



Arizona Department of Education

Adult Education Services

**Arizona Adult Education
Assessment Policy
PY 2021-2022
State Context for Assessment**

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***Indicates revision due to COVID-19; blue text throughout the document is indicative of COVID-19-related verbiage.**

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**Arizona Adult Education
Assessment Policy PY 2021-2022
State Context for Assessment**

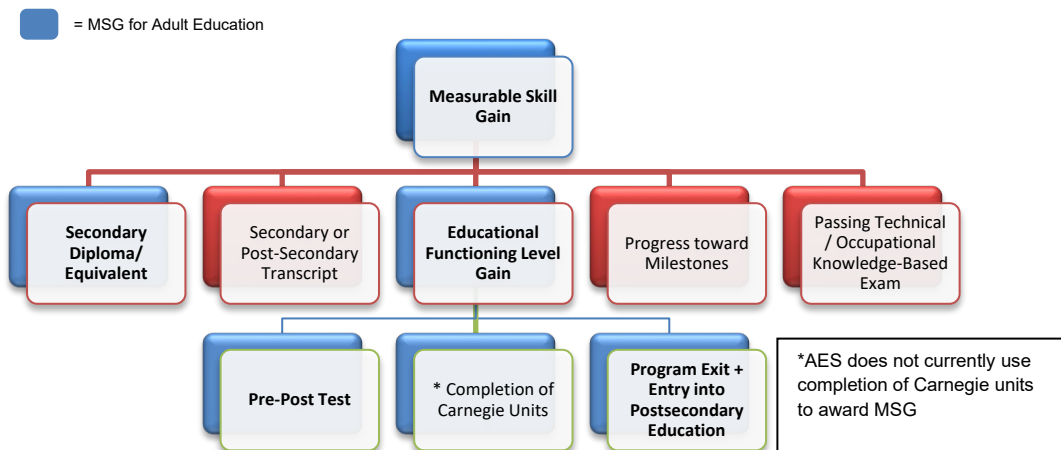
Overview

This document provides a detailed explanation of State and local program requirements for student assessment, which are aligned to National Reporting System (NRS) guidelines, Arizona state policy, and rules set forth by publishers of approved assessments. Also included are mandatory procedures for programmatic reporting of Measurable Skill Gains (MSGs), in compliance with NRS requirements.

Programs are obligated to adhere to the assessment policy requirements in order to provide fair and equitable access to services for learners; identify need for program improvement; and make consistent, data-driven decisions for learner placement and advancement. Further, assessment, including teacher-designed formative assessment, should be inherent to the instructional process where results guide instruction and student learning.

NRS Requirements, State Policy and Accountability

Local providers must use State- and OCTAE-approved assessments to determine MSGs of all learners, including those participating in Distance/Virtual Education platforms. Of the five types of MSGs identified in WIOA, only two apply to adult education: (1) Educational Functioning Level Gain, and (2) Attainment of Secondary Diploma/Equivalent (see diagram below).



Assessments are approved and vetted by the United States Department of Education, Office of Career, Technical and Adult Education, Division of Adult Education and Literacy (ED/OCTAE/DAEL) for use in the NRS and were selected by Arizona Department of Education/Adult Education Services (ADE/AES) through a competitive procurement process.

In an effort to facilitate alignment of ADE/AES operations with assessment objectives, all adult education programs funded by the state of Arizona are required to use the Test of Adult Basic Education 11&12 Online version (TABE 11&12 Online) for ABE participants and the Test of Adult Basic Education Complete Language Assessment System – English Online version (TABE CLAS-E Online) for English Language Acquisition for Adults (ELAA) participants. Programs must administer initial tests

to all learners (100%), including Distance/Virtual Learning (DL) students, within the first 12 hours of attendance and follow up with progress tests during the period allowed as described in this document to at least 75% of learners.

Remote proctoring of the initial assessment should be done if face-to-face testing is not possible or appropriate due to COVID-19 physical distancing measures taken. If neither in-person nor remote proctoring is possible, a *provisional EFL* must be assigned to the student in the Arizona Adult Education Data Management System (AAEDMS) using an approved provisional assessment. See current guidance from ADE/AES on provisional EFLs and approved provisional assessments. See page 5 for remote proctoring process/requirements and page 8 for COVID-19 policy on progress testing.

Distance/Virtual Education, or DL, is a formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period. DL materials are delivered through a variety of media, including but not limited to, online or software-based curricula, videos, audio recordings, print materials, broadcasts, or other online technology. For federal reporting purposes, a student is classified as a DL student if over 50% of attendance hours credited to the student are considered distance hours as opposed to face-to-face hours (see [Appendix A](#) for additional DL Guidelines).

Uniform implementation of the assessment procedures outlined in this policy is necessary for the successful comparison of local program outcomes and will be monitored by ADE/AES. Deviance from the requirements and procedures outlined herein will be deemed a compliance issue, and ADE/AES intervention will be applied.

It is essential that the administration of standardized assessments be maintained through a standardized delivery process to ensure the validity and reliability of the assessments across the state. Tests should only be administered to participants enrolled in WIOA programs; program personnel are prohibited from viewing any part of the test, except as needed to proctor the test, in order to maintain the validity and reliability of the assessment. Test administration must not deviate from the procedures described by the publisher, Data Recognition Corporation (DRC), ***nor should it fail to adhere to copyright regulations for published materials.***

Programs are required to have an Assessment Coordinator who will be in charge of coordinating and overseeing the standardized assessment process for ABE and ELAA participants; programs must provide ADE/AES with the name of the designated person for this role and inform ADE/AES of any personnel changes in this role.

Programs must administer all assessments to learners, including participants enrolled in Distance/Virtual Learning **in a proctored environment, either remote or in-person. Assessments must be administered by trained test administrators and must follow the process outlined in other sections of this document.** Assessments that are not conducted by ADE/AES-trained test administrators in a secure **environment, either in-person or remote**, are not allowed for NRS reporting. **An exception to this is establishing a provisional EFL using an approved provisional assessment.** All valid assessments administered to WIOA Title II participants must be entered in AAEDMS.

Further, programs must administer the computer-based TABE 11&12 Online to all ABE levels and the TABE CLAS-E Online to all ELAA levels. The exception to this is administering the TABE 11&12 Literacy level with Word List to ABE learners, which is available only in paper form, and must be administered per publisher guidelines. Each program is required to have the TABE 11&12 Word List and TABE 11&12 Literacy level materials available at each of its testing locations. **Remote proctoring of the TABE 11&12 L must follow publisher guidelines for disseminating materials.**

Assessment information, along with learner demographic and attendance information, must be entered into AAEDMS and approved by the Data Coordinator* by the **15th of each month** in order to reflect current learner activity.

**Data Coordinator: Staff member in charge of providing oversight of data collection and entry processes, who reviews for accuracy and approves data that has been entered as required by ADE/AES.*

*Remote Proctoring Requirements

Given the ongoing impact of COVID-19 and lack of certainty about returning to face-to-face services, all providers must follow their ADE/AES-approved Remote Proctoring Process.

The virtual proctoring of the TABE 11&12 Online and TABE CLAS-E Online must strictly adhere to the *TABE Remote Proctoring Guidance* published by DRC. The examiner and student instruction documents can be found at:

[http://tabetest.com/PDFs/TABE Remote Proctoring Guidance.pdf](http://tabetest.com/PDFs/TABE_Remote_Proctoring_Guidance.pdf). The instructions in the *TABE Remote Proctoring Guidance* are applicable for the remote proctoring of the TABE 11&12 Online and TABE CLAS-E Online.

All trained TABE 11&12 and TABE CLAS-E test proctors/administrators must be familiar with these documents prior to the virtual administration of the TABE 11&12 Online and TABE CLAS-E Online. Additionally, test administrators proctoring the TABE CLAS-E Online remotely are also required to follow the *TABE CLAS-E Online Administration Manual* and the *TABE CLAS-E Online Test Directions*.

Assessments administered without following the guidelines as described by the test publisher will be considered invalid and out-of-compliance; any test results considered by ADE/AES to be invalid will not be reported to the NRS.

All providers are required to have a process to assign provisional EFLs for students who are not able to be assessed through remote or in-person proctoring.

*Period of Participation

A Period of Participation (PoP) will be defined as a period of continuous enrollment. When a learner leaves a program for a minimum of 90 calendar days, he or she will be exited from the program. Should a learner re-enter a program after 90 calendar days of inactivity, a new PoP is initiated. As a result, the intake process is repeated, including administration of an assessment. The assessment sequence that was established in the previous PoP should continue to be followed, unless the date of the last test is more than one year previous. In this case, programs will be required to start the testing process with the administration of the Locator test.

If a learner attends more than one program, the assessment history for that learner will be available to all programs attended. It is recommended that programs communicate during this process. Programs are required to use the assessment history, available in AAEDMS, to determine appropriate progress-testing. The first program to administer an assessment in a fiscal year establishes the assessment sequence for the student. Any other program with which the student interacts must follow the same testing series. **Should it be deemed not feasible or impossible by both programs to administer an initial assessment either in-person or remotely due to COVID-19, the programs should coordinate efforts to determine a provisional EFL and enter that into AAEDMS. See current guidance from ADE/AES on provisional EFLs.**

Monitoring Local Programs

Programs will be monitored for compliance with Arizona Assessment Policy. As part of the compliance review,

- programs are required to complete and submit Program Data Quality Checklist to ADE/AES annually through ADE's Grants Management Enterprise (GME) system.
- ADE/AES staff examines program assessment data monthly as part of a regular desk monitoring schedule. Desk monitoring includes checks for completeness, accuracy, and adherence to a monthly schedule for data entry.
- on-site monitoring of local programs is done yearly based on risk assessments or as deemed necessary by ADE/AES.

General Adult Education Assessment Requirements

Trainings

Only those program personnel who are currently certified test administrators may proctor the assessment. To become a certified test administrator, staff must receive training from ADE/AES personnel or attend an ADE-sponsored training from DRC personnel, and read the appropriate test manual. Programs are required to have adequate testing staff trained to administer assessments. Assessment administrators must participate in refresher training every two years to maintain current test administrator certification.

ADE/AES will provide assessment trainings throughout the year as needed, will maintain a statewide list of authorized test administrators by adult education program, and will periodically monitor for program compliance. Local programs are required to inform ADE/AES of current assessment administrators and keep track of current assessment administrator certification.

The following trainings are offered by ADE/AES:

For Test Administrators and Instructors:

- ✓ TABE 11&12 Online Administrator Training
- ✓ TABE CLAS-E Online Administrator Training
- ✓ Using the TABE 11&12 to Drive Instruction
- ✓ Using the TABE CLAS-E for Instructional Planning

For Data Management Personnel:

- ✓ Arizona Adult Education Data Management System (AAEDMS) Training

Teachers and other local staff involved in gathering, analyzing, compiling and reporting data for the NRS receive training and technical assistance throughout the year. These training activities are made available virtually, centrally, regionally, and locally as needed.

At a minimum, training sessions will include NRS requirements, accountability requirements, the data collection process, definitions of measures, and standardized processes for conducting assessments.

***Assessment Overview**

All Learners: Locator Test

The Locator is given as part of the intake process and provides information about which test level should be administered for the Initial Assessment.

All Learners: Initial Assessment

The first assessment given to a learner is called the “initial assessment.”

- The initial assessment must be administered to the learner during the first 12 hours of attendance, such as during orientation, and prior to instruction in order to establish an accurate beginning Educational Functioning Level (EFL).
 - **If it is not feasible to administer an initial assessment in either an in-person or remote proctoring environment, the program should refer to current guidance on using a *provisional EFL*.**
- ABE assessments should be given in the subject areas in which it is expected that the learner will receive instruction (Reading and/or Mathematics; administration of the Language test is optional).
- ELAA assessments should be given in Reading and Listening (administration of the Writing and Speaking tests is optional).
- If a learner leaves a program but returns to the program after at least 90 calendar days of inactivity, he or she enters a new PoP. The assessment sequence that was established in the previous PoP should continue to be followed, unless the date of the last test is more than one year old. In this case, programs must start the testing process with the administration of the Locator test.
- Assessment results, combined with other evaluative information, should be used to differentiate instruction in order to meet individual learner needs.
- For NRS reporting purposes, the initial placement level is determined by the lowest scale score ([see Table 3 below](#)). Scale scores must be used to measure and report Educational Functioning Levels.

All Learners: Progress Assessment

A test given after the initial test, in the appropriate testing sequence, is called a “progress test.” Progress testing may be done during class time, though there should be no instruction being given in

the room while a test is being taken. Progress tests must be administered in the same content areas as were the initial assessments. A progress test must be given in the alternate test form but same test level as the initial assessment; for instance, if the initial assessment was TABE 11, Level M, the progress test must be TABE 12, Level M. The only exception to this rule is when an initial TABE 11&12 score falls near the top of the range for the test level administered (refer to [Table 4](#) below for more information). Measurable Skill Gain by pre-/post-assessment is determined by comparing the learner’s initial assessment with a valid post assessment.

Measurable Skill Gain (MSG) based on Pre/Post Assessment: MSG is achieved when the progress test scale score places the learner into a level above the initial placement in any content area. For learners whose initial score places them into ABE 6, successfully completing a High School Equivalency (HSE) Diploma pathway is the only way to report an MSG.

A learner may have multiple progress tests during a PoP; however, progress test timeframes must be adhered to according to the chart below.

***Progress Test Timeframes**

Progress test timeframes are set by ED/OCTAE/DAEL.
The target progress test rate for Arizona is 75%.

Exceptions to progress test timeframes should be limited and rare and must be in accordance with the “Progress Assessment Exception Form” (located at the end of this document) and kept with learner records. The use of the Progress Test Exception Form will result in additional monitoring review from ADE/AES.

Table 1

Assessment & NRS Level	Progress Test Timeframe
TABE 11&12 Online ABE Levels 1-4	<u>Minimum</u> of 40 hours of instruction after the initial assessment; an additional 40 hours of instruction is required between each subsequent assessment (Publisher recommends testing after 50-60 hours of instruction have been received.)
TABE 11&12 Online ABE Levels 5 & 6	<u>Minimum</u> of 30 hours of instruction after the initial assessment; an additional 30 hours of instruction is required between each subsequent assessment (Publisher recommends testing after 30-39 hours of instruction have been received.)
Assessment & NRS Level	Progress Test Timeframe
TABE CLAS-E All ELAA levels	<u>Minimum</u> of 50 hours of instruction after the initial assessment; an additional 50 hours of instruction between each subsequent assessment (Publisher recommends testing after 60-95 hours of instruction have been received.)

*It is **not** recommended to administer a progress test in the same subject area less than four weeks from the date of the previous test, even if the student has met the required instructional hours for progress-testing within that time frame.

IMPORTANT: Progress-test timeframes described in the table above are also applicable to students enrolled in DL. Refer to [Appendix A](#) of this document for guidance on recording actual and proxy contact hours.

All DL hours reported by either the Clock Time Model, Teacher Verification Model, and/or the Learner Mastery Model are considered as “proxy hours” and should be used as part of the student’s attendance record. For more information regarding the different Distance/Virtual Learning models and the list of approved online curricula in Arizona, refer to [Appendix A](#) of this assessment policy.

COVID-19: If it is not feasible to administer progress tests according to the timeframes noted above because of physical distancing and a student’s inability to sit for a remotely proctored assessment, “Unable to be tested due to COVID-19” should be indicated on the learner profile in AAEDMS. This practice will remain in place until further notice.

TABE 11&12 Online

TABE 11&12 is the approved assessment for all ABE learners in Arizona, including those enrolled in DL platforms, to assess MSGs.

The TABE 11&12 is a standardized assessment. Validity and reliability must be maintained through a standardized delivery process; test administration must not deviate from the procedures described by the publisher, DRC. The use of a calculator on specific sections of the TABE 11&12 is permitted per publisher guidelines.

The assessment process for ABE learners begins with the **TABE 11&12 Online Locator**.

If a student is unable to participate remote proctoring of the TABE 11&12, the online Locator or an approved provisional assessment may be used to determine a provisional EFL until further notice. A provisional EFL must be entered in AAEDMS following ADE/AES guidance.

After determining the appropriate TABE level/s, assessments should be given in the content areas in which the learner will receive instruction. The administration of the TABE 11&12 Language test is optional.

TABE Online Official Score Ranges

Use official score ranges for both initial and progress assessments for NRS reporting purposes.

Table 2

NRS Level	Reading	Math	Language*
ABE Level 1	300 - 441	300 - 448	300 - 457
ABE Level 2	442 - 500	449 - 495	458 - 510
ABE Level 3	501 - 535	496 - 536	511 - 546
ABE Level 4	536 - 575	537 - 595	547 - 583
ABE Level 5	576 - 616	596 - 656	584 - 630
ABE Level 6	617 - 800	657 - 800	631 - 800

*TABE 11&12 Online Language test is optional

Recommended Initial Score Ranges: TABE 11&12 Online

Recommended initial score ranges are identified in [Table 3](#). A learner with scores outside the recommended score range should be retested using the appropriate test level.

If a (+) sign appears next to the scale score on the TABE report, the score will be set to the highest possible scale score, which is one above the targeted level. In this case, it is recommended that the program administer a higher level TABE test in order to better assess the student's ability level.

Table 3

TABE 11&12 Online Recommended Initial Score Ranges						
Test Level	Reading		Mathematics		Language*	
	Form 11	Form 12	Form 11	Form 12	Form 11	Form 12
L	300 - 498	300 - 498	300 - 488	300 - 489	300 - 503	300 - 507
E	310 - 533	310 - 532	310 - 525	310 - 530	310 - 544	310 - 542
M	442 - 572	442 - 572	454 - 584	454 - 587	459 - 575	459 - 572
D	501 - 615	503 - 615	497 - 654	496 - 641	512 - 620	514 - 619
A	539 - 800	539 - 800	540 - 800	537 - 800	551 - 800	548 - 800

*TABE 11&12 Online Language test is optional

A valid progress test is the alternate form (11 or 12) of the same level test (L, E, M, D, or A) as the last assessment administered, except when an initial TABE 11&12 score falls near the top of the range for that test level. When this occurs, the student must progress-test using the alternate form but next *higher* TABE 11&12 level. Per publisher guidelines, TABE 11 and TABE 12 are appropriate alternate forms. A learner may have multiple progress tests. MSGs are determined by comparing the initial assessment scores with those of a valid progress test in the appropriate form and level. Refer to Table 4 to determine when to progress test using the next higher TABE 11&12.

Table 4

TABE 11&12 Reading			TABE 11&12 Mathematics			TABE 11&12 Language		
Initial Test Level	Initial score is between	Progress test using level	Initial Test Level	Initial score is between	Progress test using level	Initial Test Level	Initial score is between	Progress test using level
L	442 - 498	E	L	449 - 495	E	L	458 - 507	E
E	501 - 533	M	E	496 - 536	M	E	511 - 544	M
M	536 - 572	D	M	537 - 587	D	M	547 - 575	D
D	576 - 615	A	D	596 - 654	A	D	584 - 620	A

*For more information, refer to the *TABE 11&12 Scoring Levels: Best Practice Guidance*, published by DRC (https://tabetest.com/PDFs/TABE_11_12_Scoring_Best_Practice_Guidelines.pdf).

***TABE CLAS-E**

The TABE CLAS-E is the approved NRS assessment for MSG for ELAA learners at all levels. This includes those enrolled in DL platforms. TABE CLAS-E Online is the only allowable method for assessing ELAA learners in Reading and Listening.

ELAA students are only required to be tested in Reading and Listening. Writing and Speaking may still be administered, but scores do not need to be reported in AAEDMS.

The TABE CLAS-E is a standardized assessment. Validity and reliability must be maintained through a standardized delivery process; test administration must not deviate from the procedures described by the publisher, DRC.

The assessment process for ELAA learners must begin with the TABE CLAS-E Locator.

IMPORTANT: If an initial or progress test places a learner into ESL 6 in both Reading and Listening, programs must transition the student to ABE and begin testing with the TABE 11&12 Locator (unless the participant will no longer receive services). The assessment record should begin with the TABE initial placement so that MSG will be measured against the correct assessment.

Initial Assessment: There will be no interview component of the CLAS-E Locator. If programs are unable to administer the TABE CLAS-E Online remotely, the online Locator or an approved provisional assessment should be used to determine a provisional EFL until further notice. A provisional EFL must be entered in AAEDMS following ADE/AES guidance.

TABE CLAS-E: Official Score Ranges

Official score ranges shall be used for both initial and progress assessments for NRS reporting purposes. Individual subtest scores for Reading and Listening must be used in AAEDMS.

Table 5

NRS Level	Reading	Listening	Writing*	Speaking*
ESL Level 1	250 – 392	230 – 389	200 – 396	231 – 425
ESL Level 2	393 – 436	390 – 437	397 – 445	426 – 460
ESL Level 3	437 – 476	438 – 468	446 – 488	461 – 501
ESL Level 4	477 – 508	469 – 514	489 – 520	502 – 536
ESL Level 5	509 – 557	515 – 549	521 – 555	537 – 567
ESL Level 6	558 – 588	550 – 607	556 – 612	568 – 594

*Optional tests

Recommended Initial Score Ranges

Recommended initial score ranges for CLAS-E level tests are identified in Table 6 below. A learner with scores outside the recommended scoring range should be retested using the appropriate test level.

Table 6

TABE CLAS-E Recommended Initial Score Ranges		
Test Level	Listening and/or Speaking	Reading and/or Writing
1	230 – 485	225 – 482
2	380 – 525	360 – 514
3	408 – 558	395 – 556
4*	486 +	483 +
*If student is placed in ESL 6 during the initial test in both the Listening and Reading, administer the TABE 11&12 Online Locator if the student will continue to receive services.		

Any test given after the initial test is called a “progress test.” A valid progress test is the alternate form (A or B) of the same level test as the last assessment administered; a learner may have multiple progress tests. MSG is determined by comparing the initial assessment with the appropriate form (form A or B) of the same level test given as subsequent progress tests. Per publisher guidelines, CLAS-E forms A and B are appropriate alternate tests.

Inclusive Assessment Administration

This section pertains to the TABE 11&12 Online and the TABE CLAS-E Online.

Accommodations and adaptations are available for learners.

- If a learner has a documented learning disability, it is generally in the best interest of the learner to present the documentation to the program before assessment has taken place so that an appropriate **accommodation** can be made (see Categories 2 and 3 below). Learners may document disabilities and the need for accommodation through professional evaluative documents attained from psychologists, physicians or school records. Accommodations will be made for learners with documented learning disabilities and must be applied in conformance with publisher guidelines. A list of acceptable accommodations can be found in the “TABE Guidelines to Inclusive Testing Accommodations” from DRC or at http://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf. The requirement for recency in documentation varies by type of disability.
- If, on the other hand, the learner does not have a documented disability, but has discovered that he or she learns best through some adaptation of the instructional environment, that should also be made known to the program before the initial assessment takes place so that the **adaptation** can be made and accurate placement information can be obtained (see Category 3 below). Adaptations for learners with learning difficulties may be given upon request and without learning disability diagnoses. Suitable adaptations are colored transparent overlays, clear transparent overlays with highlighters, temporary adhesives with spatial directions, earplugs, large print test editions (if available), magnifying devices, priority seating, hats or caps to minimize the effects of fluorescent lighting, or unmarked straightedges. Arizona Adult Education Services will provide technical assistance to programs requesting help in determining appropriate adaptations.

In general, accommodations like those described in Categories 2 and 3 (below) should be noted in the learner record.

- **Category 1**
Category 1 accommodations are not expected to influence student performance in a way that alters the standard interpretation of either criterion- or norm-referenced test scores. Individual student scores obtained using Category 1 accommodations should be interpreted in the same

way as the scores of other students who take the test under default conditions. These scores should be included in summaries of results without notation of accommodation(s).

Example of a Category 1 Accommodation: Take the test alone in a study carrel. *This and similar accommodations compose Category 1. These accommodations are not expected to affect the interpretation of individual students' criterion- or norm-referenced scores. Both individual results and summaries can be treated in the same manner as those for students who do not use accommodations. Individual student scores can be interpreted directly, and student scores can be included in the aggregate score reports without special notation of the accommodation.*

- **Category 2**

Category 2 accommodations may have an effect on student performance that should be considered when interpreting individual criterion- or norm-referenced test scores. In the absence of research demonstrating otherwise, test scores and any consequences or decisions associated with them should be interpreted in light of the accommodation(s) used.

Example of a Category 2 Accommodation: Use extra testing time for any timed test. *The accommodation of giving extra time may have an effect on student performance that should be considered when interpreting students' scores. Category 2 comprises accommodations that may affect the interpretation of individual students' criterion- or norm-referenced scores. DRC recommends that individual student scores obtained with Category 2 accommodations be interpreted in light of the accommodation(s) used.*

- **Category 3**

Category 3 accommodations are likely to change what is being measured and have an effect that alters the interpretation of individual criterion- and norm-referenced scores. This occurs when the accommodation is strongly related to the knowledge, skill, or ability being measured (e.g., the use of Braille test where not all items in the non-Braille version are administered in Braille). In the absence of research demonstrating otherwise, criterion- and norm-referenced test scores and any consequences or decisions associated with them should be interpreted not only in light of the accommodation(s) used, but also in light of how the accommodation(s) may alter what is measured.

Example of a Category 3 Accommodation: Use a calculator for mathematics computation test. *The accommodation of using a calculator for the computation test may have an effect on student criterion- and norm-referenced scores and may change what is being measured. Consider the skills a student must demonstrate to solve the following problem with and without a calculator:*

$$\text{Subtract: } 3,348 - 2,954 = x$$

A student taking the item under default conditions, "without a calculator," must demonstrate the ability to subtract and apply the concept of "regrouping." A student using a calculator does not need to apply the concept of "regrouping," but instead must

demonstrate the ability to perform subtraction on a calculator. The skill measured by this item is clearly different for students using a calculator than for those who do not, and both criterion- and norm-referenced scores must be interpreted accordingly.

Most Category 3 accommodations are specific to the test content. DRC recommends carefully considering the relationship between the test content and desired inference and the accommodation when interpreting individual student scores obtained using Category 3 accommodations.

Often, accommodations are not provided singly; rather, by nature they require a combination of accommodations (such as providing a separate test setting for students receiving extra time or an oral accommodation). Score interpretations should consider the assessment accommodation combination and whether any or all of the accommodations will change what is being measured. When categorizing accommodations, particularly when tracking for policy purposes, concurrent accommodations should be categorized at the highest-probability level. For example, if one accommodation is a Category 1 and another, given concurrently, is a Category 3, the higher of the two (Category 3) should be considered and documented.

AES Contact Information

Direct questions regarding assessment requirements and procedures or requests for technical assistance to:

Arizona Department of Education, Adult Education Services

Jeremy Smith
Jeremy.Smith@azed.gov
Assessment and HSE Specialist

Christian Garibay
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Director of Assessment and HSE Services

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Website: <http://www.azed.gov/adultedservices/>



Progress Assessment Exception Form

All sections of the form must be completed.

_____, will take the Progress Test before
Print student name

completing the required instructional hours (per the chart below) due to the following reason:

(Choose one of the following reasons)

- The class is ending **or** the student is exiting the Program **and** has made exceptional and verifiable progress before completing the required minimum hours (**evidence of progress must be documented in student file**).
- Student placed in the high end of the score range on the last test level completed and is exiting early.

SIGNATURES	Date
Student	/ /
Instructor	/ /
Director/Coordinator	/ /

PROGRAM USE ONLY					
Select one contact type only (ABE or ELAA) and the student's Educational Functioning Level.					
<input type="checkbox"/> ABE Student			<input type="checkbox"/> ELAA Student		
Check One	ABE Level	Minimum Required	Check One	ESL Level	Minimum Required
<input type="checkbox"/>	ABE Level 1	After 40 Hours (recommended 50-60)	<input type="checkbox"/>	ESL Level 1	After 50 Hours (recommended 60-95)
<input type="checkbox"/>	ABE Level 2		<input type="checkbox"/>	ESL Level 2	
<input type="checkbox"/>	ABE Level 3		<input type="checkbox"/>	ESL Level 3	
<input type="checkbox"/>	ABE Level 4		<input type="checkbox"/>	ESL Level 4	
<input type="checkbox"/>	ABE Level 5	After 30 hours (recommended 50-60)	<input type="checkbox"/>	ESL Level 5	
<input type="checkbox"/>	ABE Level 6		<input type="checkbox"/>	ESL Level 6	

NOTE: Programs must make every effort to ensure that students meet the guidelines for instructional hours between initial- and progress-test administration. **Use of exceptions for progress-testing should be limited and rare.**

Appendix A: Blended & Virtual/Distance Learning Policy



Adult Education Services

Blended & Virtual/Distance Learning Policy PY 2021-2022

Kathy Hoffman, Superintendent of Public Instruction

1535 West Jefferson Street • Phoenix Arizona 85007 • (602) 542-5460 • www.azed.gov

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Blue text throughout the document is indicative of COVID-19-related changes.

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Revised December 2020

ADE AES Educational Technology Overview

Our Mission

The Educational Technology unit of Arizona Department of Education - Adult Education Services (ADE-AES) supports WIOA state-funded adult education programs and instructors with technology integration, blended learning, virtual/distance education, and digital literacy by facilitating professional development and offering guidance specific to each unique program.

Introduction to Blended Learning & Virtual/Distance Learning

Blended learning is an andragogical strategy that connects and compliments traditional in-class learning experiences ('contact hours') with out-of-class digital components ('proxy hours'). The benefit of the out-of-class portion of blended learning is flexibility in when, how, and where students access the online components. Virtual (or distance) education is where students and instructors are separated by geography, time, or both for 50% or more of the instructional period. A student's status as a participant in blended learning or virtual/distance learning may change at any point based on the percentage of proxy contact hours.

To help facilitate blended and virtual learning, WIOA state-funded programs may utilize online curricula that have been acquired by the state at no cost to the program. Programs may select alternative online curriculum from the list of approved online curricula; or, if instructors have passed the required Teacher Verification Model training, they may source other suitable curricula deemed to be educationally sound through a rigorous evaluation process. This includes curricula that instructors themselves have created.

Recording Attendance in the State Data Management System

State-funded adult education programs must keep an auditable record of in-class and out-of-class attendance using the state data management system. This attendance may be recorded in the state data management system as a cumulative monthly total (by default), or, on a more frequent basis if so desired. Time spent on asynchronous online learning outside of class, referred to as 'proxy hours,' can be reported via one of three National Reporting System (NRS) proxy contact models:

- **Clock Time Model** describes recording usage of **state-approved online curricula** (see page 7) that automatically tracks student usage and can generate reports showing that student's usage over a period of time. Adult education programs enter that time into the state data management system in the 'proxy hours' field.
- **Learner Mastery Model** describes recording usage of **state-approved online curricula** (see page 7) that allocates a fixed number of hours based on passing a test (typically 70% or higher). The fixed number of hours will be recorded in the state data management system in the 'proxy hours' field when the student passes the test.
- **Teacher Verification Model** is where a teacher, upon completion of state-required training, can use their professional judgment and prior experience to determine the time required for students to complete assigned online work (if the assigned work does not have its own means to track time). The estimated hours to complete the assigned work will be recorded

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in the state data management system in the 'proxy hours' field for students who show evidence of satisfactory completion.

During the COVID-19 pandemic, a digital component is not necessary. Hard-copy assignments, such as worksheets, may earn proxy hours for students who do not have access to technology.

Setting Up Classes in the State Data Management System

When setting up a new class in the state data management system, pay close attention to the 'class format' which impacts the type of attendance data that can be entered for that class. All participants must have at least 12 hours of contact with the program before they can be counted for Federal reporting purposes. The class format options are as follows:

- **Blended Learning** – used for classes that combine synchronous instruction (contact hours) and asynchronous learning (proxy hours) to be completed outside of class time.
- **Distance Education** – used for virtual/distance classes with students who will mainly receive instruction at a distance/virtually, and who will almost never come into a physical classroom for instruction.

Note: In-person contact time is not required to obtain the initial 12 hours of contact. Contact hours for distance learners can be a combination of actual contact and/or contact through telephone, video, teleconference, or online communication, where participant and program staff can interact and through which participant identity is verifiable.

- **Face-to-Face** – used for classes with students who will only come to a classroom and never use online curriculum outside of class time.

Monitoring

All hours entered into the state data management system must adhere to Arizona state guidelines and will be **subject to audit** by the Educational Technology and/or the Program Operations and Compliance units. It is imperative that all hours entered into the state data management system have documentation to substantiate the amount reported. That may include sign-in/sign-out sheets, online curriculum usage reports, evaluations of specific online curricula, and teachers' written notes. All documentation must be kept in an auditable format, either hard-copy or digital, and be available upon request by ADE-AES.

Acceptable Evidence of Contact Hours (synchronous instruction)

- **Direct instruction (in-person)** - Sign-in/sign-out sheets recording student attendance hours must exactly match student attendance hours that are entered into the state data management system. If a student signature is missing for either the sign-in or sign-out field, attendance for that student on that day cannot be entered into the state data management system until their signature is obtained. These attendance sheets must be kept on file for a minimum of 5 years after the current grant contract ends.
- **Instruction at a distance (virtual)** - Evidence for these hours will include documents verifying interactions such as webinar attendance logs, chat logs, or written records detailing specific time/date and length of contact. Records and logs must be kept on file for a minimum of 5 years after the current grant contract ends.

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Acceptable Evidence of Proxy Hours (asynchronous instruction)

- **Clock Time Model and Learner Mastery Model** - Records will be audited by comparing reports generated by the specific state-approved curriculum with data entered into the state data management system's 'proxy hours' field. The data in the generated reports must reflect the proxy hours entered into the data management system. Exceptions must be justified. Generated reports must be kept on file and provided upon request for a minimum of 5 years after the current grant contract ends.
- **Teacher Verification Model** - Records will be audited by reviewing evidence of:
 - instructor completion of the Blended Learning Certification course (found on the EMS),
 - a submitted Resource Evaluation Form for the source(s) of the earned proxy hours entered into the data management system,
 - and evidence of the student's satisfactory completion of the assignment.

Evidence must be kept on file for a minimum of 5 years after the current grant contract ends.

Assessment

WIOA compliance requires all state-funded adult education programs to administer all assessments to learners, including participants enrolled in Distance/Virtual Learning **in a proctored environment, either remote or in-person. Assessments must be administered by trained test administrators and must follow the process outlined in the Assessment Policy for PY 2021-2022.** Assessments that are not conducted by ADE/ASE-trained test administrators in a secure environment, **either in-person or remote**, are not allowed for NRS reporting. **An exception to this is establishing a provisional Educational Functioning Level (EFL) using an approved provisional assessment.** All valid assessments administered to WIOA Title II participants must be entered in the State data management system.

An initial assessment (given within the first 12 hours of attendance) and progress tests in the subject(s) that instruction will be given, to determine the learner's Measurable Skill Gain (MSG) following these guidelines:

- **TABE 11 & 12 Online**
 - **ABE levels 1-4** - Plan to progress test once a student has more than 40 hours of contact and at least one month has passed since their prior test.
 - **ASE levels 5 & 6** - Plan to progress test once a student has more than 30 hours of contact and at least one month has passed since their prior test.
- **TABE CLAS-E Online**
 - **All ELAA levels** - Plan to progress test once a student has more than 50 hours of contact and at least one month has passed since their prior test.

Please see the Assessment Policy for additional information regarding remote proctoring.

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Note: Due to remote work during the COVID-19 pandemic, we are more easily accessible via email than by phone.

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Glossary

Blended Learning - Learning that connects content via two different learning modalities (contact hours + proxy hours).

Clock Time Model - Assigns proxy contact hours based on the elapsed time that a learner is connected to, or engaged in, an online or stand-alone software program that tracks time.

Curricular Resources - Learning material aligned to the state's adult education content standards that are used by instructors and students.

Digital Literacy - the skills associated with-
(A) using technology to enable users to find, evaluate, organize, create, and communicate information; and
(B) developing digital citizenship and the responsible use of technology.

Instruction at a Distance - Any substantial synchronous contact made with a student that supports their success from a distance to include but not limited to: delivering instruction, tutoring, mentoring, and motivating. Professional judgement is used to determine whether the contact was substantive enough to document in the state data management system.

Learner Mastery Model - Assigns a fixed number of proxy contact hours based on the learner passing a test on the content of each lesson.

Proxy Contact Hours - Any out-of-class hours of instruction adhering to either the Clock Time Model, Teacher Verification Model, or the Learner Mastery Model.

Teacher Verification Model (TVM)- Assigns a predetermined number of proxy contact hours for each assignment based on teacher determination of the extent to which a learner engaged in, or completed, the assignment.

Virtual/Distance Learning (DL) Students - For federal reporting purposes, a student is classified as a DL student if over 50% of attendance hours are 'proxy hours,' as opposed to 'contact hours.' Student status as a classroom or DL student may change at any point based on the percentage of proxy hours. Both the student's face-to-face and proxy hours will be included in the annual NRS report, according to the NRS Guidelines for Distance Education. Final determination of a student's status is determined at the end of the fiscal year for reporting purposes.

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Approved Online Curricula

Learner Mastery Model			
Curriculum	Proxy Hours Criteria	Proxy Hours Reporting	Validation by
USA Learns	Learners must meet a 70% proficiency or greater for all units to earn reportable hours.	Course 1: 3 hours/unit Course 2: 3 hours/unit Practice English & Reading: 1 hour/unit USA Learns Citizenship: 1 hour/unit	California Department of Education (CDE) & ADE/AES

Clock Time Model
<p>All of the below software utilizes 'Time On Task' to report proxy hours. Links included for information only.</p> <p>ALEKS (MHC) - https://www.aleks.com/</p> <p>Arizona Career Readiness Credential (ACRC) - https://acrc.az.gov/</p> <p>Aztec Software - http://www.aztecsoftware.com/products-services/high-school-equivalency</p> <p>BurlingtonEnglish - https://www.burlingtonenglish.com/</p> <p>Edmentum (Previously named PLATO) - https://www.edmentum.com/</p> <p>EdReady - https://nroc.org/what-we-offer/edready/</p> <p>ESL ReadingSmart - http://welcome.eslreadingsmart.com/</p> <p>Essential Education - https://www.essentialed.com/products/</p> <p>McGraw-Hill HSE Achieve - https://www.mheducation.com/prek-12/segment/adulted.html</p> <p>Odysseyware - https://www.odysseyware.com/</p> <p>Rosetta Stone - https://www.rosettastone.com/k12/home/</p> <p>SkillsTutor - https://www.paxenpublishing.com/skillstutor/</p>

Teacher Verification Model
<p>Any other online curricular resources that have been vetted by an instructor who has completed the required ADE-AES course can be utilized for proxy hours. Curricular resources can include existing resources found through internet searches, resources compiled into a single location within a learning management system (LMS) or webpage, and resources created by the instructor.</p>

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Digital Literacy Guidance

The resources below are in response to the National Skills Coalition's "Digital Skills in Pandemic Times: How State Policymakers Can Help Workers and Businesses Adapt in a Changing Economy" recommendation document.

1. Issue guidance on how state agencies and local partners can support digital inclusion via existing federal programs:

- Temporary Assistance for Needy Families (TANF) funds can be used for digital inclusion per the [Office of Family Assistance Q & A](#).
- Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T) funds can be used for digital inclusion per [guidance in April, 2020](#). Reach out to the Food and [Nutrition Service \(FNS\) Southwest Regional Office](#) for more information.
- The U.S. Department of Labor Employment and Training Administration (ETA) has clarified that federal workforce grant recipients may use grant funds "to purchase supplies¹ or equipment² to assist in providing program services and training in a virtual setting" per [guidance in Spring 2020](#).
- Workforce Innovation and Opportunity Act (WIOA) funds may be used for digital literacy per [Office of Career, Technical, and Adult Education \(OCTAE\)](#).

2. Encourage the use of existing Workforce Innovation and Opportunity Act (WIOA) funds and state adult education funds for digital skill-building

- Purchase [Northstar Digital Literacy](#) for program.
- Pay teachers to develop lessons and/or professional development that incorporate the International Society for Technology and Education (ISTE) [Standards for leadership, teachers, and students](#).
- To address equity, purchase devices such as the RACHEL, Study Buddy, or other tools found on the [Digital Tools for Different Access Scenarios](#) for those without internet/device access.
- Purchase assistive technology and accessories such as keyboards for phone, smart pens, screen readers, etc.

3. Capitalize on the availability of additional, COVID-19 related funds.

- Apply for CARES Act funds

4. Ensure that digital literacy skill-building is an explicitly permitted use of state Incumbent Worker Training (IWT) funds.

- Collaborate with Title I Partners to ensure digital literacy is specifically addressed.

5. Facilitate partnerships between education and workforce providers and the public library system to support digital skill-building.

- State Land Department's Statewide [Map of Public Wifi Hotspots](#)
- A Tucson Based Group is Mapping [Wifi and Food Distribution Sites](#) for Their Communities: [_](#)

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- AZ Library Wifi Hotspot Lending Program Update: recently awarded funding for 16 libraries to start or continue lending programs, and with the CARES Act stimulus funding are in the process of awarding additional funding for hotspot lending. Reach out to your local library to see if they are a participant of this program.
- [Arizona Libraries Digital Inclusion Resource Hub](#)
- [AZ Library Tech Access Phonenumber](#): Get free tech help with anything from computer issues, finding free wifi hotspots, to using your smartphone to access email and other apps.

6. Analyze existing datasets to understand whether existing digital learning methods produce equitable outcomes for learners.

- Local providers are required to explain how they plan to analyze the success of digital literacy instruction in the Digital Literacy section of the AES-required Technology Plan submission.

¹Definition: [Supplies](#) via Electronic Code of Federal Regulations

²Definition: [Equipment](#) via Electronic Code of Federal Regulations

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