction. Although there can be exceptions to these guidelines, they should be just that - exceptions. Exceptions must be documented and should not be more than 10% of the provider's total enrollment. Examples of exceptions may include if the provider is aware that the student is moving or if the student is traveling back to their country of origin for an unspecified amount of time. Even if there is an exception, the NRS guidelines typically recommend that a minimum of 30 hours should be earned between assessments.
- Progress (interim) and post-tests should be routine components of the instructional process.

- Use the same assessment instrument for both pre-testing and post-testing, employing alternate forms or as specified by the assessment publisher's Next Assigned Test (NAT) Chart.
- Depending on the provider's instructional delivery system, the intensity and duration of instruction, and the student population served, programs are encouraged to test participants more often, following the guidelines provided by the assessment publisher.

Re-Testing Guidelines

Inaccurate Score

If a student's score is marked with an asterisk, it indicates the score is too low to generate a valid scale score. In such cases, the student must be retested using the next appropriate test to obtain a valid score to generate a valid Entry-Level and be properly classified according to NRS standards.

Conservative Estimate

Scores marked with a diamond represent conservative estimates and may be used for both pre- and post-testing. Retesting is not mandatory; however, programs may opt to retest the student at the next level to determine if a higher score can be achieved.

Remote Testing

Remote testing provides adult education providers with an option to determine both the skill needs and placement of students, as well as support performance reporting under the NRS.

Remote testing requires changes to most aspects of test delivery and an increased need for test security and protection of personally identifiable information. All certified test proctors are required to be trained on remote testing procedures, and technological equipment and related supplies necessary for testing compliance are purchased and put in place.

Remote testing provides access for providers to report performance. Adult Education may also use remote testing if students are not comfortable being assessed in person.

- Providers should assess with an NRS-approved assessment, which should then be used to determine a valid placement EFL.

- Students can make a Measurable Skills Gain (MSG) by attaining a secondary school diploma or recognized equivalent, or enrolling in Postsecondary Education or Training with only a program-determined EFL.

Using Other MSGs

Adult education providers must be aware that other methods are available for participants to earn a basic education MSG other than the achievement of the pre-test/post-test MSG (Type 1a). These include the following:

- Awarding Carnegie Units or credits in an adult high school program (enough to move to 11th- or 12th-grade status according to state rule) (Type 1b)
- Postsecondary Enrollment after Exit (Type 1c)
- HSE Achievement MSG (Type 2)
- Secondary or Postsecondary Transcript (Type 3)
- Progress Toward Milestones (Type 4)
- Passing an occupational exam or progressing toward attaining occupational skills identified by trade-related benchmarks for specific occupations (Type 5)

Remote Testing Procedures

Adult education providers must implement remote testing following procedures that align with the test publisher's guidelines, including the following:

- **Pre-Screening and Test Orientation:** The provider has a pre-screening and test orientation procedure to do the following:
    - Ensure that the test taker has access to an adequate computer, iPad, or similar item and the necessary software at home and/or broadband access to meet the test publisher's remote testing requirements.
    - Provide planning with test takers to respond to audio, video, or other technical problems as well as control for unexpected disruptions.
    - Verify the identity of the test taker.
    - Orient the test taker to the remote testing process and expectations. If applicable, also allow time for individuals to practice using equipment in accordance with the test requirements and answer practice test questions with the proctor before entering the testing room session.
    - Explain to the test taker what steps are necessary to ensure a secure testing environment and that the remote testing process should not be interrupted or otherwise jeopardized.
- **Test Security:** The testing environment is properly secured.
- **Proctor Compliance:** The remote testing proctor meets the proctor qualifications and professional development requirements to administer the test.

- **Administration Compliance:** The proctor follows the unique remote testing requirements as specified by the test publisher.
- **Retesting:** The program has a procedure for retesting if the remote administration of the test is interrupted or otherwise jeopardized.

Test Selection and Standard Error of Measurement

The Next Assigned Test (NAT) Chart, found in the Test Administration Manual (TAM) for each test series, should be used alongside the scale score from previous CASAS tests to guide pre- and post-test selection for each skill area. These charts recommend specific tests based on scale scores, helping ensure accurate assessments.

Each CASAS test provides a standard error of measurement (SEM) for its scale scores. Scores within the test's accuracy range have lower SEMs, making them more reliable. Scores above the accurate range have higher SEMs, but CASAS provides a conservative estimate for those scores.

When a learner scores above the accurate range on a pre-test, providers have two options:

1. Administer the **next higher-level test** immediately. This is recommended for establishing a valid baseline score. The results of this test can guide instruction, and the post-test should be at the same level.
2. Accept the **conservative scale score estimate** while understanding that the score may not be highly reliable. When post-testing, the next level test should be used, focusing instruction on the standards of that test.

CASAS does not provide scale scores for raw scores below the accurate range. Learners scoring below this range must be retested with the next lower-level test.
In summary, using the NAT chart is essential for selecting the appropriate test, ensuring accurate placement, and tracking learner progress. This process also supports effective instruction and accelerates learners' progress in adult education.

Test for Learners with Special Needs

Adult Life Skills Tests (2A-5A) are designed for individuals with intellectual disabilities and are administered one-on-one. They assess reading and listening proficiency in a life skill context across the CASAS content areas. There are pre-post tests for four levels (2A, 3A, 4A, and 5A). Level 2A is the most difficult level and provides a transition into

CASAS Levels Pre-A and A. The tests cover the range of the CASAS Scale from 117 to 196. **These assessments are not NRS reportable.**

Exemptions

Learners exempted from appraisal testing may also be temporarily exempt from pre-/post-testing. However, per federal policies, all participants with 12 or more hours must be included in calculating the percentage of learners completing a level. Programs should exercise discretion when exempting learners from testing and use the CASAS Intake Screening Process to assess survival-level language skills.

The option to exempt learners from testing should be used sparingly and only in cases of extreme hardship. This is intended as a temporary measure, and programs must maintain proper documentation for each exemption. Once a learner reaches an appropriate proficiency level, the pre-/post-test cycle should begin.

Assessment for Literacy Volunteer Programs

The use of CASAS Appraisal Tests for ABE and ESL learners in Literacy Volunteer (LV) programs is optional. However, CASAS pre- and post-testing is mandatory for programs receiving state or federal funding from the Department of Education.

Programs funded by CSDE require that classroom instructors hold appropriate certifications. While small group instruction by LV tutors is allowed, it is limited to a maximum of four learners. LV tutors working with more than four participants must meet Connecticut's certification requirements for adult education instructors.

Training Requirements

Mandatory training is required for the accurate use of tests and proper interpretation of learner results within the Connecticut Competency System (CCS). This training is provided by CSDE and CASAS, covering topics such as NRS policy, accountability policies, data collection, measure definitions, and assessment procedures.

For adult education programs administering CASAS reading, math, and listening tests, having a CCS Program Facilitator on staff or in pursuit of Facilitator status is essential. The Director's designee achieves Facilitator status through the completion of the

CASAS Online Self-Paced Modules and the "Connecticut Competency System for New Program Facilitators and New Directors" session conducted by the CSDE in collaboration with the Adult Training & Development Network (ATDN). The CCS Program Facilitator plays a critical role in ensuring comprehensive and high-quality implementation of the CASAS system. Certification maintenance includes attendance at Statewide Annual Meetings and completing refresher training every two years from CASAS, with Certificates of Completion submitted to ATDN.

Local programs must adhere to test administration guidelines outlined in each Test Administration Manual (TAM) published by CASAS for the specific test series used. TAMs provide quality control guidelines for proper test utilization, administration, and scoring. Local programs are expected to keep current copies of TAMs onsite for all the assessments they use.

Materials Ordering and Assessment Security

To order CCS materials from CASAS, visit www.casas.org/product-overviews to download the catalog and order form. Only test forms listed on the CCS Available Tests Chart in the manual's Resources section can be reported in LACES.

Each program ordering CCS materials must have a Program Facilitator. Administering assessments following standardized protocols and maintaining test material security are crucial for CCS implementation. The Assessment Administration and Security Agreement in this policy manual outlines storage and handling requirements. Programs must keep a signed agreement on file with the CSDE's professional development vendor, renewed annually.

Developing workshops, training, or instructional sessions to teach specific CASAS test questions is prohibited. Teachers cannot review test items with learners, discuss them in results, or include them in instructional materials. Approved sample test items for classroom use are available to order through CASAS. Focus on competencies, basic skill content standards, reading and math task areas, and listening item types.

Disposal of CASAS Test Materials

If Bureau funding ends or a series is retired, there is a process for the disposal of CASAS test materials. For **paper test booklets**:

- If paper test booklets have been marked in or torn, agencies should shred these test booklets.

- If an agency is transitioning to a new test series, CASAS requests that agencies shred old test booklets and destroy related testing materials, including CDs.
- Agencies may not retain test materials for use as practice tests or for instructional purposes.
- When an agency shreds paper test booklets, they must notify CASAS at info@casas.org and provide the following information: test series, form number, and the number of copies of each test form shredded, e.g., Life and Work Reading 187R: 14 copies.

Connecticut Distance Learning Policy and Reporting of Proxy Contact Hours

The U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) defines distance education for adult education programs as follows: Distance education is a formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period. *Distance learning materials are delivered through a variety of media, including, but not limited to, print, audio recording, videotape, television broadcasts, computer software, web-based interaction, and other online technologies. Teachers support distance learners through communication via mail, telephone, email, or other web-based technologies or software (Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act, 2021, p. 46).

**Completion of instructional activities in a computer lab for traditional classes does not qualify as distance education.*

In Connecticut, adult education providers utilize both in-person (verifiable) and distance learning (proxy) contact hours, and attendance must be accurately reported, particularly for students engaging in a distance learning platform.

Identification of Adult Education Learners

All adult education students will be identified by their attendance records as one of two types of learners:

- Traditional learners are students who receive the majority of their instruction through traditional, face-to-face instruction.
- Distance learners are students who receive a majority of their instruction through approved distance education services.

Reporting Proxy Contact Hours for Distance Learning

Once a participant completes the initial 12 verifiable contact hours, Connecticut allows reporting of **proxy hours** for time spent on distance learning activities. Programs must adhere to one of the following models when reporting proxy hours:

- **Clock Time Model:** Tracks the actual time a participant is logged into an online system or software program.
- **Teacher Verification Model:** Assigns fixed hours based on the teacher's assessment of a student's completion of assignments.
- **Learner Mastery Model:** Credit hours are based on a participant passing a test on lesson content, typically requiring a score of 70% or higher.

Distance Learning Platforms: Attendance and Reporting

For learners enrolled in **any Distance Learning Platform**, attendance hours are categorized into two types and should be reported in LACES as such:

- **Verifiable (Instruction) Hours**: These reflect the time students spend onsite at a program location and are reported under the "Instruction" hour type.
- **Proxy Hours**: These represent time spent engaging in online activities, which can only be verified through student activity and progress in the course. These are reported using the "Instruction - Distance Learning (Proxy)" option.

Learners enrolled solely in a Distance Learning Platform must complete at least 12 verifiable (onsite) hours to be considered retained for reporting purposes.

Reporting Attendance for the Credit Diploma Program (CDP)
For distance learning students enrolled in the Credit Diploma Program (CDP):

- If a student earns credit in a course section, the total attendance hours required for that credit should be reported, splitting between proxy and verifiable hours based on the learner's engagement.

- If no credit is earned, the verifiable monthly attendance hours should be reported, with additional proxy hours assigned based on the percentage of course completion.

Distance Education and Blended Learning

Participants may engage in both **distance learning** and **traditional classroom instruction** during the program year through either blended learning or concurrent enrollment. For these learners, programs must follow a state policy that defines how to classify participants for National Reporting System (NRS) purposes. A participant can be reported only once per Period of Participation (POP) as either a distance education or traditional classroom participant, based on the majority of their instructional hours (e.g., 51% or more of their time spent in either type of instruction).

This combined approach ensures accurate tracking of both in-person and distance learning efforts for students, supporting their educational progress and ensuring compliance with federal and state reporting requirements.

Distance Learning Materials and Support

Distance learning can be delivered through various media, including:

- Print materials
- Audio recordings
- Videotapes
- Broadcasts
- Computer software
- Web-based programs
- Other online technologies

Teachers support distance learners through communication by mail, telephone, email, or online platforms and software. This flexibility enables participants to complete lessons remotely with guidance from educators.

Resources

Testing Accommodations for Persons with Disabilities

Purpose

The accountability standards in the 2014 Workforce Innovation and Opportunity Act (WIOA) include the Rehabilitation Act Amendments of 1998. WIOA, effective July 2015, focuses on learners most in need, such as learners with low levels of literacy skills, English language learners, and those with disabilities. Other legislation addresses provisions related to testing accommodations for learners with disabilities, including the ADA Amendments of 2008, Section 504 in the Rehabilitation Act of 1973, and the Individuals with Disabilities Education Improvement Act of 2004.

These laws ensure equal access for all learners in education programs, including learners with disabilities. Accommodations provide an opportunity for all test takers to demonstrate their skills and abilities. The accommodations may alter test administration procedures without changing what the test is intended to measure. The following guidelines address methods for administering CASAS assessments using accommodations for learners with documented disabilities. The suggested accommodations for disability categories consist of the provisions below.

1. Accommodations in test administration procedures
2. Use of appropriate CASAS test forms
3. Providing accommodations for the written components

Local Provider Responsibility

Local test administrators must consider the individual needs of the learner when they provide accommodations. The responsibility of fulfilling learner requests for accommodations is that of the local agency following state guidelines, not of CASAS. However, CASAS will work with state and local agencies to develop additional tests that are in a format reflecting how learners acquire and report information needed to function in everyday life.

Local providers are responsible for providing fully accessible services and have the responsibility to ensure that these services meet reasonable criteria. The local provider needs to establish a simple process for making accommodations available to learners

with disabilities. All local providers should have a Disability Contact Person through whom requests for accommodations are processed. In addition, the provider administering the test must provide any necessary accommodations at no cost to the learner. Costs are negligible for most of the common accommodations that learners will request. The provider may wish to contact the district or state rehabilitative or health and human welfare agencies for diagnostic services, such as for learning disabilities. Local provider, district, and state accountability data collection systems should include CASAS test results for learners with disabilities. However, all public reports of test results must follow confidentiality laws and report scores without reference to the name, address, or Social Security Number of the learner. Local providers and state agencies may also want to collect accountability data on which and how many accommodations or alternate test forms are provided during test administration for program improvement purposes.

Adult learners with disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after diagnosis. The need to use an accommodation should be documented in official learner records with appropriate documentation. The information could come from a doctor's report, a diagnostic assessment from a certified professional, and other clinical records. Adult providers can often contact the local division of vocational rehabilitation or a secondary school to request documentation of a disability. The documentation must show that the disability interferes with the learner's ability to demonstrate performance on the test.

Local providers should provide the same accommodations when they administer the CASAS assessment as they do for the learner during instruction and as documented in annual plans such as individual education plans. For example, if the learner acquires information and receives instruction with the assistance of a sign language interpreter, then an interpreter is also necessary to provide directions for standardized testing. However, interpreters do not sign the test questions themselves because the purpose of the assessment is to determine the level of basic reading literacy skills. It is important that a learner practice using the appropriate accommodation during instruction before using the accommodation during the assessment. Also, it is important to ask learners what accommodations will work best in their situation.

CASAS has a variety of standardized performance-based assessment instruments to use with learners who do not demonstrate their skills well on multiple-choice tests. Standardized performance-based instruments are available for special purposes, such as the demonstration of speaking skills and functional life skills for adults who have intellectual disabilities.

Accommodations in Test Administration Procedures

Local test administrators may provide or allow some accommodations in test administration procedures or environments for documented disabilities without contacting CASAS. Test administrators often use these same strategies as test-taking strategies for other learners who do not have documented disabilities. Students may request to take only one test per day or to test in an alternate, quiet room. Learners may also use a variety of strategies when they take a test, such as a plain straight-edge ruler, magnifying strips or glass, colored overlays, earplugs, and other devices as deemed appropriate.

Sample accommodations in test administration procedures or environments are shown in Table 3. Examples of these accommodations are extended time, supervised breaks, or a sign language interpreter for test administration directions only. The accommodations listed are suggestions only. Accommodations are based on the needs of individual learners and not on a disability category. Any testing accommodation must be consistent with documentation in the annual plan. These strategies do not alter the validity of the test results. The local test administrator does not need to contact CASAS when providing these accommodations.

It is not an appropriate accommodation in test administration procedures to read a CASAS reading test to a learner simply because of low literacy skills. The purpose of a reading test is to assess reading skill level, to determine the learner's appropriate instructional level, and to document progress. Agencies may call CASAS to provide information on additional accommodations in test administration procedures and formats not listed in Table 1 or about the documentation of accommodations on individual records.

Use of Appropriate CASAS Test Forms

It is important to use an appropriate test form that best meets the learner's goals and manner of receiving and reporting information. Most learners with a disability can take some form of the CASAS test. CASAS provides large-print versions of all tests. Large-print tests and CASAS eTests® are examples of test forms often used for learners with documented disabilities based on need, as well as for all learners. The POWER performance-based assessment series, Forms 301-307, and the Tests for Adult Life Skills, Forms 312 through 352, are available specifically for learners who have intellectual disabilities. **These test forms cannot be used for NRS reporting.**

CASAS is currently expanding the development of other test forms to measure the basic literacy skills of learners with specific documented disabilities. Please contact CASAS if you are interested in participating in a national validation of other appropriate assessments for specific needs. The CASAS test development process always includes field-based specialists who help design, develop, and field test assessment instruments to ensure appropriateness for the assessment of the specific population.

Table 7: Providing Accommodations for Using CASAS Assessments

Providing Accommodations for Using CASAS Assessments			
Disability	**Test Administration Procedures**	**CASAS Test Forms Available**	**Development**
Learning Disability *(i.e., dyslexia, dyscalculia, receptive aphasia, hyperactivity, written language disorder, or attention deficit disorder)*	Extended time (1.5) Alternate schedule Frequent breaks Scribe, writer, or alternate room Computer with spelling and grammar check disabled Simple calculator for Level A/B only	Large-print forms and answer sheet for CASAS tests Oral assessment for Citizenship interview test Large-print answer sheets for reading for Citizenship CASAS eTests®	Low-level Literacy Forms in CASAS eTests® (with touch screen)
Deafness or Hearing Impairment	Sign language interpreter for test directions only Headphones for those taking a listening test		
Blind or Visually Impaired	Magnifier/Template Text-to-speech software Video magnifiers Scribe/reader	Level A/B reading test in contracted Braille format Large-print CASAS tests CASAS listening test series (Levels A, B, and C)	Level B/C Reading test in contracted Braille format Audio Version
Mobility Impairment	Extended time Alternate site or equipment Scribe, writer, or communication board		
Emotional/Mental Disability *(i.e., bipolar disorder and major depression)*	Extended time Supervised breaks Private room Limit testing per day		
Intellectual Disabilities *(i.e., traumatic brain injury, autism, cerebral palsy, epilepsy, or mental retardation)*	One-on-one administration Extended time	Adult Life Skills Color Photo Forms 312 -352 POWER Forms 301- 307 Beginning Literacy Forms 27/28	Low-level Literacy Forms in CASAS eTests® (with touch screen)

CCS Available Tests Charts

Table 8: STEPS (ESL) Test Chart

STEPS (ESL) ***NRS Approved until 2030***		
Level	**Reading STEPS**	**Listening STEPS**
Appraisal/Locator	619R (Appraisal) 620R (Locator)	619L (Appraisal) 620L (Locator)
Level A	**621R-622R**	**621L 622L**
Level B	**623R-624R**	**623L-624L**
Level C	**625R-626R**	**625L-626L**
Level D	**627R-628R**	**627L-628L**
Level E	**629R-630R**	**629L-630L**

*Only Test Forms in **bold** may be used for NRS* **Approved for Citizenship*

Table 9: GOALS (ABE | ASE) Test Chart

GOALS (ABE | ASE only)		
Level	**Reading GOALS 2** ***NRS Approved through June 30, 2032**	**Math GOALS 2** ***NRS Approved through July 13, 2030**
Appraisal/Locator	919R (Appraisal) 920R (Locator)	919M (Appraisal) 920M (Locator)
Level A	**921R-922R**	**921M-922M**
Level B	**923R-924R**	**923M-924M**
Level C	**925R-926R**	**925M-926M**
Level D	**927R-928R**	**927M-928M**
Level E	**929R-930R**	**929M-930M**

*Only Test Forms in **bold** may be used for NRS*

Scale Score Ranges of Available Tests

English as a Second Language (ESL) and Citizenship Approved Tests

Table 10: Reading STEPS for ESL Approved Tests

Reading STEPS Series for ESL					
CASAS Level	**Test Form**	**Raw Score Range**	**Scale Score Accurate Range**	**Number of Test Items**	**Test Times**
Appraisal	619R	1-28	-	28	30 Minutes
Locator	620R			14	15 Minutes
Level	**Test Form**	**Raw Score Accurate Range**	**Scale Score Accurate Range**	**Number of Test Items**	**Test Times**
A	621	4-28	160-196	33	30 Minutes
A	622	4-28	160-196	33	30 Minutes
B	623	10-29	184-206	36	50 Minutes
B	624	10-29	184-206	36	50 Minutes
C	625	10-29	197-216	36	75 Minutes
C	626	10-29	197-206	36	75 Minutes
D	627	10-29	207-227	36	75 Minutes
D	628	10-29	207-227	36	75 Minutes
E	629	10-33	217-251	36	75 Minutes
E	630	10-33	217-251	36	75 Minutes

Table 11: Listening STEPS for ESL Approved Tests

Listening STEPS Series for ESL					
CASAS Level	**Test Form**	**Raw Score Range**	**Scale Score Accurate Range**	**Number of Test Items**	**Test Times**
Appraisal	619L	1-28	-	28	35 Minutes
Locator	620L			14	20 Minutes

Level	Test Form	Raw Score Accurate Range	Scale Score Accurate Range	Number of Test Items	Test Times
A	621	4-28	158-191	33	32 Minutes
A	622	4-28	158-191	33	32 Minutes
B	623	13-30	182-201	36	50 Minutes
B	624	13-30	182-201	36	50 Minutes
C	625	14-32	192-211	39	57 Minutes
C	626	14-32	192-211	39	57 Minutes
D	627	14-32	202-221	39	62 Minutes
D	628	14-32	202-221	39	62 Minutes
E	629	14-34	212-235	39	41 Minutes
E	630	14-34	212-235	39	41 Minutes

Adult Basic Education (ABE) / Adult Secondary Education (ASE) Approved Tests

Table 12: Reading GOALS for ABE | ASE Approved Tests

Reading GOALS 2 Series for ABE/ASE			
Appraisal	**Test Form**	**Raw Score Range**	**Scale Score Accurate Range**
Reading	919R	0-28	-
Level	**Test Form**	**Raw Score Accurate Range**	**Scale Score Accurate Range**
A	921R	0-33	178-216
A	922R	0-33	178-216
B	923R	10-36	204-227
B	924R	10-36	204-227
C	925R	10-36	217-238
C	926R	10-36	217-238

D	927R	10-36	228-248
D	928R	10-36	228-248
E	929R	10-33	236-266
E	930R	10-33	239-266

Table 13: Math GOALS 2 for ABE | ASE Approved Tests

Math GOALS 2 Series for ABE/ASE			
Appraisal	**Test Form**	**Raw Score Range**	**Scale Score Accurate Range**
Math	919M	1-28	-
Level	**Test Form**	**Raw Score Accurate Range**	**Scale Score Accurate Range**
A	921M	4-27	171-203
A	922M	4-27	171-203
B	923M	10-29	193-213
B	924M	10-29	193-213
C	925M	10-29	204-224
C	926M	10-29	204-224
D	927M	10-29	214-235
D	928M	10-29	214-235
E	929M	10-32	225-255
E	930M	10-32	225-255

Suggested Next Assigned Test (NAT) Charts

These charts serve as a general guideline for selecting matched pair tests for pre- and post-testing in each skill area. For detailed Next Assigned Test (NAT) charts, please refer to the CASAS Test Administration Manuals (TAMs), which can be purchased from CASAS.

Reading STEPS

Next Assigned Tests - Level A, Form 621R

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	160	1	Level A Form 622R
5	162		
6	165		
7	167		
8	169		
9	171		
10	172		
11	174		
12	175		
13	177		
14	178		
15	180		
16	181		
17	183		
18	184	2	Level B Form 623R or 624R
19	186		
20	187		
21	188		
22	189		
23	190		
24	191		
25	192		
26	193		
27	194		
28	195		
29	196		
30	196◆	2	Level B Form 623R or 624R
31	196◆		
32	196◆		
33	196◆		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

Next Assigned Tests - Level A, Forms 622R

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	160	1	Level A Form 621R
5	162		
6	165		
7	167		
8	169		
9	171		
10	172		
11	174		
12	175		
13	177		
14	178		
15	180		
16	181		
17	183		
18	184	2	Level B Form 623R or 624R
19	186		
20	187		
21	188		
22	189		
23	190		
24	191		
25	192		
26	193		
27	194		
28	195		
29	196		
30	196◆	2	Level B Form 623R or 624R
31	196◆		
32	196◆		
33	196◆		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

Next Assigned Tests - Level B, Forms 623R

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	*		Level A Form 621R or 622R
5	*		
6	*		
7	*		
8	*		
9	*		
10	184		
11	185		
12	186		
13	188		
14	189	2	Level B Form 624R
15	190		
16	192		
17	193		
18	194		
19	196		
20	197		
21	198		
22	199		
23	200		
24	201		
25	201	3	Level C Form 625R or 626R
26	202		
27	203		
28	204		
29	205		
30	206		
31	206◆		
32	206◆		
33	206◆	3	Level C Form 625R or 626R
34	206◆		
35	206◆		
36	206◆		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

Next Assigned Tests - Level B, Forms 624R

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	*		Level A Form 621R or 622R
5	*		
6	*		
7	*		
8	*		
9	*		
10	184		
11	185		
12	186		
13	188		
14	189	2	Level B Form 623R
15	190		
16	192		
17	193		
18	194		
19	196		
20	197		
21	198		
22	199		
23	200		
24	201		
25	201	3	Level C Form 625R or 626R
26	202		
27	203		
28	204		
29	205		
30	206		
31	206♦		
32	206♦		
33	206♦	3	Level C Form 625R or 626R
34	206♦		
35	206♦		
36	206♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

Next Assigned Tests - Level C, Forms 625R

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	*		Level B Form 623R or 624R
5	*		
6	*		
7	*		
8	*		
9	*		
10	197		
11	198		
12	199		
13	200		
14	201	3	Level C Form 626R
15	202		
16	203		
17	204		
18	205		
19	206		
20	207		
21	208		
22	209		
23	210		
24	211		
25	211	4	Level D Form 627R or 628R
26	212		
27	213		
28	214		
29	215		
30	216		
31	216◆		
32	216◆		
33	216◆	4	Level D Form 627R or 628R
34	216◆		
35	216◆		
36	216◆		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

Next Assigned Tests - Level C, Forms 626R

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	*		Level B Form 623R or 624R
5	*		
6	*		
7	*		
8	*		
9	*		
10	197		
11	198		
12	199		
13	200		
14	201	3	Level C Form 625R
15	202		
16	203		
17	204		
18	205		
19	206		
20	207		
21	208		
22	209		
23	210		
24	211		
25	211	4	Level D Form 627R or 628R
26	212		
27	213		
28	214		
29	215		
30	216		
31	216◆		
32	216◆		
33	216◆	4	Level D Form 627R or 628R
34	216◆		
35	216◆		
36	216◆		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

Next Assigned Tests - Level D, Forms 627R

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	*		Level C
5	*		Form 625R or 626R
6	*		
7	*		
8	*		
9	*		
10	207		
11	208		
12	209		
13	210		
14	211	4	Level D
15	212		Form 628R
16	213		
17	214		
18	215		
19	216		
20	217		
21	218		
22	219		
23	220		
24	221		
25	222	5	Level E
26	223		Form 629R or 630R
27	224		
28	225		
29	226		
30	227		
31	227◆		
32	227◆		
33	227◆	5	Level E
34	227◆		Form 629R or 630R
35	227◆		
36	227◆		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

Next Assigned Tests - Level D, Forms 628R

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	*		Level C Form 625R or 626R
5	*		
6	*		
7	*		
8	*		
9	*		
10	207		
11	208		
12	209		
13	210		
14	211	4	Level D Form 627R
15	212		
16	213		
17	214		
18	215		
19	216		
20	217		
21	218		
22	219		
23	220		
24	221		
25	222	5	Level E Form 629R or 630R
26	223		
27	224		
28	225		
29	226		
30	227		
31	227♦		
32	227♦		
33	227♦	5	Level E Form 629R or 630R
34	227♦		
35	227♦		
36	227♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

Next Assigned Tests - Level E, Forms 629R

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	*		Level D Form 627R or 628R
5	*		
6	*		
7	*		
8	*		
9	*		
10	217		
11	218		
12	219		
13	220		
14	221	5	Level E Form 630R
15	223		
16	224		
17	225		
18	227		
19	228		
20	230		
21	231		
22	232		
23	233	6	Level E Form 630R
24	234		
25	235		
26	236		
27	237		
28	238		
29	241		
30	243		
31	245		
32	247	Exit 6	Level E Form 630R
33	251◆		
34	251◆		
35	251◆		
36	251◆		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

◆ Conservative estimate: Agencies may use the high-end conservative estimate test score.

Next Assigned Tests - Level E, Forms 630R

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	*		Level D Form 627R or 628R
5	*		
6	*		
7	*		
8	*		
9	*		
10	217		
11	218		
12	219		
13	220		
14	221	5	Level E Form 629R
15	223		
16	224		
17	225		
18	227		
19	228		
20	230		
21	231		
22	232		
23	233	6	Level E Form 629R
24	234		
25	235		
26	236		
27	237		
28	238		
29	241		
30	243		
31	245		
32	247	Exit 6	Level E Form 629R
33	251♦		
34	251♦		
35	251♦		
36	251♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Agencies may use the high-end conservative estimate test score.

Listening STEPS

Next Assigned Tests – Level A, Form 621L

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	158		
5	161		
6	163		
7	165		
8	167		
9	169		
10	171	1	Level A Form 622L
11	172		
12	174		
13	175		
14	177		
15	178		
16	180		
17	181		
18	182		
19	183		
20	184		
21	185		
22	186	2	Level B Form 623L or 624L
23	187		
24	187		
25	188		
26	189		
27	190		
28	191		
29	191◆		
30	191◆	2	Level B Form 623L or 624L
31	191◆		
32	191◆		
33	191◆		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

Next Assigned Tests - Level A, Form 622L

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	158		
5	161		
6	163		
7	165		
8	167		
9	169		
10	171	1	Level A Form 621L
11	172		
12	174		
13	175		
14	177		
15	178		
16	180		
17	181		
18	182		
19	183		
20	184		
21	185		
22	186	2	Level B Form 623L or 624L
23	187		
24	187		
25	188		
26	189		
27	190		
28	191		
29	191♦		
30	191♦	2	Level B Form 623L or 624L
31	191♦		
32	191♦		
33	191♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

Next Assigned Tests – Level B, Form 623L

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
1	*		
2	*		
3	*		
4	*		
5	*		
6	*		Level A
7	*		Form 621L or 622L
8	*		
9	*		
10	*		
11	*		
12	*		
13	182		
14	184		
15	185		
16	186		
17	187	2	Level B
18	188		Form 624L
19	189		
20	190		
21	191		
22	192		
23	193		
24	194		
25	195		
26	196	3	Level C
27	197		Form 625L or 626L
28	198		
29	199		
30	200		
31	201		
32	201♦		
33	201♦	3	Level C
34	201♦		Form 625L or 626L
35	201♦		
36	201♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

Next Assigned Tests – Level B, Form 624L

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
1	*		
2	*		
3	*		
4	*		
5	*		
6	*		Level A
7	*		Form 621L or 622L
8	*		
9	*		
10	*		
11	*		
12	*		
13	182		
14	184		
15	185		
16	186		
17	187	2	Level B
18	188		Form 623L
19	189		
20	190		
21	191		
22	192		
23	193		
24	194		
25	195		
26	196	3	Level C
27	197		Form 625L or 626L
28	198		
29	199		
30	200		
31	201		
32	201♦		
33	201♦	3	Level C
34	201♦		Form 625L or 626L
35	201♦		
36	201♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

Next Assigned Tests – Level C, Form 625L

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
1	*		
2	*		
3	*		
4	*		
5	*		
6	*		Level B
7	*		Form 623L or 624L
8	*		
9	*		
10	*		
11	*		
12	*		
13	*		
14	192		
15	193		
16	194		
17	195		
18	196	3	Level C
19	197		Form 626L
20	198		
21	199		
22	200		
23	201		
24	202		
25	203		
26	204		
27	205		
28	206	4	Level D
29	207		Form 627L or 628L
30	208		
31	209		
32	210		
33	211		
34	211◆		
35	211◆		
36	211◆	4	Level D
37	211◆		Form 627L or 628L
38	211◆		
39	211◆		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

Next Assigned Tests – Level C, Form 626L

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
1	*		
2	*		
3	*		
4	*		
5	*		
6	*		Level B
7	*		Form 623L or 624L
8	*		
9	*		
10	*		
11	*		
12	*		
13	*		
14	192		
15	193		
16	194		
17	195		
18	196	3	Level C
19	197		Form 625L
20	198		
21	199		
22	200		
23	201		
24	202		
25	203		
26	204		
27	205		
28	206	4	Level D
29	207		Form 627L or 628L
30	208		
31	209		
32	210		
33	211		
34	211◆		
35	211◆		
36	211◆	4	Level D
37	211◆		Form 627L or 628L
38	211◆		
39	211◆		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

Next Assigned Tests – Level D, Form 627L

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
1	*		
2	*		
3	*		
4	*		
5	*		
6	*		Level C
7	*		Form 625L or 626L
8	*		
9	*		
10	*		
11	*		
12	*		
13	*		
14	202		
15	203		
16	204		
17	205		
18	206	4	Level D
19	207		Form 628L
20	208		
21	209		
22	210		
23	211		
24	212		
25	213		
26	214		
27	215		
28	216	5	Level E
29	217		Form 629L or 630L
30	218		
31	219		
32	220		
33	221		
34	221♦		
35	221♦		
36	221♦	5	Level E
37	221♦		Form 629L or 630L
38	221♦		
39	221♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

Next Assigned Tests – Level D, Form 628L

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
1	*		
2	*		
3	*		
4	*		
5	*		
6	*		Level C
7	*		Form 625L or 626L
8	*		
9	*		
10	*		
11	*		
12	*		
13	*		
14	202		
15	203		
16	204		
17	205		
18	206	4	Level D
19	207		Form 627L
20	208		
21	209		
22	210		
23	211		
24	212		
25	213		
26	214		
27	215		
28	216	5	Level E
29	217		Form 629L or 630L
30	218		
31	219		
32	220		
33	221		
34	221◆		
35	221◆		
36	221◆	5	Level E
37	221◆		Form 629L or 630L
38	221◆		
39	221◆		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

Next Assigned Tests – Level E, Form 629L

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
1	*		
2	*		
3	*		
4	*		
5	*		
6	*		Level D Form 627L or 628L
7	*		
8	*		
9	*		
10	*		
11	*		
12	*		
13	*		
14	212		
15	213		
16	214		
17	215		
18	217	5	Level E Form 630L
19	218		
20	219		
21	220		
22	221		
23	222		
24	223		
25	224		
26	226		
27	227	6	Level E Form 630L
28	228		
29	229		
30	230		
31	231		
32	232		
33	233		
34	234		
35	235♦		
36	235♦	Exit 6	Level E Form 630L
37	235♦		
38	235♦		
39	235♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Agencies may use the high-end conservative estimate test score.

Next Assigned Tests – Level E, Form 630L

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
1	*		
2	*		
3	*		
4	*		
5	*		
6	*		Level D Form 627L or 628L
7	*		
8	*		
9	*		
10	*		
11	*		
12	*		
13	*		
14	212		
15	213		
16	214		
17	215		
18	217	5	Level E Form 629L
19	218		
20	219		
21	220		
22	221		
23	222		
24	223		
25	224		
26	226		
27	227	6	Level E Form 629L
28	228		
29	229		
30	230		
31	231		
32	232		
33	233		
34	234		
35	235♦		
36	235♦	Exit 6	Level E Form 629L
37	235♦		
38	235♦		
39	235♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Agencies may use the high-end conservative estimate test score.

Math GOALS 2

Next Assigned Tests – Level A, Form 921M

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	170		
5	172		
6	174		
7	176		
8	178		
9	180		
10	182	1	Level A Form 922M
11	183		
12	185		
13	186		
14	187		
15	189		
16	190		
17	192		
18	193		
19	194		
20	195		
21	196		
22	197		
23	198	2	Level B Form 923M or 924M
24	199		
25	200		
26	201		
27	202		
28	203		
29	203♦		
30	203♦		Level B Form 923M or 924M
31	203♦	2	
32	203♦		
33	203♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

Next Assigned Tests – Level A, Form 922M

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	171		
5	173		
6	174		
7	176		
8	177		
9	178		
10	180	1	Level A Form 921M
11	183		
12	185		
13	188		
14	189		
15	190		
16	191		
17	192		
18	193		
19	194		
20	195		
21	196		
22	197		
23	198	2	Level B Form 923M or 924M
24	199		
25	200		
26	201		
27	202		
28	203		
29	203♦		
30	203♦		Level B
31	203♦	2	Form 923M or 924M
32	203♦		
33	203♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

Next Assigned Tests – Level B, Form 923M

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	*		Level A
5	*		Form 921M or 922M
6	*		
7	*		
8	*		
9	*		
10	193		
11	194		
12	195		
13	196		
14	197	2	Level B
15	198		Form 924M
16	199		
17	201		
18	202		
19	203		
20	204		
21	205		
22	206	3	
23	207		Level C
24	208		Form 925M or 926M
25	208		
26	209		
27	210		
28	211		
29	212		
30	213		
31	213♦		
32	213♦		
33	213♦	3	Level C
34	213♦		Form 925M or 926M
35	213♦		
36	213♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

Next Assigned Tests – Level B, Form 924M

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	*		
5	*		Level A
6	*		Form 921M or 922M
7	*		
8	*		
9	*		
10	193		
11	194		
12	195		
13	196		
14	197	2	Level B
15	198		Form 923M
16	199		
17	200		
18	202		
19	203		
20	204		
21	205		
22	206		
23	207		
24	208	3	Level C
25	208		Form 925M or 926M
26	209		
27	210		
28	211		
29	212		
30	213		
31	213♦		
32	213♦		
33	213♦	3	Level C
34	213♦		Form 925M or 926M
35	213♦		
36	213♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

Next Assigned Tests – Level C, Form 925M

Student Raw	Student Scale Score	NRS Level	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	*		
5	*		Level B
6	*		Form 923M or 924M
7	*		
8	*		
9	*		
10	204		
11	205		
12	206		
13	207		
14	208	3	Level C
15	209		Form 926M
16	210		
17	211		
18	212		
19	213		
20	214		
21	215		
22	216		
23	217		
24	218		Level D
25	219	4	Form 927M or 928M
26	220		
27	221		
28	222		
29	223		
30	224		
31	224♦		
32	224♦		
33	224♦	4	Level D
34	224♦		Form 927M or 928M
35	224♦		
36	224♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

Next Assigned Tests – Level D, Form 927M

Student Raw	Student Scale Score	NRS Level	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	*		Level C
5	*		Form 925M or 926M
6	*		
7	*		
8	*		
9	*		
10	214		
11	215		
12	216		
13	217		
14	218	4	Level D
15	219		Form 928M
16	221		
17	222		
18	223		
19	224		
20	225		
21	226		
22	227		
23	218		
24	229		
25	230	5	Level E
26	231		Form 929M or 930M
27	232		
28	233		
29	234		
30	235		
31	235♦		
32	235♦		
33	235♦	5	Level E
34	235♦		Form 929M or 930M
35	235♦		
36	235♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

Next Assigned Tests – Level D, Form 928M

Student Raw	Student Scale Score	NRS Level	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	*		Level C
5	*		Form 925M or 926M
6	*		
7	*		
8	*		
9	*		
10	214		
11	215		
12	216		
13	217		
14	218	4	Level D
15	219		Form 927M
16	221		
17	222		
18	223		
19	224		
20	225		
21	226		
22	227		
23	228		
24	229		
25	230	5	Level E
26	231		Form 929M or 930M
27	232		
28	233		
29	234		
30	235		
31	235♦		
32	235♦		
33	235♦	5	Level E
34	235♦		Form 929M or 930M
35	235♦		
36	235♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

Next Assigned Tests – Level E, Form 929M

Student Raw	Student Scale Score	NRS Level	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	*		Level D Form 927M or 928M
5	*		
6	*		
7	*		
8	*		
9	*		
10	225		
11	226		
12	227		
13	228		
14	229	5	Level E Form 930M
15	231		
16	232		
17	233		
18	234		
19	235		
20	236		
21	237		
22	239		
23	240		
24	241		
25	243		
26	244		
27	245	6	Level E Form 930M
28	246		
29	247		
30	249		
31	251		
32	253		
33	255♦		
34	255♦		
35	255♦		
36	255♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Agencies may use the high-end conservative estimate test score.

Next Assigned Tests – Level E, Form 930M

Student Raw	Student Scale Score	NRS Level	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	*		Level D Form 927M or 928M
5	*		
6	*		
7	*		
8	*		
9	*		
10	225		
11	226		
12	227		
13	228		
14	229	5	Level E Form 929M
15	231		
16	232		
17	233		
18	234		
19	235		
20	236		
21	237		
22	239		
23	240		
24	241		
25	243		
26	244		
27	245		
28	246	6	Level E Form 929M
29	247		
30	249		
31	251		
32	253		
33	255♦		
34	255♦		
35	255♦		
36	255♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Agencies may use the high-end conservative estimate test score.

Reading GOALS 2

Next Assigned Tests – Level A, Form 921R

Student Raw Score	Student Scale Score	NRS EFL	Next Assigned Test
0	178	1	Level A Form 922R
1	178		
2	178		
3	178		
4	178		
5	181		
6	183		
7	185		
8	187		
9	189		
10	191		
11	192		
12	194		
13	196		
14	197		
15	199		
16	201		
17	202		
18	203		
19	204	2	Level B Form 923R or 924R
20	205		
21	207		
22	208		
23	210		
24	211		
25	212		
26	214		
27	215		
28	216		
29	216♦	2	Level B Form 923R or 924R
30	216♦		
31	216♦		
32	216♦		
33	216♦		

♦ Conservative estimate: Scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher

Next Assigned Tests – Level A, Form 922R

Student Raw Score	Student Scale Score	NRS EFL	Next Assigned Test
0	178		
1	178		
2	178		
3	178		
4	178		
5	181		
6	183		
7	185		
8	187		
9	189	1	Level A Form 921R
10	191		
11	192		
12	194		
13	196		
14	197		
15	199		
16	201		
17	202		
18	203		
19	204		
20	205		
21	207		
22	208	2	Level B Form 923R or 924R
23	210		
24	211		
25	212		
26	214		
27	215		
28	216		
29	216♦		
30	216♦	2	Level B Form 923R or 924R
31	216♦		
32	216♦		
33	216♦		

♦ Conservative estimate: Scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher

Next Assigned Tests – Level A, Form 923R

Student Raw Score	Student Scale Score	NRS EFL	Next Assigned Test
0	*		
1	*		
2	*		
3	*		Level A
4	*		Form 921R or 922R
5	*		
6	*		
7	*		
8	*		
9	*		
10	204		
11	205		
12	206		
13	207		
14	208		
15	209	2	Level B
16	211		Form 924R
17	212		
18	213		
19	214		
20	216		
21	217		
22	218		
23	219		
24	221	3	Level C
25	222		Form 925R or 926R
26	223		
27	224		
28	225		
29	226		
30	227		
31	227♦		
32	227♦		
33	227♦	3	Level C
34	227♦		Form 925R or 926R
35	227♦		
36	227♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher

Next Assigned Tests – Level A, Form 924R

Student Raw Score	Student Scale Score	NRS EFL	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	*		Level A
5	*		Form 921R or 922R
6	*		
7	*		
8	*		
9	*		
10	204		
11	205		
12	206		
13	207		
14	208		
15	209	2	Level B
16	211		Form 923R
17	212		
18	213		
19	214		
20	216		
21	217		
22	218		
23	219		
24	221	3	Level C
25	222		Form 925R or 926R
26	223		
27	224		
28	225		
29	226		
30	227		
31	227♦		
32	227♦		
33	227♦	3	Level C
34	227♦		Form 925R or 926R
35	227♦		
36	227♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher

Next Assigned Tests – Level A, Form 925R

Student Raw Score	Student Scale Score	NRS EFL	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	*		
5	*		Level B
6	*		Form 923R or 924R
7	*		
8	*		
9	*		
10	217		
11	218		
12	219		
13	220		
14	221		
15	222	3	Level C
16	223		Form 926R
17	224		
18	225		
19	226		
20	227		
21	228		
22	230		
23	231		
24	232	4	Level D
25	233		Form 927R or 928R
26	234		
27	235		
28	236		
29	237		
30	238		
31	238♦		
32	238♦		
33	238♦	4	Level D
34	238♦		Form 927R or 928R
35	238♦		
36	238♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher

Next Assigned Tests – Level A, Form 926R

Student Raw Score	Student Scale Score	NRS EFL	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	*		
5	*		Level B
6	*		Form 923R or 924R
7	*		
8	*		
9	*		
10	217		
11	218		
12	219		
13	220		
14	221		
15	222	3	Level C
16	223		Form 925R
17	224		
18	225		
19	226		
20	227		
21	228		
22	230		
23	231		
24	232	4	Level D
25	233		Form 927R or 928R
26	234		
27	235		
28	236		
29	237		
30	238		
31	238♦		
32	238♦		
33	238♦	4	Level D
34	238♦		Form 927R or 928R
35	238♦		
36	238♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher

Next Assigned Tests – Level A, Form 927R

Student Raw Score	Student Scale Score	NRS EFL	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	*		
5	*		Level C
6	*		Form 925R or 926R
7	*		
8	*		
9	*		
10	228		
11	229		
12	230		
13	231		
14	232		
15	233	4	Level D
16	234		Form 928R
17	235		
18	236		
19	237		
20	238		
21	239		
22	240		
23	241		
24	242	5	Level E
25	243		Form 929R or 930R
26	244		
27	245		
28	246		
29	247		
30	248		
31	248♦		
32	248♦		
33	248♦	5	Level E
34	248♦		Form 929R or 930R
35	248♦		
36	248♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher

Next Assigned Tests – Level A, Form 928R

Student Raw Score	Student Scale Score	NRS EFL	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	*		
5	*		Level C
6	*		Form 925R or 926R
7	*		
8	*		
9	*		
10	228		
11	229		
12	230		
13	231		
14	232		
15	233	4	Level D
16	234		Form 927R
17	235		
18	236		
19	237		
20	238		
21	239		
22	240		
23	241		
24	242	5	Level E
25	243		Form 929R or 930R
26	244		
27	245		
28	246		
29	247		
30	248		
31	248♦		
32	248♦		
33	248♦	5	Level E
34	248♦		Form 929R or 930R
35	248♦		
36	248♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher

Next Assigned Tests – Level A, Form 929R

Student Raw Score	Student Scale Score	NRS EFL	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	*		
5	*		Level D
6	*		Form 927R or 928R
7	*		
8	*		
9	*		
10	239		
11	240		
12	241		
13	242		
14	243	5	Level E
15	244		Form 930R
16	245		
17	246		
18	248		
19	249		
20	250		
21	252		
22	253	6	Level E
23	255		Form 930R
24	257		
25	258		
26	260		
27	262		
28	264		
29	266		
30	268♦		
31	268♦		
32	268♦		
33	268♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Agencies may use the high-end conservative estimate test score.

Next Assigned Tests – Level A, Form 930R

Student Raw Score	Student Scale Score	NRS EFL	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	*		
5	*		Level D
6	*		Form 927R or 928R
7	*		
8	*		
9	*		
10	239		
11	240		
12	241		
13	242		
14	243	5	Level E
15	244		Form 929R
16	245		
17	246		
18	248		
19	249		
20	250		
21	252		
22	253	6	Level E
23	255		Form 929R
24	257		
25	258		
26	260		
27	262		
28	264		
29	266		
30	268♦		
31	268♦		
32	268♦		
33	268♦		

* Inaccurate scores: The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦ Conservative estimate: Agencies may use the high-end conservative estimate test score.

Educational Functioning Level Descriptors for English as a Second Language (ESL)

Introduction

In the National Reporting System for Adult Education (NRS), the Educational Functioning Level (EFL) descriptors are intended to guide teaching and assessment for adult learners. The descriptors for English as a Second Language (ESL) are divided into six educational functioning levels: Beginning ESL Literacy, Low Beginning ESL, High Beginning ESL, Low Intermediate ESL, High Intermediate ESL, and Advanced ESL. The descriptors do not provide a complete or comprehensive delineation of all of the skills at any given level, but rather provide a description of the most critical concepts and skills for the level.

Although these narrative descriptors address the most critical concepts for assessment and instruction for adult learners, lesson plans and test items should be based on additional critical concepts from state instructional frameworks and standards, as appropriate for the learner and state requirements.

The EFLs for ESL are organized into three modalities: interpretive, productive, and interactive. These modalities include the domains of reading, writing, speaking, and listening. These modalities allow for an integrated or holistic approach to teaching and assessing English language learners (ELLs) in the adult education setting.

- **Interpretive** refers to the learner's ability to process, understand, interpret, or engage with level-appropriate literary and informational written and spoken text to construct meaning. For example, an ELL exiting from the Low Intermediate ESL classroom should be able to, with support, explain the reasons an author or a speaker gives to support a claim and identify one or two reasons an author or a speaker gives to support the main point.
- **Productive** refers to the learner's ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning. For example, an ELL exiting from the Low Beginning ESL classroom should be able to, with support, communicate information and feelings about familiar texts, topics, and experiences.
- **Interactive** refers to the learner's ability to process and produce level-appropriate written and spoken text interactively to understand, interpret, engage in, and transmit meaning. For example, ELLs exiting from the High Beginning ESL classroom should be able to, with support, gather information from provided

print and digital sources, record information in simple notes, and summarize data and information.

Text Complexity and Familiar Topics

Teachers and assessment developers must select appropriately complex literary and informational texts, topics, and events to prepare learners for success. Complexity should show progress within EFLs and in successive levels that reflect increasingly complex and cognitively demanding language structures, academic vocabulary, and concepts.

Language in the revised NRS EFLs for ESL calls for progressive complexity without being prescriptive about the specific complexity measures at each EFL. Terminology in the EFLs, such as emerging, developing, increasing, and growing, guides the needed progression of complexity from level to level.

Instruction and assessment should also involve a progression of topics, from the more familiar to substantive and academic topics, with increasing complexity within and across levels. Teachers and test developers are encouraged to refer to the guiding principles found in the English Language Proficiency Standards (ELPS) for Adult Education. The guiding principles recommend that instruction also include the use of digital tools and resources; academic language; a variety of informational texts and content areas, including science, technology, engineering, and mathematics; and college and career readiness skills as appropriate to learners at a given level.

Table 15a: EFL Descriptors for ESL – Beginning ESL Literacy

Beginning ESL Literacy | NRS Level 1	
Category	**Descriptor**
Reading STEPS Scale Score	183 and below
Listening STEPS Scale Score	181 and below
Interpretive	**The ability to process, understand, interpret, and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (ELP Standards 1, 6, 7, 8)3** ELLs ready to exit the Beginning ESL Literacy Level are able to, with prompting and support (including context and visual aids), identify a few key words and phrases from read-alouds, visual images, and oral presentations using a very limited set of strategies. ELLs ready to exit this level can, with prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, and events. They can recognize the meaning of some words learned through conversations, reading, and being read to.
Productive	**The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (ELP Standards 3, 4, 7, 9, 10)** ELLs ready to exit this level can, with prompting and support (including context and visual aids), communicate simple information or feelings about familiar topics, events, or experiences. They can express a preference or opinion about a familiar topic. ELLs ready to exit this level are able to show limited awareness of differences between informal and formal language use. With support (including context and visual aids), ELLs ready to exit this level are able to recognize and use a small number of frequently occurring nouns and verbs, use a narrow range of vocabulary and syntactically simple sentences, and understand and respond to simple questions.
Interactive	**The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding,**

Beginning ESL Literacy | NRS Level 1	
Category	**Descriptor**
	interpreting, engaging in, and transmitting meaning (ELP Standards 2, 5) ELLs ready to exit this level are able to, with limited involvement, participate in short conversations and written exchanges about familiar topics and in familiar contexts. They can respond to simple yes/no questions and some 'wh-' questions. ELLs ready to exit this level are able to, with prompting and support, participate in short, shared research projects, gather information from a few provided sources, and label some key information.

Table 15b: EFL Descriptors for ESL – Low Beginning ESL

Low Beginning ESL | NRS Level 2 *ELP Standards for AE Level 1*	
Category	**Descriptor**
Reading STEPS Scale Score	184-196
Listening STEPS Scale Score	182-191
Interpretive	**The ability to process, understand, interpret, and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (ELP Standards 1, 6, 7, 8)** ELLs ready to exit the Low Beginning ESL Level are able to identify a few key words and phrases in oral communications and simple spoken and written texts using a very limited set of strategies. They can recognize the meaning of some words learned through conversations, reading, and being read to. ELLs ready to exit this level are able to, with support, identify a point an author or a speaker makes. Relying heavily on context, questioning, and knowledge of morphology in their native language(s), ELLs ready to exit this level are able to recognize the meaning of a few frequently occurring words, simple phrases, and

Low Beginning ESL | NRS Level 2 *ELP Standards for AE Level 1*	
Category	**Descriptor**
	formulaic expressions in spoken and written texts about familiar topics, experiences, or events.
Productive	**The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (ELP Standard 3, 4, 7, 9, 10)** ELLs ready to exit this level are able to, with support, communicate information and feelings about familiar texts, topics, and experiences. ELLs ready to exit this level can express an opinion about a familiar topic, experience, or event, and give a reason for the opinion. ELLs ready to exit this level are able to show emerging awareness of differences between informal and formal language use. ELLs ready to exit this level are able to, with support, use a narrow range of vocabulary and syntactically simple sentences. They can, with support, recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions, and understand and respond to simple questions.
Interactive	**The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in, and transmitting meaning (ELP Standards 2, 5)** ELLs ready to exit this level are able to actively listen to others. They can participate in short conversations and written exchanges about familiar topics and in familiar contexts. They can present simple information and respond to simple yes/no questions and some 'wh-' questions. ELLs ready to exit this level are able to, with support, carry out short, shared research projects. They can, with support, gather information from a few provided print and digital sources, label collected information, experiences, or events, and recall information from experience or from a provided source.

Table 15c: EFL Descriptors for ESL - High Beginning ESL

High Beginning ESL | NRS Level 3
ELP Standards for AE Level 2

Category	Descriptor
Reading STEPS Scale Score	197-206
Listening STEPS Scale Score	192-201
Interpretive	**The ability to process, understand, interpret, and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (ELP Standards: 1, 6, 8)** ELLs ready to exit the High Beginning ESL Level are able to identify the main topic in oral presentations and simple spoken and written texts, and retell a few key details using an emerging set of strategies. ELLs ready to exit this level are able to, with support, identify the main argument an author or speaker makes. They can, with support, identify one reason an author or a speaker gives to support the argument. ELLs ready to exit this level are able to determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events.
Productive	**The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (ELP Standards: 3, 4, 7, 9, 10)** ELLs ready to exit this level are able to, with support, deliver short oral presentations and compose simple written narratives or informational texts about familiar texts, topics, experiences, or events. ELLs ready to exit this level are able to construct a claim about familiar topics, experiences, or events. They can introduce a familiar topic, experience, or event, give a reason to support a claim, and provide a concluding statement. ELLs ready to exit this level are able to, with support, recount a short sequence of events in order. They can, with support, introduce an informational topic, provide one or two facts about the topic, and use common linking words to connect events and ideas. ELLs ready to exit this level are able to show increasing awareness of differences between informal and formal language use. They can adapt language choices to the task and audience with emerging control in various social and academic contexts.

High Beginning ESL | NRS Level 3 *ELP Standards for AE Level 2*	
Category	**Descriptor**
	ELLs ready to exit this level can begin to use some frequently occurring general academic and content-specific words. ELLs ready to exit this level are able to, with support, use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions. They can, with support, produce simple and compound sentences.
Interactive	**The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in, and transmitting meaning (ELP Standards: 2, 5)** ELLs ready to exit this level are able to participate in conversations and written exchanges about familiar topics and texts. They can present information and ideas, appropriately take turns in interactions with others, and respond to simple questions and 'wh-' questions. ELLs ready to exit this level are able to, with support, carry out short individual or shared research projects. They can, with support, gather information from provided print and digital sources, record information in simple notes, and summarize data and information.

Table 15d: EFL Descriptors for ESL - Low Intermediate ESL

Low Intermediate ESL | NRS Level 4 *ELP Standards for AE Level 3*	
Category	**Descriptor**
Reading STEPS Scale Score	207-216
Listening STEPS Scale Score	202-211

Low Intermediate ESL | NRS Level 4
ELP Standards for AE Level 3

Category	Descriptor
Interpretive	**The ability to process, understand, interpret, and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (ELP Standards: 1, 6, 8)** ELLs ready to exit the Low Intermediate ESL Level are able to determine a central idea or theme in oral presentations and spoken and written texts, retell key details, answer questions about key details, explain how the theme is developed by specific details in texts, and summarize part of a text using a developing set of strategies. ELLs ready to exit this level are able to, with support, explain the reasons an author or a speaker gives to support a claim and identify one or two reasons an author or a speaker gives to support the main point. Using context, questioning, and a developing knowledge of English and their native language(s)' morphology, ELLs ready to exit this level are able to determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences, or events.
Productive	**The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (ELP Standards: 3, 4, 7, 9, 10)** ELLs ready to exit this level are able to, with support, deliver short oral presentations and compose written informational texts about familiar texts, topics, or events. This includes developing the topic with a few details. ELLs ready to exit this level are able to construct a claim about familiar topics. They can introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement. When producing written and spoken texts, ELLs ready to exit this level are able to, with support, recount a sequence of events with a beginning, middle, and end. They can introduce and develop an informational topic with facts and details, use common transitional words and phrases to connect events, ideas, and opinions, and provide a conclusion. ELLs ready to exit this level are able to adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts and show developing control of style and tone in spoken and written texts.

Low Intermediate ESL | NRS Level 4 *ELP Standards for AE Level 3*	
Category	**Descriptor**
	In their spoken and written texts, ELLs ready to exit this level can use an increasing number of general academic and content-specific words and expressions. ELLs ready to exit this level are able to, with support, use simple phrases and clauses. They can produce and expand simple, compound, and a few complex sentences.
Interactive	**The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in, and transmitting meaning (ELP Standards: 2, 5)** ELLs ready to exit this level are able to participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues. They can build on the ideas of others, express their ideas, ask and answer relevant questions, add relevant information and evidence, restate some of the key ideas expressed, follow rules for discussion, and ask questions to gain information or clarify understanding. ELLs ready to exit this level are able to, with support, carry out short research projects to answer a question. They can, with support, gather information from multiple provided print and digital sources, paraphrase key information in a short written or oral report, include illustrations, diagrams, or other graphics as appropriate, and provide a list of sources.

Table 15e: EFL Descriptors for ESL - High Intermediate ESL

High Intermediate ESL | NRS Level 5 *(ELP Standards for AE Level 4)*	
Category	**Descriptor**
Reading STEPS Scale Score	217-227
Listening STEPS Scale Score	212-221
Interpretive	**The ability to process, understand, interpret, and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (ELP Standards: 1, 6, 8)** ELLs ready to exit the High intermediate ESL Level are able to determine a central idea or theme in oral presentations and spoken and written texts using an increasing range of strategies. They can analyze the development of the themes/ideas, cite specific details and evidence from texts to support the analysis, and summarize a text. ELLs ready to exit this level are able to analyze the reasoning in persuasive spoken and written texts and determine whether the evidence is sufficient to support the claim. They can cite textual evidence to support the analysis. Using context, questioning, and an increasing knowledge of English morphology, ELLs ready to exit this level can determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.

High Intermediate ESL | NRS Level 5 *(ELP Standards for AE Level 4)*	
Category	**Descriptor**
Productive	**The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (ELP Standards: 3, 4, 7, 9, 10)** ELLs ready to exit this level are able to deliver oral presentations and compose written informational texts about a variety of topics or events. This includes developing the topic with some relevant details, concepts, examples, and information, and integrating graphics or multimedia when appropriate. ELLs ready to exit this level are able to construct a claim about a variety of topics. They can construct a claim, introduce the topic, provide logically ordered reasons or facts that effectively support the claim, and provide a concluding statement. When producing written and spoken texts, ELLs ready to exit this level can recount a longer, more detailed sequence of events or steps in a process with a clear sequential or chronological structure. They can introduce and develop an informational topic with facts, details, and evidence, and provide a concluding section or statement. ELLs ready to exit this level can also adapt language choices and style according to purpose, task, and audience in various social and academic contexts and adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate. In their spoken and written texts, ELLs ready to exit this level can also use a wider range of complex general academic and content-specific words and phrases. ELLs ready to exit this level will use increasingly complex phrases and clauses, produce and expand simple, compound, and complex sentences, and use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas.
Interactive	**The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in, and transmitting meaning (ELP Standards: 2, 5)** ELLs ready to exit this level are able to participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues. They can build on the ideas of others, express his or her own ideas, clearly support points with specific and relevant evidence, ask and

High Intermediate ESL | NRS Level 5 *(ELP Standards for AE Level 4)*	
Category	**Descriptor**
	answer questions to clarify ideas and conclusions, and summarize the key points expressed. ELLs ready to exit this level are able to carry out both short and more sustained research projects to answer a question, gather information from multiple print and digital sources, evaluate the reliability of each source, and use search terms effectively. They can synthesize information from multiple print and digital sources, integrate information into an organized oral or written report, include illustrations, diagrams, or other graphics as appropriate, and cite sources appropriately.

Table 15f: EFL Descriptors for ESL - Advanced ESL

Advanced ESL | NRS Level 6 *(ELP Standards for AE Level 5)*	
Category	**Descriptor**
Reading STEPS Scale Score	228-238
Listening STEPS Scale Score	212-221
Interpretive	**The ability to process, understand, interpret, and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (ELP Standards: 1, 6, 8)** ELLs ready to exit the Advanced ESL Level are able to determine central ideas or themes in oral presentations and spoken and written texts using a wide range of strategies. They can analyze the development of the themes/ideas, cite specific details and evidence from texts to support the analysis, and summarize a text. ELLs ready to exit this level are able to analyze and evaluate the reasoning in persuasive spoken and written texts, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support the analysis.

Advanced ESL | NRS Level 6 *(ELP Standards for AE Level 5)*	
Category	**Descriptor**
	Using context, questioning, and consistent knowledge of English morphology, ELLs ready to exit this level are able to determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.
Productive	**The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (ELP Standards: 3, 4, 7, 9, 10)** ELLs ready to exit this level are able to deliver oral presentations and compose written informational texts about a variety of topics or events. They can fully develop the topic with relevant details, concepts, examples, and information, and integrate graphics or multimedia when appropriate. ELLs ready to exit this level are able to construct a substantive claim about a variety of topics. They can introduce the claim and distinguish it from a counterclaim. They can provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim, and provide a conclusion that summarizes the argument presented. ELLs ready to exit this level are able to recount a complex and detailed sequence of events or steps in a process with an effective sequential or chronological order. They can introduce and effectively develop an informational topic with facts, details, and evidence; use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas; and provide a concluding section or statement. ELLs ready to exit this level are able to adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts. They can employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate. In their spoken and written texts, ELLs ready to exit this level can use a wide variety of complex general academic and content-specific words and phrases. ELLs ready to exit this level will use complex phrases and clauses and produce and expand simple, compound, and complex sentences.

Advanced ESL | NRS Level 6 *(ELP Standards for AE Level 5)*	
Category	**Descriptor**
Interactive	**The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in, and transmitting meaning (ELP Standards: 2, 5)** ELLs ready to exit this level are able to participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues. They can build on the ideas of others, express their own ideas clearly and persuasively, refer to specific and relevant evidence from texts or research to support their ideas, ask and answer questions that probe reasoning and claims, and summarize the key points and evidence discussed. ELLs ready to exit this level are able to carry out both short and more sustained research projects to answer a question or solve a problem. They can gather information from multiple print and digital sources, evaluate the reliability of each source, and use advanced search terms effectively. They can synthesize information from multiple print and digital sources; analyze and integrate information into clearly organized spoken and written texts, including illustrations, diagrams, or other graphics as appropriate; and cite sources appropriately.

Numbers in parentheses represent ELP Standards.

Educational Functioning Level Descriptors for Adult Basic Education (ABE)

Literacy/English Language Arts

Introduction

The Educational Functional Level (EFL) Descriptors for Literacy/English Language Arts are intended to guide both teaching and assessment for adult learners. They are divided into six EFLs: Beginning Literacy; Beginning Basic; Low Intermediate; High Intermediate; Low Adult Secondary; and High Adult Secondary. The descriptors do not provide a complete or comprehensive delineation of all of the skills at any given level, but provide examples of the most critical concepts and skills for the level.

While these narrative descriptors address the most critical concepts for assessment and instruction for adult learners, lesson plans and test items should be based on additional critical concepts from state instructional frameworks and standards, as appropriate for the learner and state requirements.

The EFLs for Literacy/English Language Arts are organized into reading, writing, speaking, and listening, and language domains. Emphasis was placed on reading and writing because most instruction and assessment attention will be paid to these domains for ABE students. In addition, the descriptors were further informed by OCTAE's Framework for Employability Skills to ensure the levels paid adequate attention to workforce preparation.

Reading

The reading sections of the descriptors are more comprehensive than those of the other domains, reflecting the central role of reading in college and career readiness. A key feature of these descriptors is the way they distinguish levels of competency through text complexity. The EFLs outline a progression, or "staircase," of increasingly complex texts that students must master, from beginning reading to the college and career readiness level. At each stage, students are expected to apply comprehension skills to texts that match the appropriate level of difficulty.

The reading domain also integrates skills from other areas and workforce preparation. For example, at levels 1 and 2, listening comprehension supplements reading so that students can engage with richer ideas even if they are not yet able to process them independently through text. The descriptors also emphasize working with information across different media, such as interpreting quantitative or technical data presented visually or verbally. This ability to analyze information from multiple sources is both a workplace necessity and an applied academic skill. In addition, research tasks require students to combine reading with writing, speaking, and listening, reinforcing the connections across domains. Together, these elements make the EFLs a cohesive and practical framework for skill development.

Writing

The writing sections of the descriptors clearly define the level of proficiency required at each stage, making the distinctions between competencies apparent. Beginning at Level 3, the focus expands to writing arguments and writing to inform or explain. Both types emphasize writing to sources, with students expected to draw evidence directly from texts. While process standards are not included, since writing processes are

difficult to measure, the descriptors consistently reference research skills. These appear in both the reading and writing sections at every level, highlighting their central role in strong writing development and reinforcing the connections across the domains.

Speaking and Listening

The speaking and listening descriptors at each level were connected closely to workforce preparation and the Employability Skills Framework. These skills have the benefit of being both measurable and related to citizenship, work, and life success. Collaborative conversations and teamwork are emphasized at every level, as is students' use of evidence. In this context of speaking and listening, the descriptors reflect the use of listening comprehension capacities (particularly in Levels 1 and 2 to augment students' lower reading comprehension abilities), evidence in conversation, the ability to evaluate what others are saying, and the capacity to share information effectively with others.

Language

In the language domain, descriptors consistent with workforce preparation from the Employability Skills Framework are vital to attaining college and career readiness at each level, such as growth in students' grammar and punctuation skills, as well as their growth in vocabulary.

Table 16a: Literacy/English Language Arts Descriptors for ABE

Literacy / ELA - Beginning Literacy *NRS Level 1*	
Category	**Descriptor**
Reading GOALS Scale Score	203 and below

Literacy / ELA - Beginning Literacy
NRS Level 1

Category	Descriptor
Reading	Individuals ready to exit the Beginning Literacy Level comprehend how print corresponds to spoken language and can demonstrate an understanding of spoken words, syllables, and sound-letter relationships (phonetic patterns), including consonant digraphs and blends. In particular, students at this level can recognize and produce rhyming words, blend and segment onsets and rhymes, isolate and pronounce initial, medial, and final sounds, add or substitute individual sounds, and blend and segment single-syllable words. They can decode two-syllable words following basic patterns as well as recognize common high-frequency words by sight. Individuals can read simple decodable texts with accuracy, appropriate rate, and expression. They can determine the meaning of words and phrases in texts with clear and explicit context. Individuals ready to exit this level are able to determine main ideas, retell key details, and ask and answer questions about key details in simple texts. Individuals are also able to use the illustrations in the text(s), whether print or digital, to describe their key ideas (e.g., maps, charts, photographs, cartoons). They can also use text features, both print and digital, to locate key facts or information. When listening to text above their current independent reading level, they can identify the reasons an author gives to support points in a text, describe the connections between ideas within a text, and examine the basic similarities in and differences between two texts on the same topic.
Speaking and Listening	Individuals ready to exit this level can participate in conversations of short duration, collaborating with diverse partners and groups while respecting individual differences. This includes following the agreed-upon rules for discussion and responding to the comments of others through multiple exchanges. Individuals are able to describe people, places, things, and events with relevant details, producing complete sentences when appropriate to the task and situation. They can discuss what they have heard or read aloud and ask and answer questions about it.

Literacy / ELA - Beginning Literacy *NRS Level 1*	
Category	**Descriptor**
Language	When writing and speaking, individuals ready to exit this level are able to correctly use frequently occurring nouns, verbs (past, present, and future), adjectives, pronouns, prepositions, and conjunctions. When writing sentences, individuals correctly use capitalization, ending punctuation, and commas in dates and to separate single words in a series. They can spell words with common patterns and frequently occurring irregular words. In other words, they spell phonetically. In response to prompts, they can produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences orally. Individuals can determine the meaning of unknown and multiple-meaning words by applying their knowledge of frequently occurring roots and affixes, as well as sentence-level context. They can distinguish shades of meaning among verbs (e.g., look, glance, stare, glare) and adjectives differing in intensity (e.g., large, gigantic) by choosing them or acting out their meanings.

Table 16b: Literacy/English Language Arts Descriptors for ABE

Literacy / ELA - Beginning Basic *NRS Level 2*	
Category	**Descriptor**
Reading GOALS Scale Score	204-216

Literacy / ELA - Beginning Basic *NRS Level 2*	
Category	**Descriptor**
Reading	Individuals ready to exit the Beginning Basic Level can decode multisyllable words, distinguish long and short vowels when reading regularly spelled one-syllable words, and recognize the spelling-sound correspondences for common vowel teams. They are also able to identify and understand the meaning of the most common prefixes and suffixes. They can read common irregular sight words. Individuals can read level-appropriate texts (e.g., texts with a Lexile Measure of between 420 and 820) with accuracy, appropriate rate, and expression.11 They can determine the meaning of words and phrases in level-appropriate complex texts. Individuals ready to exit this level are able to determine main ideas, ask and answer questions about key details in texts, and show how those details support the main idea. Individuals are also able to explain how specific aspects of both digital and print illustrations contribute to what is conveyed by the words of a text. They can compare and contrast the most important points and key details of two texts on the same topic. When listening to text above their current independent reading level, they can describe the relationship between ideas in a text in terms of time, sequence, and cause/effect, as well as use text features and search tools, both print and digital, to locate information relevant to a given topic efficiently. They can also describe how reasons support specific points an author makes in a text and identify the author's main purpose or what the author wants to answer, explain, or describe, as well as distinguish their point of view from that of the author.
Writing	Individuals ready to exit the Beginning Basic Level can write opinion pieces on topics or texts, supporting a point of view with reasons. They can write simple informative texts in which they examine a topic and convey information clearly. They can also write narratives with details that describe actions, thoughts, and feelings. They use transition and temporal words (e.g., also, another, more, but) to link ideas and signal event order. Individuals ready to exit this level can use technology to produce and publish writing as well as to interact and collaborate with others. They can conduct short research projects and summarize their learning in print. This includes taking brief notes from both print and digital sources and sorting evidence into the provided categories.

Literacy / ELA - Beginning Basic
NRS Level 2

Category	Descriptor
Speaking and Listening	Individuals ready to exit this level can participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes gaining the floor in a respectful way, linking their comments to the remarks of others, and expressing their ideas clearly in light of the discussions. Individuals are able to report on a topic or text or recount an experience, with appropriate facts and relevant, descriptive details. They can speak in complete sentences appropriate to the task and situation to provide the requested detail or clarification. They can discuss what they have heard or read aloud and provide the main ideas and appropriate elaboration and detail about the information presented.
Language	When writing and speaking, individuals ready to exit this level can correctly use regular and irregular nouns and verbs, comparative and superlative adjectives and adverbs, and coordinating and subordinating conjunctions. When writing simple, compound, and complex sentences, individuals use correct subject-verb and pronoun-antecedent agreement. They also use correct capitalization, ending punctuation, commas, and apostrophes to form contractions and possessives. They can also spell words with conventional patterns and suffixes. They can use spelling patterns and generalizations (e.g., word patterns, ending rules) in writing words. In response to prompts, they can produce, expand, and rearrange simple and compound sentences. Individuals can determine the meaning of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. They can distinguish literal from non-literal meanings of words and shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, wondered, suspected). They can demonstrate an understanding of and use general academic words that signal spatial and temporal relationships.

Table 16c: Literacy/English Language Arts Descriptors for ABE

Literacy / ELA - Low Intermediate *NRS Level 3*	
Category	**Descriptor**
Reading GOALS Scale Score	217-227
Reading	Individuals ready to exit the Low Intermediate Level can fluently read text of the complexity demanded of this level (e.g., a Lexile Measure of between 740 and 1010). They can use knowledge of letter-sound correspondences, syllabication patterns, and roots and affixes to accurately decode unfamiliar words. They can determine the meaning of words and phrases (e.g., metaphors and similes) in level-appropriate complex texts. Individuals ready to exit this level can make logical inferences, summarize central ideas or themes, and explain how they are supported by key details. They can explain events, procedures, or ideas in historical, scientific, or technical texts, including what happened and why. They can describe the overall structure of a text and compare and contrast the structures of two texts. Individuals ready to exit this level are also able to interpret information presented visually, orally, or quantitatively to find an answer to a question or solve a problem. They display this facility with both print and digital media. Individuals are able to explain how authors use reasons and evidence to support particular points in a text and can integrate information from several texts, whether print, media, or a mix, on the same topic. They can describe how the point of view influences how events are described. They can analyze multiple accounts of the same event or topic, noting similarities and differences. They can produce valid evidence for their findings and assertions.
Writing	ndividuals ready to exit the Low Intermediate Level can write opinion pieces on topics or texts, supporting a point of view with facts and logically ordered reasons. They can produce informative texts in which they develop a topic with concrete facts and details. They convey information clearly with precise language and well-organized paragraphs. They link ideas, opinions, and reasons with words, phrases, and clauses (e.g., another, specifically, consequently, because). They are also able to use technology (including the Internet) to produce and publish writing as well as to interact and collaborate with others. They can conduct short research projects, making frequent use of online as well as print sources. This includes the ability to draw evidence from

Literacy / ELA - Low Intermediate *NRS Level 3*	
Category	**Descriptor**
	several texts to support an analysis. They can summarize or paraphrase information from and provide a list of those sources.
Speaking and Listening	Individuals ready to exit this level can participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes demonstrating an understanding of teamwork and working well with others by carrying out their assigned roles, posing and responding to specific questions, and making comments that contribute to and elaborate on the remarks of others. Individuals can report on a topic or text or present an opinion, sequencing ideas logically and providing appropriate facts and relevant, descriptive details that support the main ideas or themes. They can differentiate between contexts that call for formal English and situations where informal discourse is appropriate. They can also paraphrase and summarize what they have heard aloud and explain how each claim is supported by reasons and evidence.
Language	When writing and speaking, individuals ready to exit this level can use verb tenses to convey various times, sequences, states, and conditions correctly and recognize inappropriate shifts in verb tense. They use prepositions, conjunctions, and interjections properly. Individuals write simple, compound, and complex sentences and use correct subject-verb and pronoun-antecedent agreement throughout a piece of writing. They also use correct capitalization, commas, underlining, quotation marks, and italics to indicate titles of works. They can correctly use frequently confused words (e.g., to, too, two; there, their) and spell correctly, consulting references as needed. They can produce complete sentences, recognizing and correcting inappropriate fragments and run-ons, as well as expand, combine, and reduce sentences for meaning, reader interest, and style. Individuals can determine the meaning of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. Individuals can interpret figurative language, including similes and metaphors. They can also recognize and explain the meaning of common idioms, adages, and proverbs. They can demonstrate understanding of and use general academic words that signal precise actions or emotions (e.g., whined,

Literacy / ELA - Low Intermediate *NRS Level 3*	
Category	**Descriptor**
	stammered), signal contrast (e.g., however, nevertheless), or other logical relationships (e.g., however, similarly), and are basic to a particular topic (e.g., endangered when discussing animal preservation).

Table 16d: Literacy/English Language Arts Descriptors for ABE

Literacy / ELA - High Intermediate *NRS Level 4*	
Category	**Descriptor**
Reading GOALS Scale Score	228-238
Reading	Individuals who are ready to exit the High Intermediate Level can fluently read text of the complexity demanded of this level (e.g., a Lexile Measure of between 925 and 1185). They display increasing facility with academic vocabulary and can analyze the impact of a specific word choice on meaning and tone in level-appropriate complex texts. Individuals can make logical inferences by offering several pieces of textual evidence. This includes citing evidence to support the analysis of primary and secondary sources in history, as well as the analysis of science and technical texts. They can summarize and analyze central ideas, including how they are conveyed through particular details in the text. They are also able to analyze how a text makes connections among and distinctions between ideas or events, and how major sections of a text contribute to the development of the ideas. They can also follow multi-step procedures. Individuals are able to identify aspects of a text that reveal a point of view and assess how a point of view shapes style and content in texts. In addition, they can evaluate the validity of specific claims an author makes through the sufficiency of the reasoning and evidence supplied in the text. This includes analyzing how an author responds to conflicting evidence or viewpoints. They can analyze how multiple texts address similar themes, including how authors acknowledge and respond to conflicting evidence or viewpoints and include or avoid particular facts. Individuals

Literacy / ELA - High Intermediate *NRS Level 4*	
Category	**Descriptor**
	are also able to analyze the purpose of information presented in diverse media as well as integrate and evaluate content from those sources, including quantitative or technical information presented visually and in words. They can produce valid evidence for their findings and assertions, make sound decisions, and solve problems.
Writing	Writing in response to one or more texts (s), individuals ready to exit this level can compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to introduce claims, acknowledge alternate or opposing claims, support claims with clear reasons and relevant evidence, and organize them logically in a manner that demonstrates an understanding of the topic. When writing informative texts, individuals are able to examine a topic through the selection, organization, and analysis of relevant facts, concrete details, quotations, and other information to aid comprehension. Individuals create cohesion in their writing by clarifying the relationships among ideas, reasons, and evidence; using appropriate transitions; and including a logical progression of ideas, and maintaining consistency in style and tone. Individuals are able to use specific word choices appropriate for the topic, purpose, and audience. They can also use technology to produce and publish writing and link to and cite sources. They conduct short research projects, drawing on several sources. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to locate and organize information, assess the credibility and accuracy of each source, and communicate the data and conclusions of others while avoiding plagiarism.
Speaking and Listening	Individuals ready to exit the High Intermediate level collaborate well as members of a team by building on others' ideas, expressing their own clearly, and maintaining a positive attitude. This includes following the rules for collegial discussions and decision-making and tracking progress toward specific goals and deadlines. It also includes the Individuals ready to exit the High Intermediate level collaborate well as

Literacy / ELA - High Intermediate *NRS Level 4*	
Category	**Descriptor**
	members of a team by building on others' ideas, expressing their own clearly, and maintaining a positive attitude. This includes following the rules for collegial discussions and decision-making and tracking progress toward specific goals and deadlines. It also includes the ability to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence and ideas. During these discussions, individuals are able to qualify, alter, or justify their own views in light of the evidence presented by others. Just as in writing, individuals are able to delineate a speaker's argument, evaluating the soundness of the reasoning and relevance of the evidence. They can identify when irrelevant evidence is introduced. They are also able to present their own claims and findings that emphasize salient points in a focused and coherent manner, with relevant evidence, valid reasoning, and well-chosen details. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Language	When writing and speaking, individuals ready to exit the High Intermediate level can ensure pronouns are in the proper case, recognize and correct inappropriate shifts in pronoun number and person, and correct vague or unclear pronouns. They know how to form all verb tenses and recognize and correct inappropriate shifts in verb voice and mood. They know how to recognize and correct misplaced and dangling modifiers. They can adapt their speech to a variety of contexts and tasks when indicated. They can choose a language that expresses ideas precisely and concisely, recognizing and eliminating redundancy and wordiness as well as maintaining consistency in style and tone. Though errors may be present, the meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level–appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

Table 16e: Literacy/English Language Arts Descriptors for ABE

Literacy / ELA - Low Adult Secondary *NRS Level 5*	
Category	**Descriptor**
Reading GOALS Scale Score	239-248
Reading	Individuals who are ready to exit Low Adult Secondary Level can read fluently texts that measure at the secondary level of complexity (e.g., a Lexile Measure of between 1050 and 1335). This includes increasing facility with academic vocabulary and figurative language in level-appropriate complex texts. This includes determining the meaning of symbols and key terms used in a specific scientific or technical context. They can analyze the cumulative impact of specific word choices on meaning and tone. Individuals can make logical and well-supported inferences about those complex texts. They can analyze the development of central ideas over the course of a text and explain how they are refined by particular sentences, paragraphs, or portions of text. They can provide an objective summary of a text. They can analyze in detail a series of events described in text and determine whether earlier events caused later ones or simply preceded them. They are also able to follow complex multistep directions or procedures. Individuals are able to compare the point of view of two or more authors writing about the same or similar topics. They can evaluate the validity of specific claims an author makes through the sufficiency and relevance of the reasoning and evidence supplied. They can also identify false statements and fallacious reasoning. They can analyze how multiple texts address related themes and concepts, including challenging texts, such as seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address). In addition, they can contrast the findings presented in a text, noting whether those findings support or contradict previous explanations or accounts. Individuals are also able to translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically into words. Through their reading and research, they can cite strong and thorough textual evidence for their findings and assertions to make informed decisions and solve problems.

Literacy / ELA - Low Adult Secondary *NRS Level 5*	
Category	**Descriptor**
Writing	Writing in response to one or more texts (s), individuals ready to exit this level can compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they can introduce precise claims, distinguish the claims from alternate or opposing claims, and support claims with clear reasons and relevant and sufficient evidence. When writing informative texts, they can examine a topic through the effective selection, organization, and analysis of well-chosen, relevant, and sufficient facts appropriate to the audience's knowledge of the topic. They use appropriate and varied transitions as well as consistency in style and tone to link major sections of the text, create cohesion, and establish clear relationships among claims, reasons, and evidence. Individuals use precise language and domain-specific vocabulary to manage the complexity of the topic. They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source, and communicate the data and conclusions of others while avoiding plagiarism.
Speaking and Listening	Individuals ready to exit the Low Adult Secondary level can participate in a thoughtful, respectful, and well-reasoned exchange of ideas as members of a team. As they collaborate with peers, they can set rules for collegial discussions and decision-making, as well as clear goals and deadlines. They can propel these conversations forward by clarifying, verifying, or challenging ideas that are presented, actively incorporating others into the discussion, responding thoughtfully to diverse perspectives, and summarizing points of agreement and disagreement. They are also able to qualify, alter, or justify their own views and understanding in light of the evidence and reasoning presented by others. Just as in writing, individuals can evaluate a speaker's point of view and, in particular, assess the links among ideas, word choice, and points of emphasis and tone used. They are also able to present their own findings and supporting evidence clearly, concisely, and logically, such that listeners can follow the line of

Literacy / ELA - Low Adult Secondary *NRS Level 5*	
Category	**Descriptor**
	reasoning. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Language	Individuals ready to exit the Low Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics, and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They can adapt their speech to a variety of contexts and tasks when indicated. Though some errors may be present, the meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

Table 16f: Literacy/English Language Arts Descriptors for ABE

Literacy / ELA - High Adult Secondary *NRS Level 6*	
Category	**Descriptor**
Reading GOALS Scale Score	249+
Reading	Individuals who are ready to exit High Adult Secondary Level can read fluently at the college and career readiness level of text complexity (e.g., a Lexile Measure between 1185 and 1385). This includes increasing facility with academic vocabulary and figurative language sufficient for reading, writing, speaking, and listening at the college and career readiness level. They can analyze the cumulative impact of specific word choices on meaning and tone. Individuals can make logical and well-supported inferences about those complex texts. They

Literacy / ELA - High Adult Secondary *NRS Level 6*	
Category	**Descriptor**
	can summarize the challenging ideas, concepts, or processes contained within them. They can paraphrase texts in simpler but still accurate terms. Whether they are conducting analyses of complex primary and secondary sources in history or in scientific and technical texts, they can analyze how the ideas and concepts within them develop and interact. Individuals can assess how points of view shape style and content in texts with particular attention to distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). Individuals are able to analyze how multiple texts address related themes and concepts, including challenging texts such as the U.S. founding documents (Declaration of Independence, the Bill of Rights). In addition, they are able to compare and contrast treatments of the same topic in several primary and secondary sources. Individuals are also able to integrate and evaluate multiple sources of information presented in diverse media in order to address a question. Through their reading and research at complex levels, they can cite strong and thorough textual evidence for their findings and assertions to make sound decisions and solve problems. Individuals can assess how points of view shape style and content in texts with particular attention to distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). Individuals are able to analyze how multiple texts address related themes and concepts, including challenging texts such as the U.S. founding documents (Declaration of Independence, the Bill of Rights). In addition, they are able to compare and contrast treatments of the same topic in several primary and secondary sources. Individuals are also able to integrate and evaluate multiple sources of information presented in diverse media in order to address a question. Through their reading and research at complex levels, they can cite strong and thorough textual evidence for their findings and assertions to make sound decisions and solve problems.

Literacy / ELA - High Adult Secondary *NRS Level 6*	
Category	**Descriptor**
Writing	Writing in response to one or more texts (s), individuals ready to exit this level can compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to create an organization that establishes clear relationships among the claim(s), counterclaim(s), reasons, and evidence. They fully develop claims and counterclaims, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. When writing informative texts, they can organize complex ideas, concepts, and information to make important connections and distinctions through the effective selection and analysis of content. They use appropriate and varied transitions to clarify the relationships among complex ideas, create cohesion, and link major sections of the text. Individuals can maintain a formal style while they attend to the norms and conventions of the discipline in which they are writing. They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects that require the synthesis of multiple complex sources to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information and assess the credibility, accuracy, and usefulness of each source in answering the research question, noting any discrepancies among the data collected.
Speaking and Listening	Individuals ready to exit the High Adult Secondary level demonstrate flexibility, integrity, and initiative when collaborating as an effective member of a team. They can manage their time and other resources wisely to contribute to the team's overarching goal(s) and meet the agreed-upon deadlines. This includes the ability to exercise leadership, resolve conflicts as they arise, and pose and respond to questions that relate the current discussion to broader themes or larger ideas. They can express alternative views clearly and persuasively, verify or challenge others' ideas and conclusions, and think creatively and critically in light of the evidence and reasoning presented. Just as in writing, individuals can evaluate a speaker's point of view, stance, premises, evidence, reasoning, rhetoric, and tone. They are also able to

Literacy / ELA - High Adult Secondary *NRS Level 6*	
Category	**Descriptor**
	present their own findings and supporting evidence clearly, concisely, and logically, such that listeners can follow the line of reasoning, making strategic use of digital media. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Language	Individuals ready to exit the High Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics, and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They can adapt their speech to a variety of contexts and tasks when indicated. The meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

Mathematics

Introduction and Process

The EFL Descriptors for Mathematics also use the CCR as the foundation. They are intended to guide both teaching and assessment for adult learners. While these narrative descriptors address the most critical concepts for adult learners (as defined in the Major Work of the Level), there are additional concepts found in the CCR standards that support the major work for each level, and that are included in these descriptors. Lesson plans and assessment items for adult learners should be based on the full text of the CCR standards for each level, using these critical concepts as the foundation for lesson development and assessment.

The mathematics descriptors are divided into six educational functioning levels. The levels are Beginning Literacy (corresponding to Level A of the CCR); Beginning Basic

(corresponding to Level B of the CCR); Low Intermediate (corresponding to Level C of the CCR); Middle Intermediate (corresponding to part of the Level D CCR), High Intermediate (corresponding to the remainder of the Level D CCR); and Adult Secondary (corresponding to Level E of the CCR). Each of the levels corresponds roughly to two grade levels, in K-12 terms, except for Level E, which combines the critical concepts of all grades 9 through 12. Within each level, the descriptors are further divided by domain: The Mathematical Practices, Number Sense and Operations, Algebraic Thinking, Geometry (and Measurement), and Data Analysis (Statistics and Probability).

The descriptors do not provide a complete or comprehensive delineation of all of the skills at any given level, but provide examples of the most critical concepts and skills for the level to guide assessment and instruction. Assessment of the Mathematical Practice descriptors is best performed in the classroom using assessments that could be formative or summative and may be informal. It should be noted that mathematics placement decisions should take into account the reading level of the adult student. Verbally presented application problems at all mathematics levels require a minimum reading level.

Table 17a: Mathematics Descriptors for ABE

Mathematics - Beginning Literacy *NRS Level 1*	
Category	**Descriptor**
Math GOALS 2 Scale Score	192 and below
The Mathematical Practices	Students prepared to exit this level can decipher a simple problem presented in a context and reason about and apply correct units to the results. They can visualize a situation using manipulatives or drawings and explain their processes and results using mathematical terms and symbols appropriate for the level. They recognize errors in the work and reasoning of others. They can strategically select and use appropriate tools to aid in their work, such as pencil/paper, measuring devices, and/or manipulatives. They can see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently. Number Sense and Operations: Students prepared to exit this level have an understanding of whole number place value for tens and ones and can use their understanding of place value to compare

Mathematics - Beginning Literacy *NRS Level 1*	
Category	**Descriptor**
	two-digit numbers. They can add whole numbers within 100 and explain their reasoning, e.g., using concrete models or drawings and strategies based on place value and/or properties of operations. They can apply their knowledge of whole number addition and subtraction to represent and solve word problems that call for the addition of three whole numbers whose sum is less than 20 by using such problem-solving tools as objects, drawings, and/or simple equations.
Algebraic Thinking	Students prepared to exit this level understand and apply the properties of operations to addition and subtraction problems. They understand the relationship between the two operations and can determine the unknown number in addition or subtraction equations.
Geometry and Measurement	Students prepared to exit this level can analyze and compare 2-dimensional and 3-dimensional shapes based on their attributes, such as their shape, size, orientation, the number of sides and/or vertices (angles), or the lengths of their sides. They can reason with two-dimensional shapes (e.g., quadrilaterals and half- and quarter-circles) and with three-dimensional shapes (e.g., right prisms, cones, and cylinders) to create composite shapes. They can measure the length of an object as a whole number of units, which are not necessarily standard; for example, measuring the length of a pencil using a paperclip as the length unit.
Data Analysis	Students prepared to exit this level can organize, represent, and interpret simple data sets (e.g., lists of numbers, shapes, or items) using up to three categories. They can answer basic questions related to the total number of data points in a set and the number of data points in each category, and can compare the number of data points in the different categories.

Table 17b: Mathematics Descriptors for ABE

Mathematics – Beginning Basic *NRS Level 2*	
Category	**Descriptor**
Math GOALS 2 Scale Score	193-203
The Mathematical Practices	Students prepared to exit this level can decipher two-step problems presented in a context, visualizing a situation using diagrams or sketches and reasoning about and applying the correct units and the proper degree of precision to the results. They can explain their processes and results using mathematical terms and symbols appropriate for the level and recognize errors in the reasoning of others. They strategically select and use the appropriate tools to aid in their work, such as pencil/paper, measuring devices, manipulatives, and/or calculators. They can see patterns and structure in sets of numbers, including in multiplication or addition tables, and use those insights to work more efficiently.
Number Sense and Operations	Students prepared to exit this level understand place value for whole numbers to 1000 and can use that understanding to read, write, count, compare, and round three-digit whole numbers to the nearest 10 or 100. They can compute fluently with all four operations with whole numbers within 100. They use place value and properties of operations to explain why addition and subtraction strategies work and can demonstrate an understanding of the inverse relationship between multiplication and division. They can solve one- and two-step word problems involving all four operations within 100 and identify and explain arithmetic patterns. They have an understanding of fractions, especially unit fractions, and can represent simple fractions on a number line. They understand and can explain the equivalence of fractions, can recognize and generate simple equivalent fractions, and can compare two fractions with the same numerator or denominator by reasoning about their size.

Mathematics – Beginning Basic *NRS Level 2*	
Category	**Descriptor**
Algebraic Thinking	Students prepared to exit this level apply the properties of operations to the multiplication and division of whole numbers. They understand the relationship between multiplication and division and can determine the unknown number in multiplication or division equations.
Geometry and Measurement	Students prepared to exit this level can reason about geometric shapes and their attributes. They can demonstrate an understanding that different shapes might share common attributes (e.g., four sides) and can compare and classify two-dimensional shapes, particularly quadrilaterals. They can partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. They can use common U.S. Customary and metric units for linear measurements (e.g., inches, feet, centimeters, and meters) and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. They understand the concept of area and can relate it to addition and multiplication to solve real-world problems. They also understand and can solve real-world and mathematical problems involving the perimeter of polygons.
Data Analysis	Students prepared to exit this level can draw and interpret simple graphs (e.g., bar graphs, picture graphs, and number line diagrams), including scaled bar and picture graphs. They can solve one- and two-step problems using scaled bar graphs. They can generate measurement data by measuring lengths to the nearest half- and quarter-inch and display that data by making a line plot marked off in appropriate units.

Table 17c: Mathematics Descriptors for ABE

Mathematics – Low Intermediate *NRS Level 3*	
Category	**Descriptor**
Math GOALS 2 Scale Score	204-213
The Mathematical Practices	Students prepared to exit this level can decipher multistep problems presented in a context and reason about and apply the correct units and the proper degree of precision to the results. They can visualize a situation using diagrams or sketches, see multiple strategies for solving a problem, explain their processes and results, and recognize errors in the work and reasoning of others. They can express themselves using mathematical terms and notation appropriate for the level and can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, and/or technology. They can see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.
Number Sense and Operations	Students prepared to exit this level understand place value for both multi-digit whole numbers and decimals to thousandths, and use their understanding to read, write, compare, and round decimals. They can use their place value understanding and properties of operations to fluently perform operations with multi-digit whole numbers and decimals. They can find common factors and multiples and understand fraction concepts, including fraction equivalence and comparison. They can add, subtract, multiply, and divide fractions and mixed numbers. They can solve multi-step word problems posed with whole numbers and fractions, using the four operations. They also have an understanding of ratio concepts and can use ratio language to describe a relationship between two quantities, including the concept of a unit rate associated with a ratio.
Algebraic Thinking	Students prepared to exit this level can apply and extend their understanding of arithmetic to algebraic expressions, using a symbol to represent an unknown value. They can write, evaluate, and interpret expressions and equations, including expressions

Mathematics – Low Intermediate *NRS Level 3*	
Category	**Descriptor**
	that arise from formulas used in real-world problems. They can solve real-world and mathematical problems by writing and solving simple one-variable equations and writing a simple inequality that represents a constraint or condition in a real-world or mathematical problem. They can represent and analyze quantitative relationships between dependent and independent variables.
Geometry and Measurement	Students prepared to exit this level have a basic understanding of the coordinate plane and can plot points (i.e., ordered pairs) and place polygons in the coordinate plane to solve real-world and mathematical problems. They can classify two-dimensional shapes and use formulas to determine the area of two-dimensional shapes, such as triangles and quadrilaterals. They can determine the surface area of three-dimensional shapes composed of rectangles and triangles and find the volume of right rectangular prisms. They can convert like measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions to solve multi-step, real-world problems. They are also able to solve measurement word problems (such as those that involve area, perimeter, distance, time intervals, liquid volumes, mass, and money) that involve simple fractions or decimals.
Data Analysis and Statistics	Students prepared to exit this level have a basic conceptual understanding of statistical variability, including such concepts as center, spread, and the overall shape of a distribution of data. They can present data using displays such as dot plots, histograms, and box plots.

Table 17d: Mathematics Descriptors for ABE

Mathematics – Middle Intermediate
NRS Level 4

Category	Descriptor
Math GOALS 2 Scale Score	214-224
The Mathematical Practices	Students prepared to exit this level can think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can express themselves using the mathematical terms and notation appropriate to the level. They can defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, calculators, and/or spreadsheets. They can see patterns and structure in number sets, data, expressions, equations, and geometric figures.
Number Sense and Operations	Students prepared to exit this level have an understanding of the rational number system, including how rational numbers can be represented on a number line and how pairs of rational numbers can be represented on a coordinate plane. They can apply the concept of absolute value to find horizontal and vertical distances. They can apply the properties of integer exponents and evaluate, estimate, and compare simple square roots and cube roots. Individuals at this level also understand ratio, rate, and percent concepts, as well as proportional relationships.
Algebraic Thinking	Students prepared to exit this level understand the connections between proportional relationships, lines, and linear equations. They understand numerical and algebraic expressions and equations and can use them to solve real-world and mathematical problems. They can analyze and solve linear equations and pairs of simultaneous linear equations. Individuals at this level are able to define, interpret, and compare linear functions.

Mathematics – Middle Intermediate *NRS Level 4*	
Category	**Descriptor**
Geometry and Measurement	Students prepared to exit this level can solve real-world and mathematical problems that involve angle measure, circumference, and area of 2-dimensional figures. They can solve problems involving scale drawings of 2-dimensional geometric figures. They understand the concepts of congruence and similarity with respect to 2-dimensional figures. They understand the Pythagorean theorem and can apply it to determine missing lengths in right triangles.
Statistics and Probability	Students prepared to exit this level can summarize and describe numerical data sets in relation to their context, including determining measures of center and variability and describing patterns and/or striking deviations from patterns. They understand and can apply the concept of chance or probability. They can use scatter plots for bivariate measurement data to describe patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association).

Table 17e: Mathematics Descriptors for ABE

Mathematics – High Intermediate *NRS Level 6*	
Category	**Descriptor**
Math GOALS 2 Scale Score	236+
The Mathematical Practices	Students prepared to exit this level can think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can reason quantitatively, including using units as a way to solve problems. They can defend their findings and critique the reasoning of others.

Mathematics – High Intermediate *NRS Level 6*	
Category	**Descriptor**
	They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as graphing calculators, spreadsheets, and/or computer software. They can make generalizations based on patterns and structures they discover in number sets, data, expressions, equations, and geometric figures, and use these insights to work more efficiently.
Number Sense and Operations	Students prepared to exit this level can reason about and solve real-world and mathematical problems that involve the four operations with rational numbers. They can apply the concept of absolute value to demonstrate on a number line their understanding of addition and subtraction with negative and positive rational numbers. Individuals at this level can apply ratio and percent concepts, including using rates and proportional relationships to solve multi-step real-world and mathematical problems.
Algebraic Thinking	Students prepared to exit this level can use algebraic and graphical representations to solve real-world and mathematical problems involving linear equations, inequalities, and pairs of simultaneous linear equations. Individuals at this level are able to use linear functions to describe, analyze, and model linear relationships between quantities.
Geometry	Students prepared to exit this level can solve real-world and mathematical problems that involve the volume and surface area of 3-dimensional geometric figures. They can use informal arguments to establish facts about various angle relationships, such as the relationships between angles created when parallel lines are cut by a transversal. They apply the Pythagorean theorem to determine lengths in real-world contexts and distances in the coordinate plane.

Mathematics – High Intermediate *NRS Level 6*	
Category	**Descriptor**
Statistics and Probability	Students prepared to exit this level can use random sampling to draw inferences about a population and can draw informal comparative inferences about two populations using measures of center and measures of variability for numerical data from random samples. They can develop, use, and evaluate probability models. They can use scatter plots for bivariate measurement data to interpret patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association) and a 2-way table to summarize and interpret bivariate categorical data.

Table 17f: Mathematics Descriptors for ABE

Mathematics – Adult Secondary *NRS Level 6*	
Category	**Descriptor**
Math GOALS 2 Scale Score	225-235
The Mathematical Practices	Students prepared to exit this level can think critically, make assumptions based on a situation, select an efficient strategy from multiple possible problem-solving strategies, plan a solution pathway, and make adjustments as needed when solving problems. They persevere in solving challenging problems, including considering analogous, simpler problems as a way to solve a more complex one. They can reason quantitatively, including through the use of units, and can express themselves using the precise definitions and mathematical terms and notation appropriate to the level. They are accurate in their calculations, use an appropriate level of precision in finding solutions and reporting results, and use estimation strategies to assess the reasonableness of their results.

Mathematics – Adult Secondary *NRS Level 6*	
Category	**Descriptor**
	They can make conjectures, use logic to defend their conclusions, and detect faulty thinking and errors caused by improper use of technology. They can create algebraic and geometric models and use them to answer questions, interpret data, make predictions, and solve problems. They can strategically select and use tools, such as measuring devices, calculators, spreadsheets, and/or computer software, to aid in their work. They can see patterns and structure in calculations, expressions, and equations, and make connections to algebraic generalizations, which they use to work more efficiently.
Number Sense and Operations	Students prepared to exit this level have extended their number sense to include irrational numbers, radicals, and rational exponents, and understand and use the set of real numbers. They can assess the reasonableness of calculation results based on the limitations of technology or given units and quantities, and give results with the appropriate degree of precision.
Algebraic Thinking	Students prepared to exit this level understand the structure of expressions and can use that structure to rewrite linear, exponential, and quadratic expressions. They can add, subtract, and multiply polynomials that involve linear and/or quadratic expressions. They are also able to create linear equations and inequalities, and quadratic and simple exponential equations to represent relationships between quantities, and can represent constraints by linear equations or inequalities or by systems of linear equations and/or inequalities. They can interpret the structure of polynomial and rational expressions and use that structure to identify ways to rewrite and operate accurately with them. They can add, subtract, and multiply polynomials that extend beyond quadratics. They can rearrange formulas to highlight a quantity of interest, for example, rearranging Ohm's law, V = IR, to highlight resistance R. They are also able to create equations and inequalities representing relationships between quantities,

Mathematics – Adult Secondary *NRS Level 6*	
Category	**Descriptor**
	including those that extend beyond equations or inequalities arising from linear, quadratic, and simple exponential functions to include those arising from simple rational functions. They can use these equations/inequalities to solve problems both algebraically and graphically. They can solve linear equations and inequalities; systems of linear equations; and quadratic, simple rational, and radical equations in one variable; and recognize how and when extraneous solutions may arise. Students prepared to exit this level also have a basic understanding of functions, can use function notation properly, and use such notation to write a function describing a relationship between two quantities. They can evaluate functions for inputs in their domains and interpret linear, quadratic, and exponential functions that arise in applications in terms of the context. They can construct, graph, compare, and interpret functions (including, but not limited to, linear, quadratic, and exponential). They can sketch graphs given a verbal description of the relationship and identify and interpret key features of the graphs of functions that arise in applications in a context. They can select or define a function that appropriately models a relationship and compare properties of two functions, each represented in a different way (algebraically, graphically, numerically in tables, or by verbal description).
Geometry	Students prepared to exit this level can solve problems involving similarity and congruence criteria for triangles and use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. They can apply the concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).
Statistics and Probability	Students prepared to exit this level can summarize, represent, and interpret data based on two categorical and quantitative variables, including using frequency tables. They can compare data sets by looking at commonalities and differences in shape, center, and

Mathematics – Adult Secondary *NRS Level 6*	
Category	**Descriptor**
	spread. They can recognize possible associations and trends in data, in particular in linear models, and distinguish between correlation and causation. They interpret one- and two-variable data, including those with linear and non-linear relationships. They interpret the slope (rate of change) and intercept (constant term) for a line of best fit, and in the context of the data. They understand and account for extreme points of data in their analysis and interpret relative frequencies (joint, marginal, and conditional).

Technical Assistance Guide for Performance Accountability - National Reporting System for Adult Education

Barriers to Employment Definitions

Cultural Barriers - if the learner perceives him or herself as possessing attitudes, beliefs, customs, or practices that influence a way of thinking, acting, or working that may serve as a hindrance to employment

Disabled - if the learner indicates that s/he has any "disability", as defined in the Americans with Disabilities Act of 1990. A "disability" is a physical or mental impairment that substantially limits one or more of the person's major life activities.

Displaced Homemaker - if the learner has been providing unpaid services to family members in the home and who has been dependent on the income of another family member but is no longer supported by that income, or Is the dependent spouse of a member of the Armed Forces on active duty and whose family income is significantly reduced because of a deployment, a permanent change of station, or the service-connected death or disability of the member And is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

English Language Learner - A learner is a person who has limited ability in speaking, reading, writing, or understanding the English language and also meets at least one of the following two conditions (a) his or her native language is a language other than

English, or (b) he or she lives in a family or community environment where a language other than English is the dominant language.

Ex-Offender - a person who either (a) has been subject to any stage of the criminal justice process for committing a status offense or delinquent act, or (b) requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction for committing delinquent acts, such as crimes against persons, crimes against property, status offenses, or other crimes.

Youth in Foster Care or Aged Out - a person who is currently in foster care or has aged out of the foster care system.

Homeless - the individual:

a) Lacks a fixed, regular, and adequate nighttime residence. This includes:
    i) Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
    ii) Living in a motel, hotel, trailer park, or campground due to a lack of alternative adequate accommodations
    iii) Living in an emergency or transitional shelter
    iv) Abandoned in a hospital
    v) Awaiting foster care placement
b) Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as a car, park, abandoned building, bus or train station, airport, or camping ground
c) Is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent's or parent's spouse's seasonal employment in agriculture, dairy, or fishing work (d) Is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (i.e., runaway youth).

Long-Term Unemployed - learner has been unemployed for 27 or more consecutive weeks at program entry.

Low-Income Individual - learner who, in the 6 months before application to the program, has received, or is a member of a family that is receiving:

a) Assistance through the Supplemental Nutrition Assistance Program under the Food and Nutrition Act
b) Assistance through the Temporary Assistance for Needy Families program under part A of Title IV of the Social Security Act

c) Assistance through the Supplemental Security Income program under Title XVI of the Social Security Act or state or local income-based public assistance.
d) Is in a family with total family income that does not exceed the higher of the poverty line or 70% of the lower living standard income level
e) Is a foster child on behalf of whom State or local government payments are made
f) Is an individual with a disability whose own income is below the poverty line, but who is a member of a family whose income does not meet this requirement
g) Is a homeless individual, a homeless child/youth, or a runaway youth, or
h) Is a youth living in a high-poverty area

Low Levels of Literacy - is unable to read, write, and speak in English; compute and solve problems at levels of proficiency necessary to function on the job, in the family of the participant, or in society.

Migrant & Seasonal Farmworker -

a) Migrant Seasonal Farmworker: The participant is a seasonal farmworker whose agricultural labor requires travel to a job site such that the farmworker is unable to return to a permanent place of residence on the same day. A dependent of the person described above.
b) Seasonal Farmworker: The participant is a low-income individual who:
    i) who, for the 12 consecutive months out of the 24 months before application for the program involved, has been primarily employed in agriculture or fish farming labor that is characterized by chronic unemployment or underemployment and
    ii) faces multiple barriers to economic self-sufficiency. A dependent of the person described above.

Single Parent - single, separated, divorced, or a widowed individual who has primary responsibility for one or more dependent children under age 18 (including single pregnant women).

No TANF in 2 Years or Less - if the learner is within 2 years of exhausting lifetime eligibility under Part A of Title IV of the Social Security Act.

Glossary

Table 18: Glossary of Abbreviations

ABE	Adult Basic Education
AHSCDP	Adult High School Credit Diploma Program
ASE	Adult Secondary Education
ATDN	Adult Training and Development Network
CAACE	Connecticut Association for Adult and Continuing Education
CASAS	Comprehensive Adult Student Assessment Systems
CBE	Competency-Based Education
CCS	Connecticut Competency System
COABE	Commission on Adult Basic Education
CSDE	Connecticut Department of Education
CTDLC	Connecticut Distance Learning Consortium
CTAVHS	Connecticut Adult Virtual High School
DOL	Connecticut Department of Labor
DSS	Connecticut Department of Social Services
EFL	Educational Functioning Level
ELL	English Language Learner
ESL / ESOL	English as a Second Language / English for Speakers of Other Languages
FY 2027	Fiscal Year beginning 7/1/2026 and ending 6/30/2027
GED	General Educational Development
HSC	High School Completion
IET	Integrated Education Training
LEP	Limited English Proficient
NEDP	National External Diploma Program
NELRC	New England Literacy Resource Center
NRS	National Reporting System
SDA	Service Delivery Area
TAM	Test Administration Manual
TANF	Temporary Assistance for Needy Families
TOPSpro	Tracking of Programs and Students
WIA	Workforce Investment Act [Title II: Adult Education and Family Literacy Act]

WIOA	Workforce Innovation and Opportunity Act
WIB	Workforce Investment Board

Literacy, Adult and Community Education System (LACES)

Data Entry Timelines

The use of LACES for instructional and program management purposes can be maximized only if data are entered in a timely fashion. LACES allows multiple data-entry staff to enter data simultaneously. Therefore, attendance should be entered into LACES according to the following timelines. **The LACES system will be locked, and no data entry will be possible for the fiscal year 2026-2027 after July 12, 2027.**

Table 19: Data Entry Timelines

By October 27, 2026	Enter September attendance
By November 27, 2026	Enter October attendance
By December 22, 2026	Enter November attendance
By January 26, 2027	Complete data entry (i.e., attendance, achievements, credits earned, assessments, etc.) for the first semester; ensure that data are error-free.
By February 23, 2027	Enter January attendance
By March 22, 2027	Enter February attendance
By April 26, 2027	Enter March attendance
By May 24, 2027	Enter April attendance
By June 21, 2027	Enter May attendance
By July 12, 2027	Complete all data entry for the fiscal year (i.e., attendance, achievements, credits earned, assessments, etc.). Ensure that all data is error-free. Notify the CSDE that the data is finalized.

Data Validation

The accuracy and completeness of the data are critical to their validity and usefulness. LACES contains numerous edit checks that prevent incomplete and inaccurate data from being entered. For example, a student cannot be enrolled in a class unless entry status and reasons for enrollment are entered. To ensure the completeness of the data, it is recommended that program administrators compare the NRS reports for a fiscal year with the same report from the prior year. If the data appear incomplete, then the student-diagnostic search within LACES can provide insights into data that may not have been entered.

LACES also includes a comprehensive dashboard that provides local providers with an updated list of errors and warnings. Providers are urged to check the dashboard regularly and correct errors on an ongoing basis. Student errors span fiscal years, while class and enrollment errors are school-year specific.

Connecticut Competency System (CCS)

Expectations and Responsibilities for CCS Program Facilitators

Overview

- Hold primary responsibility for CCS coordination, quality data collection, and use.
- Have a comprehensive understanding of CCS; be able to train new staff in the implementation of the CCS System; and provide ongoing technical assistance to district teachers.
- Bring together the curriculum, assessment, instruction, and accountability system, and help teachers monitor learning.
- Able to connect teaching and learning and be much more than a “tester”.

Qualifications

- Nomination by the program Director.
- Possesses CCS Program Facilitator Professional Development Certification, which is obtained through the completion of CASAS Online Self-Paced Modules 1-3 in addition to the Connecticut Competency System (CCS) for New Program Facilitators and New Directors Training offered by ATDN in cooperation with the Connecticut State Department of Education (CSDE).
- Comprehensive understanding of and commitment to the CSDE’s CCS, which incorporates Appraisals and Pre- and Post-Assessments.
- Willingness to work toward continuous program improvement.
- Maintains program facilitator certification by attending the Statewide Annual Meeting.

Liaison & Communication

- Represent the program and provide input at facilitator meetings.
- Share communications between the director and other staff members.
- Obtain answers to staff CCS inquiries.

Connect Assessment to Instruction and Ensure Quality Data Collection and Use

- Ensure security for testing materials and provide inventory information to the Academic Office, Adult Education.
- Explain and interpret the Literacy, Adult, and Community Education System (LACES) data as needed.
- Review/coordinate/complete forms as needed for quality data collection.
- Evaluate test results and assist in placements.
- Encourage the use of class profiles from pre-tests to provide feedback to students and teachers and to connect curriculum, assessment, and instruction.
- Review data reports with the program director for accuracy and program implications.

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STATE OF CONNECTICUT
STATE DEPARTMENT OF EDUCATION
Adult Education

Assessment Administration and Security Agreement: July 2026-June 2027

Program Name: _____ Director: _____
Address: _____
City: _____ Zip: _____ Phone: _____
E-Mail: _____ CCS Program Facilitator: _____

1. The agency Director assumes the responsibility for safeguarding all restricted materials, which include all CASAS-developed paper-based and computer-based assessment materials, including test administration manuals, eTests data files, and answer sheets (which contain marks or responses). The agency Director ensures that all program staff who use the restricted materials covered by this agreement adhere to all the conditions listed.

2. The agency Director ensures that there is a designated and trained Connecticut Competency System (CCS) Program Facilitator available to staff for CCS/CASAS-related questions.

3. Only staff members designated by the agency Director administer assessments. To maintain the integrity, quality, and standardization of the assessment process, the agency Director ensures that all CCS assessments are administered and used in accordance with the procedures outlined in:

    - The CCS Assessment Policies and Guidelines, published by the Connecticut State Department of Education, Academic Office, and
    - The Test Administration Manuals, published by CASAS.

4. Agencies may not use displays, questions, or answers that appear on any CASAS test to create materials designed to teach or prepare learners to answer CASAS test items. Instead, programs should focus on the competencies, underlying basic skill content standards, task areas, and item types to prepare learners.

5. Restricted materials are stored in a locked, fireproof file cabinet accessible to the agency Director or to his/her designee(s) only. Restricted materials are not made accessible to general staff. Staff members who administer assessments return all restricted materials immediately after use to the program designee.

6. Completed answer sheets and eTests data files are treated as confidential until destroyed.

7. Duplication of a test form or a portion of a test form for any reason is prohibited.

8. Inventory information concerning restricted materials is supplied to the Connecticut State Department of Education upon request for monitoring and review purposes.

9. Defaced materials may not be destroyed unless authorized by the Connecticut State Department of Education.

Our agency will adhere to the above-mentioned stipulations related to the administration and security of assessments.

Signature Director: _____ Date: _____

Please return to:

EdAdvance Kitching Regional Learning Center
Attn: ATDN
215 Hogan Drive
Torrington, CT 06790Litchfield, CT 06759

Rev. September 2025