

**Arizona Adult Education
Assessment Policy
PY 2025-2026**



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Changes to the Arizona Adult Education Assessment Policy in PY2025-2026

- Progress-testing target decreased to 60% of eligible participants.
- Addition of [Appendix A: Pre- and Posttesting Exemptions](#).
 - Addition of policy related to alternative placement of students on reporting tables who may be exempted from pre- and/or post testing.
 - Removal of the *September 1* criteria for [posttesting exemption](#) after a 1a or 1d MSG.
 - Earning any MSG 1a or 1d -at any point in the program year – will allow the participant to forgo further progress testing in all subjects, at the provider's discretion.
- Removal of Language as a [required subtest](#) for ABE participants.
- The cutoff date for valid rollover scores changed from May 1st to [April 1st](#).
- Ability for local providers to adjust the entering EFL of students as deemed necessary.
- Subsection added on [Exit from PoP Without a Progress Test](#).

State Context for Assessment

Introduction and Need for an Assessment Policy

The Arizona Department of Education-Adult Education Services (ADE-AES) selected and adopted the standardized assessment(s) identified in this policy to be used by the local Workforce Innovation and Opportunity Act (WIOA) Title II funded providers.

This policy includes mandatory procedures for programmatic reporting of Measurable Skill Gains (MSGs). Programs must adhere to the assessment policy requirements per the Arizona WIOA Title II Adult Education Grant Contract to provide fair and equitable access to educational services for learners and identify areas for program improvement.

Accountability testing is designed to measure effectiveness at the program level. Results should be used to guide programmatic decisions, policies, and procedures. Local providers are required to use additional assessments to inform classroom instruction and individualization of learning for skill mastery.

Per the WIOA Title II Adult Education Grant Contract, **providers must have an Assessment Coordinator** on staff to oversee standardized assessment processes. Local providers must communicate the name of the designated person for this role and inform ADE-AES of any personnel changes.

Provider Accountability: Measurable Skill Gains (MSGs)

A primary indicator of performance is the percentage of participants who demonstrate at least one Measurable Skill Gain (MSG) while receiving services during the program year. The following are the five types of MSGs identified in WIOA:

1. Educational Functioning Level (EFL) Increase
 - a. Demonstrated on a posttest
 - b. Through credits or Carnegie Units (not used in Arizona)
 - c. By entry into post-secondary education or training
 - d. Demonstrated by a passing score on HSE exam subtest
2. Earning a Secondary Diploma or Its Equivalent
3. Transcript or Progress Report of Secondary or Postsecondary Credits
4. Workplace Milestones
5. Passing an Occupational Exam or Demonstrating Progress

The EFL Measurable Skill Gain 1a (gain measured by a pre-/posttest) is determined by comparing the learner's entering assessment scores for the program year with a valid post assessment. An MSG is achieved when a posttest score places the learner into an EFL above the initial placement level in that same content area. The gain may be earned in any tested subject area.

Validity and Reliability

Programs must administer all assessments in a proctored environment, either remotely or in-person, including participants enrolled in [Distance Learning](#). Uniform implementation of the assessment procedures outlined in this policy is necessary for the successful comparison of local program outcomes. Deviance from the requirements and procedures outlined herein will be deemed a compliance issue, and ADE-AES interventions will be applied.

It is essential that the administration of standardized assessments follow a standardized delivery process to ensure the validity and reliability of the assessment data across the state. For example, testing may be done during class time; however, no instruction may be provided in the room during the test administration. Test administration must not deviate from the procedures described by the publishers, nor will it fail to adhere to copyright regulations for published materials. Assessments not conducted by ADE-AES-certified test administrators in a secure environment, either in-person or remote, are not allowed for reporting. Program personnel are prohibited from viewing any part of the tests, except as needed to proctor the test, to maintain the validity and reliability of the assessment.

To promote the most valid interpretations of accountability assessment scores, [accommodations](#) are permissible for learners. The approved accommodation/s must match a student's needs and therefore must not be provided without proper documentation. Test accommodation decisions should be made carefully, considering the issues of access and validity, and must be consistent with the accommodation/s a learner uses as part of their normal instruction.

Test publishers may update or release new guidance relative to their products *after* the publication of this current version of the Assessment Policy. **In such situations, programs must follow Arizona-specific guidance from ADE-AES before implementing the recent changes.**

General Assessment Requirements

Arizona Approved Accountability Assessments

All adult education providers approved and funded by the Arizona Department of Education are permitted to use the following assessments for accountability purposes:

Adult Basic Education (ABE) participants			English to Speakers of Other Languages (ESOL) participants		
Participant Levels	TEST	FORMS	Participant Levels	TEST	FORMS
ABE 1-6	Test of Adult Basic Education (TABE)	13&14	ESL 1-6	Test of Adult Basic Education, Complete Language Assessment System – English (TABE CLAS-E)	C&D

Tests must be administered using the Online versions. Exceptions to this are:

- Administration of the TABE Literacy (L) Level with Word List to ABE learners, which is available only in paper form, and must be administered per publisher guidelines. All funded providers must have the TABE Word List and L level materials available at each testing location.

- Documented need for paper-based test administration as an approved accommodation.

Test licenses purchased with WIOA Title II funds must only be used by participants seeking services under WIOA. Please contact ADE-AES personnel for up-to-date information on purchasing testing licenses and materials.

A pretest (initial test) must be administered to the participant during the first 12 hours of attendance, such as during orientation, and prior to instruction, to establish an accurate entering EFL.

- ABE students must be assessed in the subject area/s in which they will receive instruction (Reading and/or Mathematics).
 - The TABE Language Test is optional.
 - Should an HSE diploma-seeker not require services in either reading or math, the provider may choose to measure gains using either the TABE reading or TABE math assessment.
- ESOL students must be assessed in Reading and Listening.
 - Administration of the TABE CLAS-E Writing and Speaking tests is optional for placement and diagnostic use but is not allowed to earn EFL MSGs.

Pretesting in a subject area must begin with the administration of a locator assessment when available. The locator assessment provides information about which test level should be administered during the pretest.

By default, a student's entering EFL in the Arizona Adult Education Data Management System (AAEDMS) is determined by the lowest scale score earned in the subject areas tested. Local providers can adjust a student's entering EFL in AAEDMS if they determine another entering score to be a better representation of the student's entering level.

Students to be Assessed

Local providers must administer State-adopted standardized assessments in a proctored environment, either remotely or in-person. Assessments must be administered to all eligible participants*, including participants enrolled in Distance Learning (DL), within their first 12 hours of attendance.

A posttest must be administered to each participant, after sufficient instructional hours have been reached, according to the DRC Test Publisher's Guidelines.

Programs should administer posttests to a minimum of 60% of eligible learners during the program year.

*Exemptions from the pre- and post-testing requirements can be found in [Appendix A](#) of this document.

Distance Learning

Distance Learning (DL) is a formal learning activity where students and instructors are separated by geography, time, or both for most of the instructional hours. DL materials are delivered through various media, including online or software-based curricula, videos, audio recordings, print materials, broadcasts, or other online technology.

For reporting purposes, a student is classified as a DL student if 51% or more of attendance hours are earned receiving asynchronous or synchronous instruction at a distance, in place of face-to-face instruction. **All students enrolled in DL must also adhere to the guidelines outlined in this policy.**

Progress test timeframes related to each specific test are also applicable to students enrolled in DL.

- Refer to the [Provider Technical Assistance Guide](#) (PTAG) for guidance on recording actual and proxy contact hours, the different Distance Learning models, and the list of approved online curricula for Arizona adult education providers.
- All DL hours reported by either the Clock Time Model, Teacher Verification Model, and/or the Learner Mastery Model are considered 'proxy hours' and are to be included as part of the student's attendance record.

Remote proctoring of assessments is allowed and may be the most appropriate assessment modality for DL students.

Remote Proctoring Requirements

- Local providers must maintain and follow an ADE-AES-approved Remote Proctoring Process.
- All publisher guidelines must be strictly adhered to. As with in-person proctoring, assessments administered in a manner not consistent with guidelines will be considered invalid and not reportable.
- Students should always be presented with the option to take a remotely proctored exam.
- Publisher-approved third-party proctoring services are allowable (contact publisher for more information).

Rollover Scores

For learners, whose attendance crosses program years, an assessment taken between April 1 and June 30 of the previous program year, will become their entering EFL in the new program year. Local providers can request to have an earlier score rolled over for individual students on a case-by-case basis by contacting ADE-AES.

Any continuing student who does not have a valid rollover entering EFL from the previous program year must be retested upon returning to services after July 1. This test should follow the sequence established previously if their most recent test is less than 12 months old.

Starting a New Period of Participation (PoP)

When a learner goes 90 calendar days without documented contact with the program, they will be separated. Should they return for services at any time, a new PoP begins, and the intake process applies as it did for an earlier PoP. This includes administering a pretest and typically will follow the previously established testing sequence. However, if the last test administered was more than 12 months prior, a Locator must be administered first and the appropriate tests administered as indicated by the Locator.

Exit from PoP without a Post-test

If a participant is separated without having taken a posttest and returns for services in the *same* program year, the previously established testing sequence must be followed. The first test administered at entry in the second PoP will be counted as a progress test for the previous PoP if the participant accumulates enough attendance hours between the two assessments, based on the minimum testing guidelines. If an EFL gain is made, this will count as MSG 1a for the previous PoP.

Enrollment with Multiple Programs

If a learner is concurrently enrolled with more than one Arizona WIOA Title II provider, those providers must communicate with each other to establish which provider will administer the initial and progress assessments. The assessment point-of-contact information for the Arizona adult education providers can be found [HERE](#). Contact your ADE-AES liaison for assistance.

Certification Training for Administering Assessments

Providers are required to have adequate testing staff trained and certified to administer assessments. All program personnel (paid staff or volunteers) involved in the administration of approved accountability assessments are considered testing staff and must complete the required ADE-AES training.

For a test administered at the one-stop center to be considered valid and reportable, it must have been administered by one-stop staff who complete the required ADE-AES training and who are certified by ADE-AES. It is the local provider's responsibility to coordinate these efforts with Title 1B partners, and the provider may consider writing this into the local workforce area's Memorandum of Understanding (MOU).

Only currently certified test administrators may proctor assessments used for measuring EFL gains. Certifications are valid for two years from the date of completion.

TABE administration certification courses required by ADE-AES

Two levels of [TABE certification](#) are available:

- TABE Proctor
- TABE Coordinator

At a minimum, the certification courses will include state accountability reporting requirements, the data collection process, definitions of measures, and standardized processes for conducting assessments.

Local providers are required to keep and maintain their own list of currently certified assessment administrators, including one-stop staff.

Proctor training is a prerequisite for Coordinator training. Refer to the [PTAG](#) for further information about certification course content.

Quality Control Procedures

Score Import and Approval

All valid assessments administered to WIOA Title II participants must be entered into the state data management system (DMS). Assessment information, along with learner demographic and attendance information, must be approved by the Data Coordinator by the **15th of each month** (see the [PTAG](#) for additional information). The designated Data Coordinator oversees the data collection and entry processes.

- All TABE 13&14 and TABE CLAS-E scores will be imported nightly to the state DMS from the DRC INSIGHT platform.
- Should there be a need for a manual score entry, programs must submit a [Manual Entry Request Form](#) to ADE-AES for processing.

Training for data management personnel

- DMS training is available on request.
- Local provider staff involved in gathering, analyzing, compiling, and reporting data may receive training and technical assistance throughout the year. These training activities are made available virtually or in person as needed.
- Please contact your ADE-AES liaison for more information.

Required Reports

All programs are required to maintain a list of their currently trained Test Administrators (Coordinators and Proctors) and a Testing Violation Log. Contact your ADE-AES liaison for more information.

Testing violations are exceptions or irregularities occurring during a standardized assessment. These include situations in which the test proctor may or may not have been able to control the test administration. A list of scenarios, along with guidelines for handling them, can be found in the *TABE Test Administration Manual*. Violations must be documented accordingly.

These documents must be available to ADE-AES upon request for assessment audits.

Monitoring Local Providers

Local providers will be monitored for compliance with the Arizona Adult Education Assessment Policy. As part of the compliance review:

- Specifics of the assessment monitoring process can be found in the [Provider Technical Assistance Guide](#) (PTAG).
- On-site monitoring of local providers is conducted when appropriate by ADE-AES staff.
- ADE-AES maintains a statewide list of authorized test administrators for each adult education provider and the ARIZONA@WORK partners that will be monitored for grant compliance.

Inclusive Assessment Administration

This section pertains to the mandatory online versions of approved assessments. All accommodations and adaptations must follow publisher guidelines and be noted in the learner's record. Coordination with WIOA Title IV partner, Vocational Rehabilitation Services, may be appropriate to ensure that the learner has access to all appropriate assistance.

In certain cases, accommodation/s are necessary for a more accurate measure of a student's abilities. When approving an accommodation, consider whether the accommodation 1) will remove a barrier that may impact the student's performance, 2) is consistent with accommodations given to the learner in the classroom, and/or 3) will change what the specific assessment is measuring.

After consideration of these issues, if a learner has a documented learning disability, the learner should present the documentation to the program before assessment has taken place so that appropriate **accommodations** can be made. Learners may document disabilities and the need for accommodation through professional evaluative documents obtained from psychologists, physicians, and/or school records. Accommodations will be made for learners with documented learning disabilities, or other disabilities, and must be applied in conformance with publisher guidelines. All documents are valid until their stated expiration date. Should no expiration date be included, documents shall be considered valid for five years from the date of issuance.

If the learner does not have a documented disability and requests an adaptation of the assessment and/or instructional environment, the learner should make this request to the program before the initial assessment takes place so that the **adaptation** can be made to ensure valid test scores are obtained. Adaptations for learners with learning difficulties, without a diagnosis of a learning disability, may be given upon request. Examples of appropriate adaptations include earplugs, priority seating, or hats to minimize the effects of fluorescent lighting. ADE-AES will provide technical assistance to programs requesting assistance in determining appropriate adaptations.

TABE Accommodations and adaptations available for learners:

- Accommodations available in DRC's INSIGHT Portal include extended testing time, untimed testing, and text-to-speech.
- Online TABE tests have Text to Speech (TTS) audio functionality for the online test. As with audio CDs, the TTS accommodated test is untimed. To use TTS, examinees must use computers that are configured to connect to a Central Office Service Device, as outlined in TABE Technology User Guide – COS Configuration Best Practices.
- The computer-based test (CBT) offers screen magnification and options for screen color choices and reverse contrast for examinees.
- Examinees needing large print for CBT can be seated at a testing station that has a large monitor, and the INSIGHT Portal can stretch/enlarge to the size of that monitor, and/or the student can use the Magnification tool within INSIGHT.
- Additional paper-based formats for TABE testing, including Braille format and large print, are available from DRC to meet accommodation needs.
- A list of acceptable TABE accommodations and adaptations can be found in the ["TABE Guidelines to Inclusive Testing Accommodations."](#)

Please note: These recommendations regarding accommodations should not be considered exhaustive; other accommodations may be requested in certain circumstances. ADE-AES should be contacted for further guidance and approval.

Guidelines Pertaining to Specific Assessments

Progress Assessments

A posttest given after an initial pretest is referred to as a 'progress test.'

- Progress tests must be administered in the same content area(s) as the initial assessments.
- A progress test must be given in the alternate test form but at the same test level as the initial assessment. For example, if the initial assessment was TABE **13, Level M**, the progress test must be TABE **14, Level M**.
- A learner may have multiple progress tests during a PoP and within the same program year.

Recommended Instructional Hours Before Progress Testing

Student Level	Test and Form	<u>Recommended</u> instructional hours between test sessions	<u>Minimum</u> allowable time between test sessions
ABE Levels 1-4	TABE 13&14	50-60	40 instructional hours or 4 weeks (whichever is longer)
ABE Levels 5-6	TABE 13&14	50-60	30 instructional hours or 4 weeks (whichever is longer)
ESL Levels 1-6	TABE CLAS- E C&D	50-60	50 instructional hours or 4 weeks (whichever is longer)

ESL/ESOL refers to instructional services for participants who are English Language Learners (ELLs)

Providers who fail to progress test students in a timely manner will be subjected to additional monitoring from the state office, including being required to implement a corrective action plan.

There following are the only permissible reasons for early testing:

- The class is ending, **and** the student has made exceptional and verifiable progress before completing the required minimum hours (**evidence of progress must be documented in student's file/DMS profile**).
- 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's file/DMS profile**).
- Transitioning an ESOL student to ABE services prior to achieving ESL 6 and the need to close out the ESL assessment sequence.

If any of the above circumstances are applicable, the program must complete the [Progress Assessment Exception Form](#) and maintain a signed copy in the student's DMS profile. **Exceptions to progress testing timeframes should be limited and rare.**

TABE 13&14

Assessments should be given in the content area(s) in which the learner will receive instruction (Reading and/or Mathematics).

Official Score Ranges

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

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

Initial Testing Guidelines

It is possible for initial testing to result in an invalid scale score or scores that require further action to establish the correct testing sequence. Invalid initial scale scores should not be entered or approved in AEDMS. All initial scores should be cross-referenced with the appropriate subject tables in [Appendix B](#) of this document. These tables **ONLY apply to initial testing**, and not subsequent progress tests. Here is an explanation of how to interpret the tables in Appendix B:

Level D	If initial scale score is <u>N/A</u> retest with level M as soon as possible**	If initial scale score is between <u>501 and 575</u> progress test with level D	If initial scale score is <u>576 or above</u> progress test with level A
Scale scores falling in the far-left column represent an initial test that was too difficult for the student. Students scoring within this range should be retested as soon as possible with the next lower TABE level before instructional services begin.	The center column represents scale scores in the valid range. Students scoring within this range need no immediate retesting action and can progress test using the same level and alternate form.	A scale score falling in the far-right column represents the highest measurable ABE level for this TABE test level. Students scoring within this range do not need to retest immediately. When eligible to progress test, the next higher TABE level should be administered.	

Progress Testing Guidelines

A valid progress test is the alternate form (13 or 14) of the same level test (L, E, M, D, or A) as the last assessment that was administered.

The exception to the “same level, alternate form” is when a TABE score is in the highest ABE level that the TABE level can accurately measure. When this occurs, the student must be progress-tested using the next higher TABE level. Per publisher guidelines, either form is appropriate when testing at a higher level.

A learner may have multiple progress tests in a program year. MSGs are determined by comparing the scores earned on a valid progress test with the *entering* EFL score in that subject.

*For more information, refer to the [TABE Scoring Levels: Best Practice Guidance](#), published by DRC.

TABE CLAS-E

ESOL participants are only required to be tested in Reading and Listening. TABE CLAS-E Online is the only allowable method for assessing ELLs in Reading and Listening.

Administration of the Writing and Speaking tests is optional but shall not be used to achieve EFL MSGs. Programs may still use CLAS-E Writing and CLAS-E Speaking scores internally to track student growth even when these scores are not to be reported.

Initial Assessment: There will be no interview component of the CLAS-E Locator.

Official Score Ranges

Official score ranges shall be used for both initial and progress assessments for reporting purposes. Individual subtest scores for Reading and Listening must be reported, rather than composite scores.

NRS Level	Reading	Listening
ESL Level 1	200 – 354	200 – 348
ESL Level 2	355 – 388	349 – 389
ESL Level 3	389 – 427	390 – 427
ESL Level 4	428 – 448	428 – 457
ESL Level 5	449 – 487	458 – 488
ESL Level 6	488 – 580	489 – 620

Initial Testing Guidelines

It is possible for initial testing to result in an invalid scale score or scores that require further action to establish the correct testing sequence. Invalid initial scale scores should not be entered or approved in the Arizona Adult Education Data Management System (AAEDMS). All initial scores must be cross-referenced with the appropriate subject tables in [Appendix C](#) of this document. These tables **ONLY apply to initial testing**, and not subsequent progress tests. The following is an explanation on how to interpret the tables in Appendix C:

Level 3	If initial scale score is N/A** retest with level 2 as soon as possible	If initial scale score is between 355 to 448 progress test with level 3	If initial scale score is 449 or higher progress test with level 4
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Scale scores falling in the far-left column represent an initial test that was too difficult for the student. Students scoring within this range **should be retested as soon as possible** with the next lower CLAS-E level before instructional services begin.

The center column represents scale scores in the valid range. Students scoring within this range need no immediate retesting action and can progress test using the same level and alternate form.

A scale score falling in the far-right column represents the highest measurable ESL level for this CLAS-E test level. Students scoring within this range **do not need to retest** immediately. When eligible to progress test, the next higher CLAS-E level should be administered.

Progress Testing Guidelines

A valid progress test is the alternate form (C or D) of the same level test (1, 2, 3, or 4) as the last assessment that was administered.

The exception to the “same level, alternate form” is when a TABE CLAS-E score is in the highest ESL level that the CLAS-E level can accurately measure. When this occurs, the student must be progress-tested using the next higher CLAS-E level. Per publisher guidelines, either form is appropriate when testing at a higher level.

A learner may have multiple progress tests in a program year. MSGs are determined by comparing the scores earned on a valid progress test with the *entering* EFL score in that subject.

Contact Information

Direct questions regarding assessment requirements and procedures to the:

Arizona Department of Education, Adult Education Services

Jeremy Smith
Jeremy.Smith@azed.gov
 Assessment Specialist
 602.364.2816

Nicole Kelsheimer
Nicole.Kelsheimer@azed.gov
 Director of Program Operations & Accountability
 602.364.1694

Test Publisher Contacts

- TABE and TABE CLAS-E
 - DRC Technical Support
 - 866-282-2250
 - tabehelpdesk@datarecognitioncorp.com

Appendix A: Pre- and Posttesting Exemptions

Alternative Placement

Placement flexibility on reporting tables is permitted for participants enrolled in programs designed to result in MSG types, other than 1a (EFL gains based on pre- and post-testing). The following are MSG types that may not require pre- and post-testing for Arizona students:

- **Type 1c**
 - Entered postsecondary education and training
- **Type 1d**
 - Completing a subtest of the GED®
- **Type 2**
 - Documented attainment of a secondary school equivalency diploma
- **Type 3**
 - Postsecondary transcript with 12 credit hours in the term
- **Type 4**
 - Satisfactory or better progress report toward established milestones from an employer or training provider
- **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

Examples of programs which lead to these MSG types may include approved integrated education and training programs (IETs), work-based learning programs, and certain programs aligned to the Arizona HSE diploma pathways.

Alternative Placement is optional and should be considered individually for participants enrolled in the identified program areas. Participants with an alternative placement will not be required to complete pre- and/or posttesting as outlined in this policy. These individuals will also be removed from the posttest denominator when calculating the provider's posttest rate.

The Alternative Placement option is available only at the state's sole discretion. Alternative Placement will not carry over to the next program year. Each participant must be reevaluated for an appropriate entering EFL at the start of each new year of services.

The following list describes programs where enrollment may exempt a student from pre- and post-testing requirements.

- **Alternative Placement-Approved IET Programs**

Alternative Placement may be used in place of pre- and/or posttesting for students who have qualified periods of participation and will be enrolled in an approved IET program.
- **Approved Work-Based Learning Programs**

Alternative Placement may be used in place of pre- and/or posttesting for students enrolled in an approved Work-Based Learning program, such as workplace literacy or an apprenticeship. WBL programs must be employer-driven, and alternative placement eligibility is determined

from the anticipated outcomes of the program. Alternative Placement is optional and must be pre-approved for the WBL program.

- **HSE PLUS Career Readiness Candidates**

Alternative Placement may be used in place of pre- and/or posttesting for HSE diploma-seeking students with open applications for the HSE PLUS Career Readiness pathway to the HSE diploma. Alternative Placement is optional and must be pre-approved as part of the candidate's application process.

- **GED® Fast Track Candidates**

Alternative placement may be used in place of posttesting for HSE-seeking students on the GED® testing pathway who meet the following qualifications:

1. Have an entering EFL of ABE 4 or higher in a subject where they still need to pass a GED® subtest. Candidates needing to pass GED® Social Studies or Science tests can be alternatively placed with an ABE 4+ in Reading.
2. Are placed in ABE coursework designed to help candidates pass GED® subtests in an expedited timeframe.
3. Participants must complete a subtest attempt (not a GED Ready) within the designated timeframe established for the approved fast track program.

For a GED® Fast Track program to be considered for Alternative Placement approval:

- Send an email to aes-reporting@azed.gov with the subject line "GED Fast Track program for [local provider]."
- Attach a document describing the
 - 1) participant eligibility requirements for the program
 - 2) expedited timeframe (frequency and duration of class meetings) for participants in the program to complete GED® testing and earn their diploma
 - 3) expected timeframe for participants to attempt a GED® subtest after enrollment in the program.
- ADE-AES will reach out with approval for alternative placement use with the program or with questions for clarification.

Progress Testing Exemption after EFL Gain

To reduce student testing fatigue, any student who earns an EFL MSG is no longer required to take a progress test during the program year. The EFL gain may be from 1a (earned from pre-/posttesting) **or** from 1d (successfully passing a GED® subject area test).

Please note:

Continual measurement of individual student growth via other in-class formative assessments is expected should the student continue to receive instruction in the content area.

Hours of instruction in the exempted subject area will still be included in the student's cumulative total when determining progress testing eligibility in other required subject areas.

If the student continues to receive instruction in the exempted subject area in the *next* program year, they will need a valid rollover entering EFL. Therefore, a progress test administered after April 1 of the previous program year, or upon returning to services in the current program year, is necessary.

Appendix B: Initial Testing Guidance TABE 13&14

Appendix B: Initial Testing Guidance TABE 13&14

All **initial** scores must be cross-referenced with the appropriate subject table below.

TABE 13&14 Reading Recommended Initial Score Ranges			
Level L	If initial scale score is between <u>300 and 441</u> , progress test with Level L		If initial scale score is <u>442 or above</u> , progress test with Level E
Level E	If initial scale score is <u>380 or below</u> , consider* retesting with Level L as soon as possible	If initial scale score is between <u>381 and 500</u> , progress test with Level E	If initial scale score is <u>501 or above</u> , progress test with Level M
Level M	If initial scale score is <u>N/A</u> retest with Level E as soon as possible**	If initial scale score is between <u>442 and 535</u> progress test with Level M	If initial scale score is <u>536 or above</u> progress test with Level D
Level D	If initial scale score is <u>N/A</u> retest with Level M as soon as possible**	If initial scale score is between <u>501 and 575</u> progress test with Level D	If initial scale score is <u>576 or above</u> progress test with Level A
Level A	If initial scale score is <u>N/A</u> retest with Level D as soon as possible**	If initial scale score is between <u>536 and 616</u> progress test with Level A	If initial scale score is <u>617 or above</u> student is exempt from progress testing in this subject
<i>*Students with scores 380 or lower in TABE Reading have answered fewer than 6 questions correctly on the test and may be eligible to take the TABE Level L. Please refer to the TABE Level L manuals to determine eligibility.</i>			
<i>**Invalid initial scale scores should be DECLINED in AAEDMS as "OOR test (initial)."</i>			

TABE 13&14 Mathematics Recommended Initial Score Ranges			
Level L	If initial scale score is between <u>300 and 448</u> progress test with Level L		If initial scale score is <u>449 or above</u> progress test with Level E
Level E	If initial scale score is <u>385 or below</u> , consider* retesting with Level L as soon as possible	If initial scale score is between <u>386 and 495</u> , progress test with Level E	If initial scale score is <u>496 or above</u> progress test with Level M
Level M	If initial scale score is <u>N/A</u> retest with Level E as soon as possible**	If initial scale score is between <u>449 and 536</u> progress test with Level M	If initial scale score is <u>537 or above</u> progress test with Level D
Level D	If initial scale score is <u>N/A</u> retest with Level M as soon as possible**	If initial scale score is between <u>496 and 595</u> progress test with Level D	If initial scale score is <u>596 or above</u> progress test with Level A
Level A	If initial scale score is <u>N/A</u> retest with Level D as soon as possible**	If initial scale score is between <u>537 and 656</u> progress test with Level A	If initial scale score is <u>657 or above</u> student is exempt from progress testing in this subject
<i>*Students with scores 385 or lower in TABE Mathematics have answered fewer than 6 questions correctly on the test and may be eligible to take the TABE Level L. Please refer to the TABE Level L manuals to determine eligibility.</i>			
<i>**Invalid initial scale scores should be DECLINED in AAEDMS as "OOR test (initial)."</i>			

TABE 13&14 Language Recommended Initial Score Ranges			
Level L	If initial scale score is between <u>300 and 456</u> progress test with Level L		If initial scale score is <u>457 or above</u> progress test with Level E
Level E	If initial scale score is <u>358 or below</u> consider* retesting with Level L as soon as possible	If initial scale score is between <u>359 and 510</u> progress test with Level E	If initial scale score is <u>511 or above</u> progress test with Level M
Level M	If initial scale score is <u>N/A</u> retest with Level E as soon as possible**	If initial scale score is between <u>458 and 546</u> progress test with Level M	If initial scale score is <u>547 or above</u> progress test with Level D
Level D	If initial scale score is <u>N/A</u> retest with Level M as soon as possible**	If initial scale score is between <u>511 and 583</u> progress test with Level D	If initial scale score is <u>584 or above</u> progress test with Level A
Level A	If initial scale score is <u>N/A</u> retest with Level D as soon as possible**	If initial scale score is between <u>547 and 630</u> progress test with Level A	If initial scale score is <u>631 or above</u> student is exempt from progress testing in this subject
*Students with scores 358 or lower in TABE Language have answered fewer than 6 questions correctly on the test and may be eligible to take the TABE Level L. Please refer to the TABE Level L manuals to determine eligibility.			
**Invalid initial scale scores should be DECLINED in AAEDMS as "OOR test (initial)."			

Appendix C: Initial Testing Guidance TABE CLAS-E

Appendix C: Initial Testing Guidance TABE CLAS-E Forms C&D

All **initial** scores must be cross-referenced with the appropriate subject table below.

TABE CLAS-E C&D Reading Recommended Initial Score Ranges			
Level 1	If initial score scale is <u>388 or below</u> progress test with Level 1		If initial scale score is <u>389 or higher</u> progress test with Level 2
Level 2	If initial scale score is <u>328 or below</u> ** retest with Level 1 as soon as possible	If initial scale score is between <u>329 to 427</u> progress test with Level 2	If initial scale score is <u>428 or higher</u> progress test with Level 3
Level 3	If initial scale score is <u>N/A</u> ** retest with Level 2 as soon as possible	If initial scale score is between <u>355 to 448</u> progress test with Level 3	If initial scale score is <u>449 or higher</u> progress test with Level 4
Level 4	If initial scale score is <u>N/A</u> ** retest with Level 3 as soon as possible	If initial scale score is between <u>428 to 487</u> progress test with Level 4	If initial scale score is <u>488 or higher</u> student is exempt from progress testing in this subject area*
*Refer to the Transitioning Learners from ESL/ESOL to ABE subsection of this policy.			
**Invalid initial scale scores should be DECLINED in AAEDMS as "OOR test (initial)."			

TABE CLAS-E C&D Listening Recommended Initial Score Ranges			
Level 1	If initial score scale is <u>389 or below</u> progress test with Level 1		If initial scale score is <u>390 or higher</u> progress test with Level 2
Level 2	If initial scale score is <u>298 or below</u> ** retest with Level 1 as soon as possible	If initial scale score is between <u>299 to 427</u> progress test with Level 2	If initial scale score is <u>428 or higher</u> progress test with Level 3
Level 3	If initial scale score is <u>N/A</u> ** retest with Level 2 as soon as possible	If initial scale score is between <u>349 to 457</u> progress test with Level 3	If initial scale score is <u>458 or higher</u> progress test with Level 4
Level 4	If initial scale score is <u>N/A</u> ** retest with Level 3 as soon as possible	If initial scale score is between <u>428 to 488</u> progress test with Level 4	If initial scale score is <u>489 or higher</u> student is exempt from progress testing in this subject area*
*Refer to the Transitioning Learners from ESL/ESOL to ABE subsection of this policy.			
**Invalid initial scale scores should be DECLINED in AAEDMS as "OOR test (initial)."			

Appendix D: Transitioning from ESL Services to ABE

An ESOL participant who has achieved English proficiency in both reading and listening, *must* be transitioned to an ABE contact type should they desire to continue services, even if instruction will continue in ESOL classes.

When transitioning a student from ESL/ESOL to ABE services, the appropriate ABE initial placement test — beginning with a locator — must be administered

- as soon as possible if the student has not yet earned an MSG for the program year
- **or**
- after 40-50 instructional hours have been accumulated if the student *has* achieved an MSG for the program year.

An ESOL participant may choose to transition to ABE services at any time (appropriate program guidance from the local provider should also be provided). If an ESOL participant requests to transition to ABE services prior to achieving ESL 6, the current ESL testing sequence must be closed out, and the *Progress Assessment Exception Form* is used accordingly.