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Assessment Policy

New York State Education Department (NYSED)

PY2026 - (July 1, 2026 – June 30, 2027)

The New York State Education Department's (NYSED) Adult Education Programs and Policy (AEPP) Office defines assessment as actively collecting information on a student's initial skills and tracking the development of their literacy and language skills through instruction. The Federal *NRS Implementation Guidelines* state:

- At intake, an individual learner's educational functioning level is determined by an initial assessment. Programs must use a uniform, standardized assessment procedure approved by NYSED and OCTAE. The assessment procedure includes standardized scoring protocols.
- The initial assessment, the pre-test, must be completed on 100% of students who accrue a minimum of twelve (12) contact hours. Pre-test must be administered in person within the intake and orientation process during those first 12 hours of contact.
- To determine gain, the learner is assessed again at least once after a standard number of contact hours, where the student is receiving instruction. This period of time is prescribed under state policy.

As part of the effort to comply with federal National Reporting System (NRS) guidelines, AEPP requires adult education programs to use standardized tests to determine students' initial skill levels, as well as the educational gain they achieve as a result of their participation in a program.

AEPP's assessment policies were developed to provide guidance to local programs while adhering to Federal assessment requirements. All programs funded by AEPP are required to administer state-approved assessments and report results according to NRS guidelines. Programs are free to administer additional forms of assessment as they see fit in response to the needs of their students.

The Rationale for Standardized Assessment

Standardized tests are used to:

- Determine the student's skill level at intake. Assessments administered during the student intake process help determine the instructional setting in which a student will be placed. As a result of the assessment process, the student is placed into an Educational Functioning Level as determined by the Federal guidelines and then referred for appropriate level instruction.
- Determine Measurable Skill Gain (MSG); the intake assessment provides the basis for determining Measurable Skill Gain, which is calculated by comparing students' future skill levels to those ascertained during the initial intake.
- Standardized assessments produce Measurable Skill Gains. Students should be tested at regular intervals to determine if their reading, math, or English skills are improving. For Adult Basic Education students, the lower of the two scores (reading or math) will determine the student's placement in educational functioning level. The NRS guidelines indicate measurable skill gain when a student has advanced from one NRS level to the next or higher based on his or her standardized assessment scores in the lower of the two areas, math or reading.
- To guide instruction, AEPP requires all programs to employ the diagnostic tools associated with each standardized assessment made available by the publisher of these assessments. These tools determine a student's strengths and skill gaps.

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Allowable Tests in New York State

The instrument used to assess educational skill levels should correspond to the instruction a student receives. The AEPP-approved tests for adult education programs in New York State in PY 2026 (July 1, 2026 – June 30, 2027) will be the newest editions released by both the Data Recognition Corporation (DRC), Comprehensive Adult Student Assessment Systems (CASAS) and the Center for Applied Linguistics (CAL).

Adult Basic Education Students:

Test for Adult Basic Education (TABE)

Data Recognition Corporation (DRC)

- TABE 13 & 14 Reading all levels Easy (E), Moderate (M), Difficult (D), Advanced (A)
- TABE 13 & 14 Math all levels Easy (E), Moderate (M), Difficult (D), Advanced (A)

Adult Basic Education Students:

CASAS

- Reading GOALS 2: ABE Literacy (Level A) to Adult Secondary (Level E)
- Math GOALS 2: ABE Literacy (Level A) to Adult Secondary (Level E)

To assess lower-level learners, it is recommended to assess these students with Reading GOALS 2 and Math GOALS 2, Level A.

English for Speakers of Other Language Students:

Complete Language Assessments System (TABE CLAS-E)

Data Recognition Corporation (DRC)

- TABE Levels (1, 2, 3, 4)
- TABE Reading, Listening, and Writing

English for Speakers of Other Language Students:

Basic English Skills Test (BEST)

Center for Applied Linguistics (CAL)

- BEST Plus 3.0
- BEST Literacy 2.0 (for students who score 850 or higher on the BEST Plus 3.0 as a pre-test)

English for Speakers of Other Language Students:

CASAS

- Reading STEPS: Beginning Literacy (Level A) to Advanced ESOL (Level E)
- Listening STEPS: Beginning Literacy (Level A) to Advanced ESOL (Level E)

Educational Functioning Levels

The NRS defines six educational functioning levels, each for ABE and ESOL. During the intake process, programs will use standardized tests to place students in one of these levels, representing their lower score in math or reading. Students will be scheduled, based on their attendance, for subsequent post-testing during their participation in a program to determine whether they have acquired enough literacy or English skills to advance to the next NRS level. The percentage of students who complete one level and move on to the next level is an important NRS measure. The NRS levels and associated assessments are summarized below.

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ABE Grade Equivalent– TABE 13/14*

TABE 13/14 (READING)						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
TABE E	310-441	442-500	501-535	n/a	n/a	n/a
TABE M	n/a	442-500	501-535	536-575	n/a	n/a
TABE D	n/a	n/a	501-535	536-575	576-616	n/a
TABE A	n/a	n/a	n/a	536-575	576-616	617-800

TABE 13/14 (MATH)						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
TABE E	310-448	449-495	496-536	n/a	n/a	n/a
TABE M	n/a	449-495	496-536	537-595	n/a	n/a
TABE D	n/a	n/a	496-536	537-595	596-656	n/a
TABE A	n/a	n/a	n/a	537-595	596-656	657-800

ABE Grade Equivalent – CASAS GOALS*

CASAS Scale Score Ranges		
	READING2	MATH2
ABE Level 1	203 and below	192 and below
ABE Level 2	204 - 216	192 – 203
ABE Level 3	217 - 227	204 – 213
ABE Level 4	228 - 238	214 – 224
ABE Level 5	239 – 248	225 - 235
ABE Level 6	249 and above	236 and above

ESOL Score Ranges - BEST Plus 3.0*

NRS LEVELS	BEST PLUS 3.0 Computer Based Scale Score Range
NRS Level 1	600 to 677
NRS Level 2	678 to 702
NRS Level 3	703 to 726
NRS Level 4	727 to 752
NRS Level 5	753 to 785
NRS Level 6	786 to 849
Above NRS Level 6	850 and higher

NRS LEVELS	BEST PLUS 3.0 PRINT Based Scale Score Range
NRS Level 1	600 to 677
NRS Level 2	678 to 702
NRS Level 3	703 to 726
NRS Level 4	727 to 752
Above NRS Level 4	753 and Higher

ESOL Score Ranges – BEST Literacy*

NRS LEVELS	BEST LITERACY 2.0 Computer Based Scale Score Range		
	READING	WRITING	COMPOSITE
Level 1: Beginning ESOL Literacy	100 to 177	100 to 187	100 to 182
Level 2: Low Beginning ESOL	178 to 203	188 to 214	183 to 209
Level 3: High Beginning ESOL	204 to 233	215 to 254	210 to 244
Level 4: Low Intermediate ESOL	234 to 261	255 to 300	245 to 300
Level 5: High Intermediate ESOL	262 to 300		

ESOL Score Ranges – TABE CLAS-E*

TABE CLAS-E C/D READING						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
CLAS-E Level 1	200-354	355-388	389-427	n/a	n/a	n/a
CLAS-E Level 2	200-354	355-388	389-427	428-448	n/a	n/a
CLAS-E Level 3	n/a	355-388	389-427	428-448	449-487	n/a
CLAS-E Level 4	n/a	n/a	n/a	428-448	449-487	488-580
TABE CLAS-E C/D LISTENING						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
CLAS-E Level 1	200-348	349-389	390-427	n/a	n/a	n/a
CLAS-E Level 2	200-348	349-389	390-427	428-457	n/a	n/a
CLAS-E Level 3	n/a	349-389	390-427	428-457	458-488	n/a
CLAS-E Level 4	n/a	n/a	n/a	428-457	458-488	489-620
TABE CLAS-E C/D WRITING						
CLAS-E Level 1	210-384	385-414	415-437	n/a	n/a	n/a
CLAS-E Level 2	210-384	385-414	415-437	438-461	n/a	n/a
CLAS-E Level 3	n/a	385-414	415-437	438-461	462-500	n/a
CLAS-E Level 4	n/a	n/a	n/a	438-461	462-500	501-670
TABE CLAS-E C/D SPEAKING						
CLAS-E Level 1	170-388	339-402	403-436	n/a	n/a	n/a
CLAS-E Level 2	170-388	339-402	403-436	437-475	n/a	n/a
CLAS-E Level 3	n/a	339-402	403-436	437-475	476-542	n/a
CLAS-E Level 4	n/a	n/a	n/a	437-475	476-542	543-670

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Exit Score from Level 6	
Reading	527
Listening	533
Writing	536
Speaking	568

ESOL Score Ranges – CASAS STEPS*

CASAS Scale Score Ranges		
	Listening STEPS	Reading STEPS
Beginning ESOL Literacy Level 1	181 and below	183 and below
Low Beginning ESOL Level 2	182 – 186	184 – 189
	187 - 191	190 - 196
High Beginning ESOL Level 3	192 - 201	197 - 206
Low Intermediate ESOL Level 4	202 – 206	207 – 211
	207 - 211	212 - 216
High Intermediate ESOL Level 5	212 – 216	217 – 222
	217 - 221	223 - 227
Advanced ESOL Level 6	222 – 224	228 – 230
	225 – 227	231 – 234
	228 – 231	235 - 348
Exit Advanced ESOL Level 6	232 and above	239 and above

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Pre- and Post-testing:

To monitor progress, students must be tested at regular intervals during the course of their participation in a program as determined by state and federal policy, with advisement from the publishers for each respective assessment:

- The pre-test must be administered before the student completes 12 hours of participation. Every student must be pre-tested when they start a program.
- The skill level ascertained by the pre-test provides the basis for measuring skill gain. Student progress and measurable skill gain are determined by comparing post-test scores to pre-test scores.
- Subsequent tests given during the fiscal year are referred to as post-tests. While students may be administered multiple post-tests, they may take only one pre-test of any given type. For example, an ABE student is allowed to have only one TABE Reading pre-test score and one TABE Math pre-test score; however, he or she may have several TABE Reading post-test scores, each representing the result from a test administered per AEPP post-testing policy.
- Programs must administer tests with the prescribed time allocations per publisher recommendations.

Flexibility in Providing Assessments:

For Program Year (PY) 2026–2027 (July 1, 2026 – June 30, 2027), New York State will pilot a flexible model in the administration of standardized assessments within Adult Education programs. Approved assessments include CASAS, TABE 13/14, TABE CLAS-E, BEST Plus 3.0 and Best Literacy 2.0.

This pilot is designed to support instructional responsiveness while maintaining full compliance with state and federal accountability requirements, including National Reporting System (NRS) guidelines. Under no circumstances may flexibility compromise the validity, reliability, standardization, or comparability of assessment data.

Programs electing to participate in this pilot must adhere to the following requirements:

- **Assessment Consistency:**
Students must be pre-tested and post-tested using the same standardized assessment instrument. Students must remain on the same assessment for the duration of the program year.
- **Assessment Administration Protocols:**
Students within the same class may be assessed using different approved instruments based on instructional need; however, assessments must be administered in a manner that preserves standardization and test security. Students taking different assessment types may not be tested simultaneously within the same testing environment.
- **Staff Certification Requirements:**
All test administrators must maintain current certification through the Regional Adult Education Network (RAEN) for each specific assessment administered. Programs are responsible for ensuring documentation of certification is current and available for review.
- **Data Accuracy and Reporting:**
Data entry personnel and data managers must demonstrate competency in accurate entry, verification, and reporting of assessment data across all approved instruments. All data must meet established standards for data integrity and be subject to routine validation and monitoring.
- **Monitoring and Compliance:**
Participation in this pilot is subject to ongoing review by AEPP and Accountability staff. Programs must maintain documentation demonstrating adherence to all assessment policies and procedures.

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Failure to comply with the requirements of this pilot, including inconsistent assessment practices, improper test administration, or inaccurate data entry, may result in technical assistance, formal monitoring, or placement under corrective action. Continued non-compliance may result in removal from the pilot.

Assessment Data in New York’s Management Information System:

All student data, including assessment data, must be entered into the data system on a minimum of a monthly basis. Verification of data entry is accomplished through software data checking reports aimed exclusively at pre- and post-test scores. These data checking reports identify the assessment type and form, raw score, NRS level, and attendance accrual (between pre- and post-tests). These data check reports are reviewed by AEPP staff and accountability staff on a monthly basis to identify any gaps, omissions of data, or inappropriate trends.

All assessment data entered into New York’s Management Information System must adhere to strict standards of accuracy, completeness, and timeliness. Local programs are responsible for ensuring that data entry reflects source documentation exactly, including correct assessment type, test form, scores, and associated attendance hours. Procedures must be in place for routine internal review and validation of data prior to submission, including cross-checking against original records and resolving discrepancies promptly. Staff involved in data entry must be appropriately trained and follow standardized protocols to minimize entry errors and ensure consistency across reporting periods. Any identified inaccuracies must be corrected as soon as possible to maintain the integrity and reliability of reported data for accountability and program improvement purposes.

Depending on the severity and situation behind the data errors detected, local programs will be given a deadline to make data corrections and are provided technical assistance from AEPP’s professional development network centers (RAEN) and the contracted Accountability Office. Within a month's time, program assessment data check reports are reviewed again for evidence of necessary corrections. Habitual data assessment errors will lead to a program being placed under corrective action which will immediately trigger a site visit team which includes AEPP staff, the RAEN, and Accountability staff. A plan for action is developed and shared with the local program along with a reasonable deadline for completion.

Distance Education:

NYSED supports three asynchronous Distance Education programs with EPE state funds. All students must be assessed for their technology needs.

1. Giving Ready Adults a Study Program (GRASP)
 - a. Geared for ABE students at NRS Levels 4, 5, and 6
2. Skills to Make Adults Ready to Succeed (SMART)
 - a. ABE geared for students at NRS Levels 2, 3, and 4
3. ESOL
 - a. Asynchronous Distanced Education program permitted for ESOL students assessed at NRS Levels 3, 4, 5, and 6

Students enrolled in distance education programs must be assessed using the same instruments and follow the same procedures as all other students. Distance education students can be physically present when taking standardized assessments at the program site, or if approved, the program may test students remotely using the protocols provided by the vendor and AEPP.

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Calculating Measurable Skill Gain:

To determine Measurable Skill Gain (MSG), a student's earliest and lowest pre-test score will be compared to his/her highest post-test score of the same type. For example, if a student has both a TABE Reading and a TABE Math pre-test score, and the Math score is lower, his or her gain will be determined by comparing the TABE Math pre-test to the highest TABE Math post-test.

For the CASAS Assessment:

ABE:

- Programs must assess ABE students in both Reading and Math Assessments.
- Reading and Math are separate scores in ASISTS.
- Students will show gain in the lowest assessment.

ESOL:

- Programs have the option to assess students in Reading or Listening Assessments.
- Reading and Listening are separate scores in ASISTS.
- Students can show gain on either assessment.
- If students are given multiple assessments and show gain on both, students will make gain on the lowest assessment.
- If student gain is the same for both assessments, the Reading score will be taken.
- The recommendation for when a student maxes out in Reading, programs should continue to provide Listening STEPS assessments.
 - Note: Students may not be ESOL and ABE students in the same program year.

The following are additional considerations that may affect measurable skill gain calculations:

- A pre-test score that was obtained more than six months prior to the beginning of a fiscal year is considered "stale"; i.e., it is not a valid indicator of the student's initial skill level for that fiscal year.
- For students who have multiple pre and post-tests, their earliest and lowest valid pre-test score will be compared to their highest post-test score (date of the post-test must be within the confines of the fiscal year (July 1st through June 30th) and fall within the student's Period of Participation or (POP).
- A pre-test score used as the basis for measurable skill gain in one fiscal year (or in one POP) cannot be used again as a pre-test in any subsequent fiscal year.
- When using Best Plus 3.0 as an assessment instrument, students whose pre-test places them in ESOL High Advanced (NRS level 6) must obtain the maximum score (or higher) on the BEST Plus 3.0 in order to complete that level.

Measurable Skill Gain will be calculated for each Period of Participation per participant. The post-test from the previous Period of Participation will be brought into the new Period of Participation as a pre-test. The participant will then be required to be post-tested in each Period of Participation.

Hours that Count Toward Post-testing:

The National Reporting System definition for instructional activity will apply to hours eligible for post-testing. Hours accrued during IELCE and CTE training classes will also apply. Programs should ensure students have enough contextualized literacy instruction to support their measurable skill gain prior to assessment.

"Instructional activity includes any program-sponsored activity designed to promote learning in the program

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curriculum, such as classroom instruction, assessment, tutoring, or participation in a learning lab. Time spent on assessment can be counted only if the assessment is designated to inform placement decisions, assess progress, or inform instruction. Time used simply to administer tests, such as GED tests, cannot be counted as instructional activity.”

Developing an Effective Testing Schedule:

Devising an effective testing schedule is critical to program success. Being able to post-test a high percentage of students is important for two reasons. First, post-test scores determine measurable skill gain, which is an important NRS performance measure.

Second, the percentage of students post-tested is also used to measure student retention. AEPP sets a performance measure benchmark of 70% for overall students enrolled, and 90% of students who met the required instructional hours must be post-tested. A low percentage indicates that a program is unable to retain its students long enough for the student to be post-tested or the program is negligent in providing timely post-tests. The intensity of a program must be considered when determining a post-testing schedule.

In each locally funded program, of the students who are eligible for a post-test, 90% of those students must be post-tested. The 90% benchmark as a performance measure will be scored into the NYSED Report Card scoring rubric in FY2026/2027. The goal of the performance benchmark is to ensure that students remaining in programming for the publisher’s suggested amount of contact hours between a pretest and posttest will be post-tested and given the opportunity to demonstrate Measurable Skill Gain. The management information system has been programmed to display on a data checking report the students who are eligible for a post-test but have not yet been provided a post-test. This report will support the local program in identifying this cohort of students so they may be post-tested before they exit the program or before the end of the fiscal year.

When developing a testing schedule, programs should consider the following questions:

- *How long do students stay enrolled in our program?* If a program waits too long to post-test its students, it may measure a lower student retention percentage as some students may leave before they have a chance to be post-tested. However, programs should be careful not to test students too close to the beginning of the term nor should they test students too frequently—excessive testing can be discouraging to the student and costly for the program.
- *What is the intensity of our classes?* A class that is more intense—i.e., a class that offers more frequent and extensive sessions in a given time period—may be more effective in helping its students achieve measurable skill gain than one that meets less frequently for shorter sessions. Therefore, programs should schedule post-tests accordingly.

The table below lists **minimum** requirements for post-testing schedules, AEPP **does not** permit premature post-testing. AEPP has implemented an additional opportunity for post testing; if a program has classes that are 10 or more hours per week, the program may post-test students at a minimum of 40 instructional hours if they determine that while the class may meet for 10 or more hours, the student attend up to 9 of the total hours.

Intensity of Program	Post Test Schedule
Six to Nine hours per week	Post test after 40 – 60 instructional hours
Ten or more hours per week	Post test after 60 – 80 instructional hours
Volunteer Tutorial Program	Post test after 30 instructional hours for students receiving services from a volunteer tutor

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Accommodations for Students with Disabilities or Other Special Needs:

The TABE, as used in NYSED funded adult education programs for ABE students, is a diagnostic tool designed to identify skill gaps in adult students such that the program can follow an educational plan aimed at increasing the student's skill levels. To be eligible for test accommodations on the TABE, BEST Plus, TABE CLAS-E, CASAS or BEST Literacy, students must have a formal diagnosis from a qualified professional.

For the TABE Forms 13 & 14, NYSED permits Category 1 (as determined by the publisher DRC) accommodations as described below.

Category 1 Accommodations

Presentation

May use visual magnifying equipment

May use a Large Print edition of the test

May use audio amplification equipment

May use markers to maintain place (due to the significant cost of the TABE test booklets, using small sticky notes is recommended as an alternative to markers)

Response

May mark responses in test book (due to the significant cost of the TABE test booklets, using small sticky notes is recommended as an alternative to marking responses in the test booklet)

May mark responses on Large Print answer document

For selected-response items, may indicate responses to a scribe

May record responses on audiotape (except for constructed-response writing tests)

For selected-response items, may use sign language to indicate responses providing the program can supply a sign language interpreter

May use a computer, typewriter, Braille writer, or other machine (e.g., communication board) to respond

May use a template to maintain place for responding

May indicate responses with other communication devices (e.g., speech synthesizer)

Setting

May take the test alone or in a study carrel

May take the test with a small group or different class

May take the test at home or in a care facility (e.g., hospital) with program staff (only when possible for the program to provide)

May use adaptive furniture

May use special lighting and/or acoustics

Timing/Scheduling

Take more breaks (Note: breaks should not result in an opportunity to study information in a test already begun)

Have flexible scheduling (e.g., time of day, days between sessions), which should not result in extra time for testing or opportunity to study information in a test that has already begun

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BEST Plus 3.0 and BEST Literacy 2.0 accommodations:

Program and test administrators may provide and allow accommodation in test administration procedures or in the testing environment for individuals with disabilities, provided that the accommodation does not compromise the purpose of the BEST Plus or BEST Literacy tests. Testing environment accommodations for either test might include frequent breaks or individual administration of BEST Literacy.

In the case of BEST Literacy, the purpose of the test is to obtain a measure of reading and writing in English. Permissible accommodations related to BEST Literacy test administration include the use of eyeglasses or magnifying glasses, earplugs, color overlays, or rulers.

The purpose of BEST Plus is to obtain a measure of listening and speaking in English. Permissible accommodations related to BEST Plus include the use of hearing aids. BEST Plus is not designed to assess the communicative language skills of hearing-impaired or speech-impaired students, nor should it be used with visually impaired students, as some of the questions depend on some photographic stimuli. It is not an appropriate accommodation for a test administrator to read BEST Literacy test questions to an examinee with sight impairment, as BEST Literacy is a test of reading. Similarly, it is not an appropriate accommodation for a BEST Plus test administrator to allow an examinee to read the on-screen prompts, as BEST Plus is a listening, not a reading, test.

CASAS Testing Accommodations:

For learners who have documented disabilities, appropriately trained local assessment staff may provide accommodations in test administration procedures based on student documentation. Some common examples of testing accommodations for CASAS assessments:

- Read aloud, sign, or translate test directions word-for-word
- Read aloud or sign test display, question and answer choice (generally for tests other than reading tests)
- Use a scribe
- Use an adaptive input device to respond to the test
- Use a magnifier for paper-based tests
- Use large-print paper tests and answer sheets
- Use a reading tracker/highlighter tool
- Use of screen reader assistive technology and tactile graphics test booklets
- Use a talking calculator for math tests
- Allow breaks while testing
- Extend test-taking time
- Allow flexible test scheduling
- Provide a distraction-free testing space

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Accessibility Features in CASAS eTests Online

The following features are available to all test takers using CASAS eTests Online:

- Preset text sizes (default, large, very large) of question stems and answer sets, toolbar, navigation features and directions
- Preset background and text color combinations
- Text and image magnification tool
- Customizable volume setting for listening tests
- Touch screen compatibility
- Keyboard-only accessible (tab, enter, etc.)
- Content masking (toolbar, including timer)

Assessment Guidelines and Training Requirements:

For assessments to serve as an effective indicator of a student’s educational progress, they must be implemented with care and competence. This guide does not provide step-by-step instructions for administering the TABE 13/14, BEST Plus 3.0, CASAS or BEST Literacy 2.0. That information can be found in each test’s administration manual and at required training sessions scheduled by AEPP and the Regional Adult Education Network (RAEN) in seven geographic regions across the state. The following is a schedule of training necessary for staff charged with administering each of the required assessments:

- TABE – test administrators must complete training and be certified through the RAEN once every **three** years. The training is 6 hours in length
- BEST Plus 3.0 – test administrators must complete initial training that is 10 hours in length and be certified through RAEN and CAL (Center for Applied Linguistics – publisher of the BEST Plus 3.0 and BEST Literacy 2.0).
 - Test administrators must be re-certified through a BEST Plus 3.0 Refresher training (also provided through the RAEN) every **three** years and is 6 hours in length.
- CASAS – test administrators may certify through CASAS online training through June 30, 2026. Participants who complete online training will receive 2 hours of professional development.
 - Beginning July 1, 2026, CASAS test administrator training must be through the RAEN.
 - Participants that complete the training will be provided with 6 hours of professional development.
 - Refresher is required every 3 years.
- Assessments provided by test administrators that have not received sufficient training will not be considered valid or reliable and will not be used for measuring skill gain nor will the post-tests be included in the post-testing performance measures.

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Training Requirements Continued:

Annually, all staff from every local program must attend 14 hours of professional development offered through the RAEN centers or other means as approved by AEPP. This training must include, but may not be limited to, the assessment certification training described above, National Reporting System training (NRS Foundations, NRS Reports, NRS Advanced Data Management, and NRS Data Informing Practices for teachers), and ASISTS (management information system). The RAEN is also contracted to record attendance at each professional development activity they host, and all the certification and attendance data is stored in NY's management information system. Local programs, the RAEN, the accountability staff, and AEPP have full access to these data via the data system and can generate appropriate reports that identify each program's staff and the number of professional development hours they have accrued annually.

Additional Requirements:

For TABE Reading and Math and TABE CLAS-E, programs must administer a TABE locator prior to administering any TABE Levels E, M, D, or A. The resulting score on the locator, along with other information the program achieves on the student, should be used to determine the initial level test used to assess students. However, as the publisher indicates, these locator scores should be only one of the criteria used to determine the correct level of the TABE test. The students' previous school experience, information collected during the intake process, and any other mitigating factors may be used to further determine the correct level test to administer.

- ✓ At a minimum, all programs must have available the TABE 13/14 forms E, M, D, and A levels of the test. Each level corresponds to a different skill range.
- ✓ Programs are expected to provide reliable data for use in program evaluation. AEPP will publish specific guidelines regarding the range of scores on each of the TABE subtests that are acceptable. Scores outside of the acceptable score range are considered unreliable by the publisher. Students who test outside of the acceptable range on the TABE subtests must be retested on a higher or lower level as appropriate as soon as possible and within a reasonable time frame.
- ✓ Programs are permitted to compare pre-tests and post-test scores using different levels of the TABE as long as the levels represent contiguous skill ranges. For example, a student may be pre-tested on TABE E and post-tested on TABE M.
- ✓ Programs must use different forms of assessment when pre- and post-testing their students. Therefore, if a TABE 13 is administered as a pre-test, then a TABE 14 must be administered as a post-test per the publisher's recommendation and New York State policy.
- ✓ Programs may choose to use other assessments as part of their comprehensive testing strategy; however, to report results according to NRS guidelines, they are required to administer state-approved tests.
- ✓ Standardized instruments must be administered in accordance with the procedures listed in the test administration manual, together with NYSED policy. These procedures are included in the required training.
- ✓ Programs that offer both reading and math instruction as part of their ABE curriculum must administer both the TABE Reading and the TABE Math. However, programs that are funded to provide only instruction in reading or only instruction in math may assess students only in the one area in which they are funded to provide instruction. These exceptions must be approved by NYSED prior to implementation.
- ✓ Students preparing to take subtests of the high school equivalency exam (GED) may be exempt from either the math or the reading TABE testing. The exemption will be as follows:
 - If a student has already achieved a passing score on the high school equivalency math subtest, the program may choose not to assess that student with TABE Math at intake.
 - If a student has already achieved a passing score on the reading/writing, social studies, and science high school equivalency subtests, the program may choose not to assess that student with the TABE Reading at intake.

For BEST Plus, BEST Literacy and CASAS, please follow additional requirements provided in their respective approved training, including locator, testing supplies, and test administration.