



Attachment C: Assessment Policy

Policy Purpose and Rationale

The CSD Deaf ABE program uses National Reporting System (NRS) approved adult appropriate standardized assessments (CASAS or TABE) to:

- Pre-test and assign students in an NRS Educational Functioning Level (EFL) within the first 12 hours of instruction
- Administer subsequent CASAS/TABE tests to measure NRS level completion/gain. Assessments are administered in a standardized and consistent way by the CSD Deaf ABE trained teachers according to the test publisher's guidelines

Program staff administering assessments are trained in the test administration and scoring of the CASAS/TABE assessments

Required Benchmarks for ABE Consortia

- NRS level completion/gain – meet or exceed state NRS target percentages for Minnesota ABE
- Test students every 40 to 60 hours (testing schedule can be based on local program intensity and average hours of instruction)
- Maintain a 60% or greater post-testing rate for all participants within the program year

Consortium Benchmarks

CSD Deaf ABE will post-test as many learners as possible while following the 40-hour post-testing policy. Our goal is to continue to meet or exceed the state goal of 60% in the coming years. In 2014/2015, our composite post-testing rate was 64.8%.

Assessments for Deaf and Hard-of-Hearing

Observations and assessments are a continuous process for the Deaf/Hard of Hearing (D/HH) student and each student's language and cognitive development will vary. With this understanding, the teachers and Coordinator of the CSD Deaf ABE program will need to determine the frequency and times of observation for each student individually in an effort to identify particular areas of need and direct instruction strategies. A combination of formal and informal assessment techniques include: Curriculum Based Measures (CBM's), student portfolios, miscue analysis to determine errors in reading, performance and teacher generated assessments for math, and the 6 Trait Analytical Scale for Writing. These will be used to determine student progress and the meeting of the NRS goals.

Assessment Procedure

- Initial Assessment/Pre-testing: CSD Deaf ABE will obtain one or more valid pre-test scores using the CASAS/TABE assessments to determine NRS educational functioning levels within the first 12 hours of intake. Testing is focused on area(s) in which instruction will be provided, reading or math. Type of



test (either CASAS or TABE) is determined by the Adult Education Coordinator based on student communication skills, past education, current goals.

- Special Testing Accommodations: CSD Deaf ABE Program follows the guidelines provided by the test publisher when using assessments with students who have disabilities.
- Test Scores Outside the Validity/Accuracy Range: If a learner's score falls outside the validity range, intake staff identify the score and the learner is retested on a more appropriate level test.
- Learners Re-entering or Transferring: Learners who re-enter the program during a new program year or transfer from another ABE consortium will be given a pre-test. The learner will be post-tested if he/she has completed 40 or more hours, and fewer than 6-months have passed since exiting the program.

Post-testing

- Site Post-testing Frequency Options: The Adult Education Coordinator is responsible for tracking the number of hours of instruction a student accumulates after testing. The Coordinator then notifies teachers on a monthly basis which students are due for testing.
- Learners Exempt from Post-testing: Students who are initially placed at High Adult Secondary Education level and who have a goal of passing the GED or obtaining a high school diploma will not need to be post-tested.
- Learners Leaving the ABE Program: Learners who notify the program of their departure and have at least 40 hours of instruction will be post-tested before they exit the program. Learners with fewer than 40 hours are highly encouraged to obtain the minimum number of hours needed to post-test.

Staff Training

- New Teacher/Staff Orientation to Assessment Tools: New teachers are required to attend either the Summer Institute or Support Services conference sessions on CASAS and/or TABE administration and/or attend onsite training, when offered.
- Train/Re-train Teachers/Staff in the Use of Assessment Tools: Re-training on CASAS and TABE administration is offered every other year at CSD of Minnesota. This training is organized and coordinated with the help of Martha Olson.

Using MIS Assessment and Testing Data to Monitor Performance

Data suggests that CASAS progress testing shows a mean gain of about five percent for every hundred hours of instruction. The National Evaluation of Adult Program Study (1994) found a mean learning gain of 4.7 points after 60-80 hours of instruction and 9.4 points after 120-160 hours of instruction. However there is not sufficient evidence to determine if these rates of learning gain are the same for D/HH students.



Consortium Program Assessments

For the purposes of this policy, ABE staff may use:

- CASAS Life Skills and Life & Work Series
- TABE Reading, Language, Mathematics Computation, and Applied Mathematics

Responsible for Implementing Assessment Policy

Testing staff includes:

- Adult Education Coordinator
 - Responsible for pre-testing students during registration
 - Monitors hours between testing and informs teachers when their students are due for testing
 - Administers post-tests as needed
- CSD Deaf ABE Teachers
 - Administers post-tests as needed
- CSD of Minnesota Office Assistant
 - Responsible for pre-testing students during registration
 - Administers post-tests as needed

Policy Contact Information

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