ADULT ESOL PROGRAM

ASSESSMENT

POLICIES AND GUIDELINES

CASAS®

Comprehensive Adult Student Assessment System

2024 - 2025

Table of Contents

THIS PAGE INTENTIONALLY LEFT BLANK

SECTION I: INTRODUCTION

LOCAL PROGRAM ASSESSMENT PROCEDURES MANUAL

The Florida Department of Education (FDOE) *Florida Adult Education Assessment Technical Assistance Paper* (TA) recommends that programs develop an assessment manual for the *Comprehensive Adult Student Assessment System* (CASAS) to ensure that all program staff are aware of FDOE polices, district polices, and adhere to CASAS assessment procedures.

Miami-Dade County Public Schools' (M-DCPS) *Adult ESOL Program Assessment Policies and Guidelines for CASAS* manual provides guidance to all M-DCPS Adult Education Centers and Technical Colleges who offer the Adult English for Speaker of Other Languages (ESOL) program and use the CASAS assessment. The contents of this manual are based on the FDOE 2024-2025 TAP and CASAS assessment guidelines. Its purpose is to assist in implementing corresponding district policies that provide standardized assessment practices, accurate data reporting, progress monitoring for student learning gains, and CASAS test administration consistency that meet FDOE and the National Reporting System (NRS) accountability requirements.

This M-DCPS *Adult ESOL Assessment Policies and Guidelines for CASAS* manual follows FDOE assessment policies as outlined on pages 29 and 30 of the 2024-2025 TAP.

It includes:

- A statement that persons who administer state-approved assessment must adhere to the test publisher's, CASAS, guidelines and complete all required training prior to administering tests to students.
- A statement that all students enrolled in Adult ESOL must be pretested with a state-approved assessment, CASAS, within the first 12 hours of enrollment activity.
- A statement on retest policy for out-of-range scores.
- A statement about the length of time posttest score is used for re-enrollment.
- A statement on how pretest scores will be used to establish the student's initial functioning level (EFL).
- A statement on how posttest scores will be used to measure the student's progress from one EFL to another and to report Measurable Skills Gains (MSGs).
- A copy of the EFLs table from the NRS with the scale scores of each test for reference when placing students and reporting any gains.
- A statement on the number of hours of instruction between pretest and posttest.
- A procedure for recording testing data in a timely manner and to verify that correct data reporting procedures have been followed.
- A procedure on the steps M-DCPS director and staff will take to review and verify the accuracy of data reports generated by the program prior to being submitted to the state.
- A procedure for documenting and reporting of test security compromise, incidents, and loss of testing materials to FDOE.
- A procedure for destroying damaged or obsolete test materials.

DATA-DRIVEN ACCOUNTABILITY

The U. S. Department of Education (USDOE) requires each state to establish and utilize performance measures for making continued funding decisions for federal grant programs. Each state is expected to institute a system for program monitoring and technical assistance that is centered on program enrollment and performance. Furthermore, local eligible provides must measure the educational gains of all students who receive 12 hours or more of instruction in the state's adult education program with a test that has been determined suitable for use in the NRS.

Rule 6A-6.014, Florida Administrative Code (F.A.C.), titled, *General Requirements for Adult General Education Programs* (Appendix D), requires adult education programs to report student measurable educational gains and demographic information to Florida's reporting system. Policies outlined in this rule apply to the assessments approved by the USDOE and FDOE to report educational gains to both the state and the NRS. The NRS is the accountability system for the federally funded adult education program, mandated by the Workforce Innovation and Opportunity Act (WIOA).

FDOE has enhanced its monitoring process by instituting a data-drive system for determining program performance. In addition, overall monitoring visits are provided by a dedicated compliance and monitoring team. FDOE program administers are focusing their attention on establishing program performance targets and program improvement. Florida's data reporting system and the NRS are uniform and compatible for measuring student's educational gains established by approved USDOE and FDOE assessments. The NRS data reporting system measures student progress by MSG.

These policies apply to the approved assessments that programs may use to report educational gains in compliance with NRS requirements for the six EFLs in its accountability measures for English as a Second Language (ESL). Students' educational gains through ESL Levels 1-6 must be measured through standardized assessment as per Rule 6A-6.014, F.A.C. Therefore, all students registered in M-DCPS' Adult ESOL program will be assessed using the CASAS assessment. This ensures M-DCPS complies with all applicable federal, state, and district assessment policies and procedures related to the Adult ESOL program data reporting.

Comprehensive Adult Student Assessment System (CASAS)

CASAS is a state approved assessment that includes standardized multiple-choice, performance-based, and alternative instruments that measure life and work skills and content standards in Reading and Listening.

The CASAS assessment system implemented at M-DCPS consists of two applications: CASAS *e*Tests Online (*e*Tests) and TOPSpro Enterprise (TE). CASAS *e*Tests are administered in a standardized fashion, and assessment results provide the basis for state and federal accountability reporting. TE is the data management application that captures scores on *e*Tests simultaneously for input into a student database, which provides customized reports to guide instruction. (For additional information about CASAS, visit www.casas.org.)

M-DCPS English Language Learners (ELLs), including distance learners, reported in NRS are assessed with CASAS. M-DCPS requires that Adult ESOL programs use CASAS for placing students at proper levels of instruction, monitor progress, and document MSGs in accordance with the NRS requirements to:

- Ensure equitable, accurate assessment of student achievement, competencies, and appropriate program placement.
- Measure educational gains and outcomes of students for performance-based accountability.
- Diagnose learners' strengths and weaknesses, target instruction, monitor progress, and verify mastery.
- Assist in preparing students for market-driven, high-wage occupations.

OVERVIEW OF STATE AND FEDERAL POLICY

Florida offers a variety of programs for adult students and all programs require accountability reporting within a specified time interval or reporting window. The program listed in Table 1 below is the Adult ESOL program which is WIOA eligible and is included in NRS accountability measures.

Table 1: M-DCPS Adult ESOL Program

Program Name	Program or Course Code	Classification of Instructional Program (CIP) Code	WIOA Funded and Eligible for NRS Reporting	State Funded and Eligible for FDOE Reporting
Adult English for Speakers of Other Languages (ESOL)	9900040	1532010900	Yes	Yes

Adult English for Speakers of Other Languages Program

Adult ESOL is a program designed to assist non-native English speakers to improve their English skills in reading, writing, speaking, listening, and comprehension skills in English, math, and to gain an understanding of the American system of government, individual freedom, and the responsibilities of citizenship. In addition, the Adult ESOL program is designed to lead to attainment of a secondary school diploma or its recognized equivalent, and transition to postsecondary education and training, or employment (Appendix 11).

The Adult ESOL program serves several purposes:

- Ensure continuity with the K-12 Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards with the adult ESOL program.
- Provide a common language for the Adult ESOL EFLs among those of the other programs within Adult General Education (AGE).
- Provide English language acquisition skills and critical thinking skills to prepare student for education and employment opportunities that align with their goals.
- Provide instruction in the English language and civics portion of the Integrated English Literacy and Civics Education (IELCE) program to Adult ESOL student who choose to participate in IELCE. To participate in IELCE, students must concurrently enroll in ESOL and a Career and Technical Education (CTE) eligible program.
- Assist local adult education agencies with Adult Basic Education (ABE) curriculum development.
- Provide guidance for all Adult ESOL practitioners.
- Ensure quality instruction through professional development.

Students eligible to enroll in the Adult ESOL program are those who:

- Are beyond compulsory school age (16 years) and are no longer enrolled in a K-12 school.
- Score within the EFLs 1-6 of the Adult ESOL course as measured by FDOE-approved CASAS assessments.

Adult ELLs enrolled in the Adult ESOL program may have varying level of education. Among the population of ELLs enrolled in the Adult ESOL program are those who:

- Have emerging literacy skills. They may be preliterate, nonliterate, or semiliterate in their native language and are at varying stages of learning to read and write for the first time in any language.
- Have a secondary (high school), university, or professional degree from their home country or the U.S.

OVERVIEW OF STATE AND FEDERAL ASSESSMENT POLICY

Florida's AGE programs include a range of instructional programs, such as Adult ESOL, that help adults get the basic skills they need to be productive workers, family members, and citizens. The Adult ESOL program help adult learners gain the knowledge and skills needed to improve employability in the state's workforce, and transition to higher levels of educational attainment and postsecondary training.

The Adult ESOL program is designed for non-native English speakers to improve their English skills in reading, writing, speaking, and listening. The statements below are general assessment policy guidelines for the Adult ESOL program:

- The Adult ESOL program is eligible for state and NRS reporting which requires students to be tested with a USDOE and FDOE approved assessment, CASAS.
- Students are required to be pretested if enrolling in a WIOA-funded program with CASAS assessment within the first 12 hours of enrollment activity.
- The Adult ESOL program must comply with CASAS recommended timeframe between pretesting and post-testing.
- Students are required to test in both the Reading and Listening subject areas.
- Reading and Listening scale scores are submitted to the FDOE in accordance with FDOE instruction for data reporting.
- For purposes of reporting the EFL of students to the NRS, students pretested in more than one subject area are reported in the lowest initial EFL.
- For purposes of reporting MSGs to the NRS, students who post-test may earn an MSG in any skill area, regardless of the lowest functioning level initially reported to the NRS.
- The Adult ESOL program reports assessment result in accordance with state and federal reporting timeframes and procedures to ensure state compliance with WIOA and NRS reporting.
- The Adult ESOL program maintains local written assessment procedures and test security policies that conform to USDOE and FDOE policies.

STATE AND NRS REQUIREMENTS AND ACCOUNTABILITY

The implementation of state assessment policies and guidelines for assessment in the Adult ESOL program is imperative for uniform and comparative assessment results. FDOE state assessment policies are designed to place students in appropriate EFLs, identify academic strengths and weaknesses, guide instruction, measure student learning gains, determine readiness for college and career programs and measure program effectiveness. To ensure accuracy and consistency, the Adult ESOL program must use a standardized assessment, CASAS, approved by the USDOE and FDOE, follow test security protocols, and administer each testing session according to CASAS guidelines.

The Adult ESOL program **may not** use a standardized assessment for reporting that has not been approved by USDOE and FDOE. CASAS submit standardized assessments to the USDOE for review to be used by adult education programs. Once the list is released by USDOE, FDOE reviews and submits the assessment to the Florida State Board of Education for approval in accordance with Rule 6A-6.014, F.A.C.

PROGRAM USES OF ASSESSMENT

Assessments are used for various reasons including instruction and accountability reporting. For educational purposes, assessments are used to determine the EFL of a student in a subject area when first enrolling the student in an Adult ESOL program and to determine learning gains after participating in the program for a specified period of instruction. Results guide instruction by identifying instructional strengths and weaknesses in the respective skill areas. For accountability purposes, pretests establish the student's lowest functioning level at the time of the initial assessment, while post-tests measure educational gains from scale scores and the completion of the program.

Assessment for Instruction

Assessment of student learning is an essential component of the Adult ESOL program. Administering assessments approved by the USDOE and FDOE is beneficial to the program administrator, instructors, and student. Assessment results are used to:

- Accurately measure the initial EFLs of the students to ensure place in the correct instructional level.
- Measure the learning gains of students as they progress through EFLs.
- Diagnose the educational strengths and weaknesses of students.
- Assist students in setting educational and career goals.
- Improve student retention by documenting progress toward goals.

Assessment for Accountability

Assessments provide an opportunity to statistically measure the performance of the Adult ESOL students and program. FDOE uses the results obtained from assessments to:

- Evaluate programs, measure performance, and set future performance standards for programs and the state.
- Provide comparability across Florida's programs.
- Make decisions on professional development, technical assistance, and monitoring.
- Implement program improvement strategies.
- Negotiate statewide performance levels with the USDOE.

SECTION II: GENERAL ASSESSMENT REQUIREMENTS FOR ADULT EDUCATION

ASSESSING STUDENTS FOR NRS REPORTING

According to WIOA and NRS accountability guidelines, adult education programs must pretest student during the first 12 hours of enrollment to determine placement for instruction, then post-test students following instructional intervention to measure and report learning gains. Rule 6A-6.014, F.A.C., provides state guidelines for pretesting and post testing adult education students.

ESTABLISHING THE NRS INITIAL EFL AND MSG BASED ON ASSESSMENT SCORES

For NRS reporting purposes, M-DCPS establishes an initial EFL for every Adult ESOL student for placement in an NRS level.

- When students are pretested in more than one area and placed into different initial EFLs in the subject areas, the lowest EFL is used for measuring gain for the purpose of NRS. For example, an Adult ESOL student scores at NRS EFL level 2 in Reading and NRS EFL level 3 in Listening, the student would be reported in NRS EFL level 2. Student should receive instruction at the level which matches their assessment results.
- For NRS reporting purposes, Adult ESOL students can earn MSGs in the subject areas of Reading and Listening.

GENERAL PRETEST AND POSTTEST GUIDELINES

All program assessments must meet the following WIOA NRS guidance (https://nrsweb.org/policy-data/nrs-ta-guide), in addition to Florida statues and rules: s. 1008.31, F.S., Rule 6A-10.0381, F.A.C, and Rule 6A-1.0014, F.A.C.

Pretest Guidelines

- Pretest all student in Adult ESOL program within the first 12 hours of enrollment activity.
- Record test scores in the local management information system (MIS) immediately following every assessment event.
- Follow state guidelines for out-of-range scores.

Post test Guidelines

- Meet or exceed the state target to post test a minimum of 70 percent of student pretested.
- Post test student within the timeframe (70 to 100 hours of instruction) specified by CASAS.
- Always use alternate forms of the same test for pretesting and post testing.
- Create a system that tracks instructional hours and alert for post testing.
- Determine educational gains by comparing the students' pretest and post test scale scores.

Post tests are necessary to measure a student's academic strengths and weaknesses, the precise EFL of the student upon completion of a significant block of instruction (70-100 hours) and if the student has completed an EFL.

NEW AND CONTINUOUS ENROLLMENT STUDENTS

New Enrollment Students are defined as:

- Students who have not enrolled at M-DCPS in the current reporting year or in the year immediately prior.
- Students currently enrolled at another agency in Florida but have not enrolled at M-DCPS in the current reporting year or in the year immediately prior.

Continuous Enrollment Students are defined as:

- Students who enrolled at M-DCPS at some point in the current reporting year.
- Students who enrolled at M-DCPS at some point the year immediately prior to the current year.

Table 2: **Examples of New or Continuous Student Enrollment**

STUDENT	ENROLLMENT REPORTED 2021-2022	ENROLLMENT REPORTED 2022-2023	NEW OR CONTINOUS 2023-2024
A	NO	NO	NEW
B	YES	NO	NEW
C	NO	YES	CONTINUOUS
D	YES	YES	CONTINUOUS

ENROLLMENT GUIDELINES FOR NEW ADULT ESOL STUDENTS

- Administer CASAS Oral Screening (Appendix 2).
- Pretest the student in both Reading and Listening.
- Use the pretest score of each subject area (Reading and Listening) tested to establish an initial EFL.
- If a student obtains a score below range on the lowest level test after being retested, in one or more subject areas, report the initial EFL in the subject area as NRS Level 1. This is the only situation in which an out-of-range (OOR) score may be used for placement.
- If an Adult ESOL student obtains a score that exceeds the scale-score range in both Reading and Listening, the student should be moved to the Adult Basic Education (ABE) or Academic Skills Building (ASB) adult education program.

ENROLLMENT GUIDELINES FOR CONTINUOUS ADULT ESOL STUDENTS

- Students are placed for instructional purposes based on the most recent EFL from the previous instructional period.
- Use the students most recent posttest from the previous instructional period for reporting as a pertest in the new instructional period.
- Students who complete an EFL in one reporting period are place in the next higher EFL in the next reporting period. It is possible for a student to complete more than one EFL in a reporting period. For state reporting purposes, report each posttest completed. For NRS reporting purposes, the FDOE reports only one MSG per year for each student who completes an EFL.
- Student testing out of the program (a Reading score equal to 239 or greater **and/or** a Listening score equal to 232 or greater) should be exited from the course that reflects the qualifying score date.
- If the student is enrolled as a continuous student in one program and wants to take classes in another program, the student should be pretested for those courses.
  - For example, if a student is enrolled in the Adult ESOL program and wants to take ABE courses for the first time, the student would be considered a continuous student in Adult ESOL, but a new student in the ABE program. The student should be pretested for placement in ABE program.

USE OF TEST SCORES FROM PREVIOUS INSTRUCTIONAL PERIODS

Posttest scores of continuous enrolled students from the previous year, term, or semester may be used for placement in the next instructional period. Gaps in program attendance are likely to affect the student's EFL. FDOE recommends that program retest student that have been out of the program for **more than six months**.

CASAS states that the posttest scores of continuing students obtained at the end of a reporting year may serve as a pretest for the next reporting year. Programs may wish to retest students if the interim is more than four months and there is reason to believe that during the student's absence a significant learning intervention occurred that may invalidate the student's previous assessment results. FDOE recommends following CASAS guidelines of retesting if a student has been out of the program more than four months.

M-DCPS RETESTING GUIDELINES FOR RETURNING/STOP-OUT ESOL STUDENTS

M-DCPS continuous students' posttest scores from the previous year, term, or semester become the new pretest scores and may be used for reenrollment purposes.

Returning students, also called Stop-Out Students (those not continuously enrolled and who have not post tested during the previous term), may be reenrolled without retesting, provided that the date of the last test to the date when the student starts attending class, does not exceed six months.

Schools may also opt to retest Stop-Out students upon returning to school if they have been out of the program more than four months, should schools believe that during their absence a significant learning intervention occurred that may invalidate previous assessment results.

Table 3: **Examples of Retesting Returning/Stop-Out Students**

Student	Last Test Date	New Enrollment Date (Start Class Date)	Total Elapsed Time Between Last Test and Student Enrolled	Retest
A	December 15, 2022	April 25, 2023	4 months and 10 days	**No** – School Choice
B	November 10, 2022	May 2, 2023	5 months and 22 days	**No** – School Choice
C	October 18, 2022	April 20,2023	6 months and 2 days	**YES**

Note: *Enrollment date refers to the actual date when the student starts attending class, not when the student initially came to register for the term.*

All Adult ESOL Returning/Stop-Out Students not being retested, must be enrolled in an ESOL course within six (6) months of the last test taken. Students must retest if the last CASAS test is six (6) months or older.

State and NRS Approved CASAS Policies

Table 4: **State and NRS Approved CASAS Pretest and Posttest Policies**

Name of Test	Programs	CASAS Pretest and Posttest Guidelines	Test Forms
Comprehensive Adult Student Assessment System (CASAS)	ESOL	• Pretest within first 12 hours of enrollment activity. • Pretest and posttest in the same subject area. • Administer alternative forms for pretest and posttest. • Posttest after 70-100 hour of instruction. • For early post testing, a minimum of 40 hour of instruction with approval by district program director or designee is required. • Posttest scores from one instruction period may be used for placement in the next instructional period. • All pretest and posttest scores must be reported. • CASAS recommends retesting if the student has been out for more than four months. • FDOE recommends retesting if the student has been out for more than six months.	CASAS Steps Listening forms: • 621L/622L • 623L/624L • 625L/626L • 627L/628L • 629L/630L CASAS STEPS Reading forms: • 621R/622R • 623R/624R • 625R/626R • 627R/628R • 629R/230R

M-DCPS Request Process for CASAS Computer Labs

Installation and removal of all CASAS computer labs must be approved by Dr. Susana Mauri, District Director email: smauri@dadeschools.net.

Schools **may not** register CASAS computer testing stations. Registration of CASAS computer testing stations must be managed by Mr. Jose McBoyle, Network Infrastructure Support Technician, email: jmcboyle@dadeschools.net.

CASAS *e*Tests Sessions are created and/or removed by Mrs. Michelle Joseph, Curriculum Support Specialist, email: michellerjoseph@dadeschools.net.

M-DCPS General CASAS Assessment Procedures

Before enrolling and/or testing a student, all adult centers must check the FOCUS database to verify the student has not attended the program previously, confirm the student was not previously issued a M-DCPS student ID number, verify the last recorded test scores and dates, and authenticated the last EFL awarded. The posttest score obtained at the end of a semester or other reporting period can serve as a pretest for the new reporting period, provided that the time between tests does not exceed the guidelines for retesting students described in the section: *M-DCPS Retesting Guidelines for Returning/Stop-Out ESOL Students*, page 8.

- All students enrolling in the Adult ESOL program must be tested within their first 12 hours of enrollment.
- Only currently enrolled students with a valid M-DCPS student ID may have access to CASAS testing.
- Proctors must verify student identity using the M-DCPS ID Card or other forms of government-issued picture I.D. (driver's license, FL I.D. card, passport, etc.) for all test-takers and cross reference with FOCUS documentation to ensure the information provided is accurate prior to every testing event.
- The student's M-DCPS ID Number will be assigned to each testing event.
- All newly enrolling student in the Adult ESOL program must complete the initial CASAS Oral Screening prior to completing the pretest. The student's name and M-DCPS ID number should be placed on the CASAS Oral Screening form along with the proctor's initials who is administering the oral screening.
- Post testing of Adult ESOL students should be scheduled after 70-100 hours of instruction.

CASAS Oral Screening

In accordance with the procedures described above, the CASAS Oral Screening is administered to all new M-DCPS Adult EOSL students. The CASAS Oral Screening is done only once when the student first enrolls in the Adult ESOL program. Students who have been enrolled in the program previously do not need to be administered the oral screening.

The CASAS Oral Screening is conducted on a one-on-one basis, in a quiet corner of the testing room, out of earshot of other examinees. The results of this preliminary assessment are used to determine the student's literacy level. Oral screening results are used for informational purposes only; **results cannot be used for ESOL program placement or to establish and initial EFL.**

The oral screening process dictates the path to test the student, and it must be administered accurately. Strict adherence to test administration and rubric guidelines is required. The M-DCPS CASAS Oral Screening Flow Chart (Appendix 1) illustrates the steps to follow for accurate procedures for initial CASAS testing.

M-DCPS STANDARDIZED CASAS *E*TESTS SESSIONS

M-DCPS utilizes the CASAS *e*Tests templates and sessions that present appropriate-level tests for each student, thus ensuring consistent test delivery practices at all sites and at each authorized CASAS computer lab, through district created sessions.

Any modifications to testing sessions are handled by the district. CASAS *e*Tests Online Testing Sessions cannot be changed, modified, or deleted by school sites personnel.

The CASAS Reading and Listening online locators are assigned to the student to determine the initial CASAS pretest level forms – based on the student's skill level – for each modality. M-DCPS has implemented computer-based CASAS *e*Tests throughout all schools. This electronic assessment provides appropriate-level tests for each student and automatically selects the Next Assigned Test (NAT), based on prior test scores.

There are five (5) testing sessions available for use by each school in every CASAS testing lab.

Table 6: District Standardized CASAS Testing Sessions

Session Name	Use
Locator and Pretest (6+)	Used for all new ESOL students scoring six or more points on the CASAS Oral Screening (Appendix 3). This testing session includes the Reading and Listening locators to determine the student's initial pretest levels.
Level A Pretest (621 Exception)	Used for new ESOL students scoring 5 or less points on the CASAS Oral Screening and show difficulty on Reading Screening Items. This testing session will provide Level A Pretest(621 Exception) for Reading and Level A Pretest (621 Exception) for Listening **Only.**
Posttest	Used to determine student progress after initial testing. Appropriate test form and level is automatically generated when using CASAS *e*Tests. The system automatically generates the student's NAT.
Accommodations	Used for students with a disability who self-declare and have proper documentation on file and recorded in FOCUS. This testing session includes Reading and Listening locators to determine the student's initial test form level with extended time.

Please refer to the *M-DCPS Step-by-Step Tutorial on Administering CASAS eTests Online* guide for instructions on how to administer CASAS *e*Tests. Proctors should follow the same procedures before, during, and after testing. Following the procedures in the guide assures the validity of test results and reduces the likelihood of confusion or error during test administration.

REMOTE TESTING POLICIES

The Division of Career and Adult Education (DCAE) of the FDOE, provides guidance to local programs on the state's policies regarding the remote testing of Adult ESOL students. M-DCPS may use remote testing for distance education in accordance with CASAS procedures for remote testing.

Remote Testing Administration

The following test administration procedures apply to pretest and posttest administration:
- M-DCPS must maintain a specific test security policy that describes the proper handling and use of test materials to ensure that test materials are not compromised.
- The proctor must check that the technology and environment requirements are met, and the test takers are prepared for the testing process before testing begins.
- Proctors must actively monitor for:
  - Actions that may indicate the test taker is cheating (e.g., eyes looking at something off screen, hands doing something out of view, etc.).
  - Technical problems that arise (e.g., frozen computers, slow internet, etc.). Proctors must end the test if there are signs of cheating or if any technical issues arise that cannot be quickly resolved.
- Testing personnel must follow all test administration directions as directed in the remote testing instructional document and test administration manual.
- Scores obtained by remote testing, for pretest or posttest, may be used for FDOE and NRS reporting purposes.

Table 5: CASAS Remote Testing Policies

Assessment	Technical Requirements	Training Requirements	Test Security	Student Identification
Comprehensive Adult Student Assessment System (CASAS) • STEPS Reading and Listening Series for ESOL **Remote Testing Guidelines** https://www.casas.org/product-overviews/remote-testing	• Webcam or attached video camera. • Microphone and speakers or headsets and/or earbuds. • Video conferencing client application installed (*Zoom*). • Refer to *CASAS Remote Testing Guideline, 1:1 Remote Control* for additional specific technical requirements.	• Proctors must be certified as CASAS *e*Tests proctors and sign a Proctor Remote Testing Agreement. • Complete the Proctor Remote Testing Certification module.	• Agencies must sign the Agency Remote Testing Agreement. • Computer registered with CASAS. • Remote Testing Guidelines and Test Administration Manual required. • Process for identifying testing irregularities.	• Test taker identification must be verified by proctor at the start of each assessment session. • Acceptable forms of identification: government-issued IDs or M-DCPS student ID card.

Please refer to the *M-DCPS Remote CASAS Testing Guide* for technical requirements and testing procedures for administering CASAS assessments remotely. Proctors should follow the same procedures before, during, and after testing. Following the procedures in the guide assures the validity of test results and reduces the likelihood of confusion or error during test administration.

Remote Testing Best Practices

Below are the provided guidelines for remote testing to ensure test security and accuracy of test results:

1. Follow the written standard operating procedures for remote testing which address test security, integrity, and protection of personal identifying information.
2. Testing proctors must be certified to administer the CASAS eTests Assessment.
3. Proctors must:
    a. Provide a prescreening to verify identity of student.
    b. Orient students to remote online testing expectations.
    c. Ensure student have the technology tools needed to test at home per CASAS guidelines.
    d. Allow time for student to take practice test on the CASAS website prior to entering the testing session, if necessary.
4. Plan for how to respond to video or technical glitches and communicate plans clearly to students.
5. Students should wear headsets and/or earbuds for test security and optimal success.

COMMUNICATING POSTTEST RESULTS

A counseling session is a valuable practice for clarifying students' educational goals, strengths, and areas for improvement. Students should understand their assessment results. Communicating with students about their test results requires sensitivity and honesty. M-DCPS teachers and/or counselors should meet with students individually after post testing to discuss progress and future learning goals. Data chats serve as valuable tool with students to establish communication regarding educational goals, strengths, areas for improvement, and to set an appropriate time frame for their advancement to the next learning level. Supporting the student when establishing goals and set a time frame may encourage attendance and retention. This conversation is an opportunity to discuss career planning and formative assessments used in the classroom as well as individualized instructional data.

RAW SCORE AND SCALE SCORES

The number of items answered correctly is the raw score. The raw scores convert to a scale score that provides a basis for comparing performance across levels and forms of the same test. Scale scores measure educational gains over a phase of instruction and provide an equal-interval interpretation of a score that are comparable across levels and test with a skill area.

APPROVED CASAS TESTS AND VALID SCALE SCORE RANGES

Table 7 indicates which forms are used at each level for Reading and Listening. At each level, multiple forms are listed; these are alternate forms for post testing

Table 7: Approved CASAS Tests Levels, Forms and Valid Scale Score Ranges

CASAS Test Series	CASAS Test Levels	CASAS Test Forms	Valid Scale Score Ranges	Conservative Estimate (♦) Score
READING STEPS	A	621R/622R	160-196	♦9196
	B	623R/624R	184-206	**♦9206**
	C	625R/626R	197-216	**♦9216**
	D	627R/628R	207-227	**♦9227**
	E	629R/630R	217-251	**♦9251**
LISTENING STEPS	A	621L/622L	158-191	**♦9191**
	B	623L/624L	182-201	**♦9201**
	C	625L/626L	192-211	**♦9211**
	D	627L/628L	202-221	**♦9221**
	E	629L/630L	212-235	**♦9235**

OUT-OF-RANGE SCORES

Pretest Policies

New student must establish an in-range EFL within the first 12 hours of enrollment. There is no limit on retesting when establishing the initial EFL of a new student.

Per FDOE policy, if the initial pretest scores are out-of-range (OOR) low, the scores are not to be used for reporting the placement of new students in an EFL. CASAS does not provide scores below the scale score range. An asterisk (*) will be found in the place where the scale score would appear. Students who score OOR-low on a CASAS pretest assessment must be retested on a lower-level test of that series until the student obtains an in-range score.

CASAS OOR-high scores denoted with a diamond (♦) and are consider a conservative estimate of the ability of students who performed well on a test form. If the initial pretest scores are OOR-high, the scores are not to be used for reporting the placement of new students in an EFL. Retest the students by administering the next higher-level test to obtain an in-range scale score. **Only in-range scale scores can be used for establishing a student's initial EFL when pretesting.**

ESTABLISHING THE INITIAL EFL OF NEW STUDENTS WITH BELOW RANGE SCORES

If a student test OOR-low on the lowest test of a series, that student must be retested using an alternative form of the same level. If a student pretest OOR-low on both forms of the lowest level assessment of a CASAS test series, *in this situation only*, an OOR-low score may be used for placement. The student will be reported with a leading 1 followed by the lowest scale scorer number for that test form attainable on the retest.

Table 8: Out-of-Range Low Pretest Scenarios

Scenario	Initial EFL	Reporting Score for Pretest
A student takes the 622R and receives an (*) in place of a scale score. The student is retested using 621R and receives an (*) in place of a scale score again.	Level 1 ESOL	Score is reported with a value of 1160.
A student takes the 622L and receives an (*) in place of a scale score. The student is retested using 621L and receives an (*) in place of scale score again.	Level 1 ESOL	Score is reported with a value of 1158.

Posttest Policies

Per FDOE policy, if a student receives an OOR-low score on a posttest, the student can be retested **once**. Any additional attempts to posttest the student must occur within the CASAS recommended hours of instruction (70 to 100 hours) between posttests.

If a student scores OOR-low on a posttest, CASAS recommends retesting the student on the next lower-level test. A student who posttest OOR-low should be retested **once** on a lower test level to obtain an in-range score. If the student tests OOR-low on two consecutive posttests, the student will be reported with a leading 1 followed by the lowest scale score number for that test form attainable on the retest.

Table 9: **Out-of-Range Low Posttest Scenarios**

Scenario	Reporting Score for Posttest
A student takes the 623R (Level B) and receives OOR-low (*) in place of a scale score. The student is retested using 622R (Level A) and receives OOR-low (*) in place of a scale score again.	Score is reported with a value of 1160
A student takes the 625L (Level C) and receives OOR-low (*) in place of a scale score. The student is retested using 624L (Level B) and receives OOR-low (*) in place of scale score again.	Score is reported with a value of 1184.

Per FDOE policy, posttests scores that are OOR-high may be reported as a posttest score and for MSGs. Schools are **not** to retest students who scores OOR-high. OOR-high scores should be reported to the state with a leading 9 followed by the scale score number shown on the student's report.

Table 10: **Out-of-Range High Posttest Scenarios**

Scenario	Reporting Score for Posttest
A student takes the 622R (Level A) and receives OOR-high 196♦ scale score.	Score is reported with a value of 9196.
A student takes the 624L (Level B) and receives OOR-high 201♦ scale score.	Score is reported with a value of 9201.

Posttest scores must be reported to the state regardless of whether an MSG was made for NRS reporting purposes. If the student reenrolls in the next period of instruction, the conservative estimate score can be used as a basis for placement of the student in an EFL.

Posttest OOR-high scores above the exit score for Adult ESOL indicates the student has completed the program. In these cases, OOR-high score can be used to report the student has completed the Adult ESOL program.

Table 11: **Out-of-Range High Exit Scenarios**

Scenario	Reporting Score for Posttest
A student takes the 630R (Level E) and receives OOR-high 239♦ scale score.	Score is reported with a value of 9239.
A student takes the 630L (Level E) and receives OOR-high 232♦ scale score.	Score is reported with a value of 9232.

M-DCPS POSTTEST EXCEPTIONS GUIDELINES

FDOE expresses that exceptions to the posttest guidelines recommended by CASAS should be limited. Only under special circumstances may students be post tested at less than the time recommended (70-100 hours of instruction) by CASAS. FDOE requires documentation such as a portfolio of work or formative assessments that indicate the student has shown academic progress before the program makes the decision to administer a posttest at less than the recommended instructional hours.

Each exception to administer a posttest to a student before the recommended hours of instruction must be approved by the local program director/designee and must be noted in the data reporting system. The approval must be retained in the student's record and made available for review upon request for FDOE monitoring purposes.

M-DCPS students **should not** be given a CASAS posttest until they have participated in an Adult ESOL program for 70-100 instructional hours once a valid test has been administered. Under special exceptions, students may be post tested at less than the time recommended by CASAS given the students has received a minimum of 40 hours of instruction. If a student indicates he or she is leaving the program before the scheduled posttest time, the teacher, counselor and/or site administrator should consult with the student to determine if it would be appropriate to posttest the student before he or she leaves the program.

Factors to consider when testing a student who has received less than 70 hours of instruction are those that impact learning gains, such as intensity and duration of instruction, a student's motivation, quality of instruction, the link between student's goals and instruction, and whether a student must leave the course of instruction for reasons beyond his or her control.

It is M-DCPS policy that exceptions should only be approved if there is sufficient evidence that the student is likely to make a learning gain when post tested. M-DCPS Adult ESOL students must have received a minimum of 40 hours of instruction before submitting a *request* to the district office. Once approved, post testing exceptions need to be documented in FOCUS (i.e., in Counselor Screen Notes) and filed at the school site to complete the procedure.

As stated on the CASAS website, testing should not occur before at least 40 hours of instruction. The *Exception to Administer CASAS Posttest Prior to 70 Hours of Instruction* form (FM-7457) applies only to students who have received 40-69 hours of instruction. If a student has met this requirement, the student may be permitted an exception in **either** of the following two situations:

- The student plans to leave the program before 70 hours of instruction. The student's portfolio work and/or formative assessments indicate the student is likely to show a learning gain.
- The class met less than 70 hours in the semester or term. The students' portfolio work and/or formative assessments indicate the students are likely to show a learning gain.

Form 7457 should be email to Mrs. Michelle Joseph at michellerjoseph@dadeschools.net to process each request for exception to posttest and be approved by program director or the designee.

M-DCPS Placement, Progression, and Completion

CASAS scale scores are used for placement and reporting. For accountability purposes, pretests establish the student's EFL at the time of the initial assessment, while posttests measure educational gains and completion of the Adult ESOL program. For instructional purposes, CASAS recommends beginning or continuing instruction at the scale score of the lower skill area.

Pretest

The student is pretested in Reading and Listening, and the initial EFL is established and reported. The scale score of the lowest skill area is used to determine the initial EFL. The student begins instruction at the established EFL level (Appendix 4).

Scenario	EFL Placement
Student's pretest scale score for Reading is 185 (EFL 2-Low Beginning) and Listening is 175 (EFL 1-Foundations).	Initial EFL 1-Foundations is established. The student begins instruction at EFL 1-Foundations.

If a student pretest is OOR-high on the highest test forms for Reading and Listening (629R/630R or 629L/630L), the student **should not** be placed in the Adult ESOL program. The student should be TABE tested and placed in the ABE or the ASB program.

Posttest

The student is post tested in Reading and Listening, and the current scale scores are compared to the previous scale scores to measure EFL completions and MSG attainment. Use the scale score of the lower skill area to determine the level at which instruction should continue. Students whose posttest score achieves at least the minimum score of the next EFL, will earn an MSG, and be place in the next EFL level in the following term (Appendix 5).

Scenario	EFL Completion and Instructional Placement
Student's pretest scale score for Reading was 185 (EFL 2-Low Beginning) and Listening was 175 (EFL 1-Foundations). Student's posttest scale score for Reading is 198 (EFL 3-High Beginning) and Listening is 185 (EFL 2-Low Beginning).	The student moved an EFL in Reading and an EFL in Listening. The student has EFL completions and will continue instruction at EFL 2-Low Beginning.

Students whose posttest scores are lower than their current EFL after being retested, will continue to be placed in the same EFL in the next term and are **not** placed in a lower EFL.

Scenario	EFL Completion and Instructional Placement
Student's pretest scale score for Reading was 185 (EFL 2-Low Beginning) and Listening was 183 (EFL 2-Low Beginning). Student's posttest scale score for Reading is 180 (EFL 1-Foundations) and Listening is 179 (EFL 1-Foundations), after being retested once.	No EFL completions. The student will continue instruction at EFL 2-Low Beginning.

M-DCPS does allow, in rare instances, students to be administratively promoted. If a student, **after two consecutive terms**, continues to test into the same EFL level and is within three (3) points on the lowest subtest for the next EFL, the site administrator may promote the student to encourage his or her

motivation, quality of instruction, and the link between the student's goals. Administrators are to use the *Administrative Promotion Form for Adult English for Speakers of Other Languages* (FM-7020) to document student promotion in these cases. This need to be noted in FOCUS (i.e., in Counselor Screen Notes) and filed at the school site to complete the procedure. The form must be retained in the student's record and made available for review upon request.

Should a student move two or more EFL levels on the posttest, the district recommends conferencing with the student to determine appropriate placement considering the student's motivation, quality of instruction, and the link between the student's goals. **It is also necessary to make the student aware that their next posttest will be at the level in which he or she tested not necessarily the level where the student is placed.** The posttest might be at a higher level than the level of instruction being delivered.

Scenario	EFL Completion and Instructional Placement
Student's pretest scale score for Reading was 175 (EFL 1-Foundations) and Listening was 178 (EFL 1-Foundations). Student's posttest scale score for Reading is 208 (EFL 4-Low Intermediate) and Listening is 203 (EFL 4-Low Intermediate).	The student moved three EFLs in Reading and three EFLs in Listening. The student has EFL completions and will continue instruction at EFL 2-Low Beginning but will be tested at an EFL 4-Low Intermediate test form.

Program Completer

The student is post tested in Reading and Listening, and current scale scores are compared to the previous scale scores to measure EFL completions and MSG attainment. The student has completed the program if the student's Reading scale score is equal to or greater than 239 and/or Listening scale score is equal to or greater than 232.

Scenario	EFL Completion and Instructional Placement
Student's previous scale score for Reading was 229 (EFL 6-Advanced) and Listening was 223 (EFL 6-Advanced). Student's posttest scale score for Reading is 239 (Exit) and Listening is 233 (Exit).	The student moved an EFL in Reading and an EFL in Listening. The student has earned EFL completions and exited the Adult ESOL program.

A student can remain enrolled in the Adult ESOL program until the student has tested out of both the Reading and Listening. If a student achieved a test score above the exit score in one subtest, the student can be reenrolled in the Adult ESOL program until the student achieves an exit score on the other subtest. **In this circumstance only**, a student should only be tested in the subtest he or she needs to exit. The district recommends conferencing with the student to determine appropriate placement considering the student's motivation, quality of instruction, and the link between the student's goals.

Scenario	EFL Completion and Instructional Placement
Student's previous scale score for Reading was 239 (EFL 6-Advanced) and Listening was 225 (EFL 6-Advanced). Student's posttest scale score for Reading is 239(Exit) and Listening is 225 (EFL 6-Advanced).	The student moved an EFL in Reading. The student has EFL compilation. Student can continue in EFL 6-Advanced or exit the Adult ESOL program. If the student remains in the Adult ESOL program, the student will only be tested in Listening.

SECTION III: ACCOUNTABILITY AND DATA REPORTING

Reporting academic achievement is a requirement under WIOA, NRS, and State Board Rule 6A-10.0381(16), F.A.C. All adult programs are required to report intake demographic data at a student's time of enrollment in accordance with Rule 6A-10.0381 (16), F.A.C. This demographic data includes name, permanent address, date of birth, Florida Education Identifier (FLEID), social security number (if available), Florida student number identifier, high school diploma or certificate, the program of enrollment and the course title and course number. In addition to the mandatory registration information outlined above, the following information must be reported: pretest scores, posttest scores, instructional hours, EFLs, and program completions.

The state collects and analyzes data reported by adult education programs during survey reporting periods to view annual performance, tends, and the potential need for corrective action. Additionally, data reported to FDOE for an eligible program are used to generate an annual federal report to USDOE for the NRS.

M-DCPS utilizes FOCUS, our local student information system, to report to FDOE the required data mentioned above during survey windows.

SECTION IV: NRS ADULT EDUCATIONAL FUNCTIONING LEVELS

Scale scores are used when reporting Adult ESOL students' academic information and are used to measure gains in EFLs. M-DCPS's data reporting system use scale scores when communicating and reporting results of assessments.

NRS EDUCATIONAL FUNCTIONING LEVELS FOR ESOL WITH SCALE SCORES

The following table show the scale scores for each of the six NRS levels for students in the Adult ESOL program. EFL completions are determined when the scale score exceeds the highest score of the range in an EFL.

Table 12: ESOL Educational Functioning Levels

EFL Levels	Reading 621-630R	Listening 621-630L
ESL Level 1	160-183	158-181
ESL Level 2	184-196	182-191
ESL Level 3	197-206	192-201
ESL Level 4	207-216	202-211
ESL Level 5	217-227	212-221
ESL Level 6	228-238	222-231

SECTION V: REPORTING ASSESSMENT SCORES FOR STATE AND FEDERAL REPORTING

Test data should be entered into the local program's management information system (FOCUS) when the student completes the pretest during initial 12 hours of instructional activity. Likewise, all posttests should be entered into the program database upon student completion of the posttest and included in the state reporting.

Pretest and posttests must be on the same test series. For new enrollment students, the program will pretest the student to establish and initial EFL with an approved assessment, CASAS, and posttest with the same series to determine learning gains.

When changing test series (CASAS Life and Work to CASAS STEPS), new EFLs must be established and reported by testing student on the new series. Report the student's EFL in accordance with the results the student obtained on the new test series. The EFL may be lower or higher than the EFL the student was in prior to being tested on the new series. If the test results indicate the student has exited the program, the student should be enrolled in a different program as appropriate for the student's academic and career goals.

DATA COLLECTION

Starting reporting year 2023-2024, Literacy Completion Points (LCPs) will no longer exist and therefore, are no longer used as a method to obtain MSGs. LCPs were a state-created unit of measurement established for purposes that are no longer intended for determining learning gains. In alignment with WIOA and NRS, MSGs will be awarded based on more appropriate program-specific data collection, EFL completions, that measures expected outcomes for the students in the program. EFL completions are determined when the scale score exceeds the highest score of the range in an EFL.

Significant data collection changes are effective for the 2024-2025 reporting year. The purpose of the new collection of assessment data is to determine pretest and posttest learning gains. New students will be placed by a pretest score of each subject area (Reading and Listening) to determine the initial EFL of the subject areas tested. Posttest score of continuous enrolled student for the previous year or term may be used as the pretest score for placement in the next instructional period.

- Information to identify the adult test score is used for the initial and final EFL should be reported. This includes pretest ID code and posttest ID code.
- Scale scores are reported in a four-character data element.
    - Report a "0" in the first field of the four-character data element followed by a three-digit score.
    - For OOR-low scores, report a "1" in the first field of the character data element followed by a three-digit score.
    - For OOR-high scores, report a "9" in the first field of the character date element followed by a three-digit score.

As new data elements have been added, edited, and deleted, it is important to review all the changes in depth in the Student Database for Workforce Development Information System (WDIS) for data reporting. Additional information on data reporting and accountability may be provided by contacting the DCAE Research and Evaluation team.

Local programs are on the front line of the data collection system, and they must collect information from students – the descriptive, participation, and outcome measures that comprise the database in accordance with WIOA and Rule 6A-10.0381, F.A.C. For these data to be meaningful on a statewide and national basis, all tests, pretest, and posttests, must be collected.

To achieve standardization of data collection, program staff need ongoing training an assistance in:

- Understanding the definitions of each measure and have clear guidelines on how to record these measures, including how to handle missing or incomplete data.
- Understanding of and compliance with the State-defined procedures for assessing student for placement into EFLs and evaluating progress.
- Following procedures for implementing the follow-up survey.
- Understanding how to correctly record and report data to the State.

M-DCPS ENTRY OF ASSESSMENT DATA

M-DCPS' Adult ESOL program requires that CASAS assessment data be entered into FOCUS in a timely manner. The system is programmed to do this automatically each day. Test chairpersons or designees must monitor the test data in the FOCUS system on a regular basis to report and/or rectify errors promptly.

For FOCUS support, you may email Liset Valdes Gonzalez, Systems Engineer, Application Development and Client Support at liset@dadeschools.net.

DATA CHECKS AND QUALITY CONTROL PROCEDURES

FDOE recommends local programs put in place data quality control procedures to address the following:
- Student scores are entered immediately after testing.
- Data integrity checks.
- System logic to prevent inappropriate assessments being entered.
- Incorrect score gains.
- Data verification procedures.
- Records of trained test administrators (required).
- Orientation to tests for students.

M-DCPS DATA QUALITY CONTROL

Schools must monitor the CASAS TE database for the use of correct M-DCPS student ID for CASAS *e*Tests and ensure overall compliance with CASAS testing procedures. Discrepancies that cannot be resolved at the school site level need to be reported to the district office.

M-DCPS provides ongoing district support to maintain data quality controls by monitoring the TE database and addressing inconsistencies of school test administration procedures that can affect reporting by:

- Review and analyze M-DCPS FOCUS district reports.
- Oversee maintenance of test integrity and security at CASAS computer testing labs.
- Ensure overall fidelity to CASAS assessment policies and guidelines.
- Adherence to CASAS test security compliance visit indicators.
- Monitor data integrity in TE student database for accuracy, completeness, and reliability.
- Convene quarterly Test Chair meetings to ensure compliance with assessment regulations.

SECTION VI: FDOE REQUIREMENTS TO MAINTAIN ASSESSMENT INTEGRITY

MAINTENANCE OF TEST SECURITY

Rule 6A-10.042, F.A.C. includes Florida's requirements for maintenance of test security. Additionally, all test administrators must follow the security protocols outlined by CASAS.

Section 1008.24, F.S., states that violations of test security guidelines are a first-degree misdemeanor punishable by a fine of up to $1,000, up to a year in jail and may result in the loss of teaching certificate. Any suspected violations of test security must be reported to the local assessment director's office and the FDOE, Adult Education office. The FDOE will communicate the incident to CASAS.

All test security compromise incidents should be documented by the school site administrator and include a summary of the incident and statements from the parties involved. The district will stipulate what steps, if any, will be taken to prevent a similar occurrence in the future.

USE OF TEST ADMINISTRATION MANUALS

CASAS requires local programs to follow the test administration guidelines in each Test Administration Manual (TAM) to ensure a fair and consistent testing environment. Section 1008.24(1), F.S., also stresses the importance of following the publisher's TAM for each test administration, a test administration and security protocol and the consequences if not followed. M-DCPS maintain copies of the CASAS TAMs on site. TAMs provide quality control guidelines to ensure proper test use, administration, scoring and interpretation of results.

SECURITY OF TESTING MATERIALS

All testing materials including, but not limited to, computerized-testing versions of CASAS *e*Tests, test booklets, audio CDs, answer sheets, and answer keys, must be kept secure. No unauthorized personnel will be allowed access to CASAS *e*Tests or to paper test booklets. Security procedures for computerized-testing and paper test booklets must be held to the same standard.

Testing personnel must remain in the testing room throughout an entire test session to ensure that students follow all testing rules. Examinees must sit three to five feet apart or have dividers at each testing station. Students must refrain from talking during the testing session or seeking help from others in any way, including use of electronic devices. Testing personnel must ensure they follow all test administration directions and language as dictated in the appropriate TAM.

The M-DCPS *Monthly CASAS Materials Inventory* form (FM-7438) is used to maintain TAM inventory records which are audited during district test security compliance visits. If any TAM is determined to be missing while in possession of the school site, the Test Chairperson/school site administrator should complete the *Report of CASAS Materials Missing* form (FM- 7284) to report the incident to the district and FDOE.

M-DCPS Test Security Agreement

Agency directors, principals, and other primary administrators need to maintain a specific test security policy that addresses the proper handling and use of test materials. M-DCPS requires all personnel involved in CASAS test administration or proctoring to sign an annual M-DCPS *CASAS Test Security Policy Agreement* (Appendix 7). This agreement includes, but is not limited to, the following stipulations:

- The principals of the adult education sites assume ultimate responsibility for safeguarding all CASAS assessment materials, including TAMs.
- All CASAS materials should be stored in a locked cabinet accessible only to the school's testing chairperson or designee.
- No duplication of any test form or any portion of any test form is permitted for any reason.
- Inventory of CASAS materials will be provided to the M-DCPS district office when requested.
- Adult education sites will monitor the daily administrations of CASAS *e*Tests.
- Schools may not use displays, questions, or answers that appear on any CASAS test to create materials designed to teach or prepare learners to answer CASAS test questions.

CASAS test security policy states that should CASAS determine that any agency, school, or other testing entity has violated any provision of its test security policy or that testing materials have been compromised in any manner, purposely or otherwise, CASAS reserves the right to take appropriate action to rectify the violation of its test security policy.

Any suspected violations of CASAS test security must be reported to Dr. Susana Mauri at: smauri@dadeschools.net in accordance with the above procedures.

Reporting of Testing Irregularities

When a testing irregularity cannot be resolved at the school site, the Test Chair and/or the proctor will submit a Testing Irregularity Report (TIR) within the same day of the occurrence to CASAS, or the next day at the very latest. CASAS will use this information to investigate the incident.

The M-DCPS district office needs to be notified (Cc'd via email) of the occurrence so that it can provide follow-up support (Appendix 9).

Confidentiality of Tests and Test Items

School sites may not use CASAS test or test item – published or unpublished – to prepare examinees for testing. CASAS tests may never serve as practice tests in any capacity or for any purpose. Test items may not be reviewed, discussed, or explained to anyone. If paper test booklets have been marked in or torn, agencies should shred these test booklets.

CASAS requests agencies to shred old test booklets and destroy related testing materials including audio CDs when transitioning to a new test series. Retaining test materials for use as a practice test or for instructional purposes or providing testing materials to another agency, is prohibited. Testing materials must always remain at the testing site.

Copyright Infringement

No test materials may be duplicated, photocopied, or reproduced in any manner. Federal copyright law prohibits unauthorized reproduction and use of copyrighted test materials. Reproducing test materials is a violation of federal copyright law.

IMPROPER USE OF CASAS TESTS

- Teaching to the actual CASAS test item.
- Copying a test item for any reason.
- Developing curriculum based on test items.
- Distributing a CASAS test item to unauthorized personnel or learners prior to or after test administration as a study guide.
- Modifying district preset testing sessions.
- Administering a lower-level test to artificially increase the learning gain between pretest and posttest.
- Reducing the amount of time given on a pretest to less than the number of minutes stipulated in the TAM, while increasing the amount of time on a posttest to exceed the recommended minutes.
- Altering test answers on the pretest to lower the test score.
- Altering accurate score test results to manipulate learning gains.
- Duplicating the test of one learner and substituting the identification number of another learner.
- Providing answers to test questions.
- Translating test items and answers into another language.
- Administering tests in quick succession without sufficient time for instructional intervention to maximize gains.
- Excluding from pretesting those individuals or groups who have attended twelve (12) hours or more of instruction.

M-DCPS CASAS TEST SECURITY COMPLIANCE VISIT

To preserve the integrity of CASAS testing administration and data collection, M-DCPS conducts annual CASAS Test Security Compliance Visits (Appendix 6) to:

- Monitor the maintenance of test security.
- Verify CASAS test administration/proctor certifications.
- Ensure the CASAS Oral Screen process is followed.
- Conduct security checks of testing materials.
- Verify online users/records.
- Confirm appropriate use of Web-based Test Units (WTUs)
- Verify student data records.
- Check data integrity.
- Inventory CASAS record keeping.
- Verify proper documentation of disposal of obsolete materials.
- Monitor the maintenance of a secure testing environment.
- Ensure the entering of correct assessments scores.
- Ensure accurate calculations and recordings of learning gains.

Note: District staff may visit school sites unannounced to observe test administration procedures and overall test security compliance.

SECTION VII: ACCOMMODATIONS FOR ADULT EDUCATION STUDENTS WITH DISABILITIES AND OTHER SPECIAL NEEDS

Accommodations refer to adjustments made in either instruction or assessment that enable adults with disabilities to participate fully in an academic setting (Appendix 10). Accommodations are made to allow the student with a disability to demonstrate his or her skills and abilities more accurately than if no accommodation was made. Any accommodations must meet the needs of the examinee without changing what the test is intended to measure.

PROCEDURES TO IDENTIFY ADULT EDUCATION STUDENTS WITH DISABILITIES

Adult education students with disabilities are responsible for self-identifying and requesting any accommodation they may need. Adult education students are also responsible for submitting documentation of their disability, consistent with federal law.

A documented disability means that the individual can present a formal record of disability, such as a doctor's report or Individual Education Plan (IEP), which includes: (1) a diagnosis of the disability; (2) an evaluation of the impact of the disability on area of functioning; and (3) recommendations for specific strategies and accommodations in education required by the disability.

Once students self-identify their disability, documentation of the disability is essential to obtain for the staff to provide optimal advice. Documentation may include various records, including a diagnostic assessment by a licensed medical professional (e.g., psychologist, psychiatrist, or neurologist), other relevant records that confirm the diagnosis, a diagnostic evaluation by the Division of Vocational Rehabilitation, or records from the Division of Blind Services. It is recommended that staff work closely with students with disabilities to develop current education plans and monitor their progress, interests, and abilities, see *the Rehabilitation Act of 1973, Section 504 and 34 C.F.R. Part 104*.

As part of a system that promotes open communication of available services, including contacts to service agencies, school sites should provide ongoing counseling to all Adult ESOL students with disabilities. It is also important to encourage students who may require accommodations to seek out the type of assistance that will aid in academic success.

PROCEDURES TO ADMINISTER ASSESSMENTS TO ADULT STUDENTS WITH DISABILITIES

Accommodations during the assessment process must provide a framework that allows the student with a disability to demonstrate the skills and knowledge that the test is designed to measure. Upon receiving a request for specific types of accommodations from a student with a documented disability, the program should consider the accommodations requested by the student. Many test accommodations are based on those used by the student during instruction. All accommodations should be documented in the student's career plan, 504 Plan, or other educational plan.

RECORDS RETENTION ON ADULT STUDENTS WITH DISABILITIES

Appropriate types of documentation should be kept by local adult educational programs for students with disabilities who require accommodations. Documentation for specific testing accommodations must be maintained in the student's confidential records and be discussed only to individuals with authorization per the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C., 1232g and 34 CFR Part 99.

ACCOMMODATIONS ALLOWED DURING CASAS ASSESSMENTS FOR STUDENTS WITH DISABILITIES

The state-approved CASAS assessment may be used in accordance with Rule 6A-6.014, F.A.C. General Requirements for Adult Education Program when servicing the Adults ESOL students with Disabilities. In addition to the state policies previously described, the following is a brief description of permissible CASAS accommodations for students with disabilities.

The CASAS Assessment Policy Guidelines states: "***Accommodations in testing alter the conditions for administering a test or change the nature of an assessment instrument, allowing test takers with disabilities to demonstrate their skills and abilities more accurately. Proper accommodations meet the needs of examinees without changing what a test is intended to measure***".

Accommodations for CASAS procedures are applicable to all CASAS tests and include:

- Accommodations in test time
- Giving supervised breaks
- Providing a sign language interpreter for test administration directions only
- Testing in an alternate room
- Using a colored overlay
- Large-print test booklets and answer sheets
- Allowing extended time

Additionally, CASAS test forms that may be appropriate for students with a disability include CASAS *e*Tests, computer-adapted and computer-based test and large-print tests. CASAS large-print tests are available upon request. Large-print answer sheets are also available. A Life and Work test form in Braille format measures basic literacy skills for students who are blind or have a visual impairment.

It is **not** an appropriate accommodation in test administration procedures to read a CASAS Reading test to a student with low literacy skills or blindness. The paper, *Guidelines for Providing Accommodations Using CASAS Assessment for Students with Disabilities,* provides more detailed information on providing accommodations. This document is available at www.casas.org.

ALTERNATIVE ASSESSMENTS FOR ADULT EDUCATION STUDENTS WITH DISABILITIES

Rule 6A-6.014, F.A.C. (Appendix D), states that if an adult student has a documented disability and the assessments identified in Rule 6A-6.014, F.A.C., with accommodations are not an accurate measure of the student's ability, one of the following tests may be used for diagnostic purposes. Note that these tests are not approved for pretesting or post testing in an adult education program or for FDOE and NRS reporting.

- Brigance Employability Skills
- Brigance Life Skills
- Comprehensive Test of Adaptive Behaviors (CTAB)
- Kaufman Functional Adult Student Assessment System Test (K-FAST)

If an adult student has a documented disability and CASAS assessment is not an accurate measure of the student's ability, documentation must be kept showing an attempt was made to assess the student and the results of this attempt must be kept in the student's record for audit purposes. The results kept for audit purposes are not intended to be used for NRS reporting.

For additional information about students with disabilities, please contact Anthenisia Jackson, M-DCPS Instructional Supervisor, at (305) 579-0311 or via email: aajackson@dadeschools.net.

SECTION VIII: TRAINING REQUIREMENTS FOR ADMINISTERING ASSESSMENTS

FDOE requires that testing personnel administering CASAS assessments receive training to ensure test security, reliability, and validity. CASAS and FDOE provide professional development activities related to assessment throughout the program year.

TIMELINES AND PROCEDURES FOR TRAINING OF LOCAL PROGRAM TEST ADMINISTRATION STAFF

All persons who administer state-approved assessments must receive training on how to administer them. M-DCPS is responsible for ensuring all test administrators are trained prior to administering any state-approved assessment. CASAS is responsible for the content and the training materials. Certification training for CASAS is available at http://www.casas.org/training-and-support.

The FDOE requires that programs follow CASAS guidelines regarding the initial training and the length of time before test administrators or staff take refresher (recertification) training. The FDOE recommends that test administrators and persons who report NRS data receive supplemental training, as appropriate, when new instruments or forms are added to the acceptable assessments list. Local programs may require staff members who interpret test scores for students and staff members who analyze, compile, and report data be trained on assessment.

NUMBER OF LOCAL STAFF TRAINED AS TESTERS

The FDOE recommends that M-DCPS plans appropriately to ensure that an adequate number of test administrators are available to administer pretests and posttests to the students who need them. Certain times of the program year may require that more students be pretested or post tested than other times.

TRAINING TOPICS

The FDOE, in partnership with the assessment publisher, CASAS, conducts trainings through a train-the-trainer process. M-DCPS has a CASAS state certified trainer on staff. FDOE's primary goal is to ensure consistent information is presented at every training event. To that end, all CASAS assessment trainings must follow CASAS and FDOE approved and scripted PowerPoints, include approved handouts and address state and federal policies.

TRAINING REQUIREMENTS FOR CASAS TEST ADMINISTRATORS

FDOE follows the CASAS training requirements. FDOE may impose stricter training requirements. Districts are required to maintain a copy of the certification(s) of all testing personnel who administer, proctor, score, and interpret test results.

All M-DCPS Adult ESOL programs are required to comply with FDOE and CASAS certification policies to ensure that school personnel who administer tests are current in assessment procedures and adhere to current state policies and publisher's guidelines (Appendix 8). CASAS assessments can only be administered by school personnel who are certified and have received CASAS login credentials.

M-DCPS CASAS certification requires a live-facilitated proctor training, conducted by the district's CASAS state certified trainer, covering current FDOE and CASAS assessment policies. M-DCPS maintains a database with records of all CASAS testing personnel who received this training.

Table 27: **CASAS Training Requirements**

Assessment	Trainees	Initial Training	Refresher Training
Comprehensive Adult Student Assessment System (CASAS) **Student Test of English Progress and Success (STEPS) Series**	All testing personnel who administer, score and interpret the test. Proctors should be at least 18 year of age and hold a high school diploma or equivalent.	Complete online and in-person trainings before receiving access to CASAS systems (TE/*e*Tests). **CASAS Online Training** ▪ Module 1: Implementation Basics. **CASAS Online Training** *CASAS eTests Trainings* ▪ *e*Tests Proctor Certification **CASAS Online Remote Testing** ***(For remote proctors only.)*** ▪ Proctor Remote Testing Certification. ▪ Proctor Remote Testing Agreement. **M-DCPS CASAS Proctor Training** ▪ Live-Facilitated: Provided by a CASAS certified trainer.	Certified testing personnel must complete refresher training every <u>two years</u>. **CASAS Online Training** ▪ Module 1: Implementation Basics. **CASAS Online Training** *CASAS eTests Trainings* ▪ *e*Tests Proctor Certification **CASAS online Remote Testing** ***(For remote proctors only.)*** ▪ Proctor Remote Testing Certification. ▪ Proctor Remote Testing Agreement.

A temporary approval for new proctors can be obtained upon completion of the online CASAS Initial Implementation training (Module 1: Implementation Basics, eTests Proctor Certification) until the next district live-facilitated training is offered. All certificates must be emailed to Mrs. Michelle Joseph at michellerjoseph@dadeschools.net to verify if an employee is eligible to proctor CASAS tests. Once the live-facilitated training is completed, proctor will be granted access to *e*Tests and TE.

FDOE requires that programs follow CASAS guidelines regarding the initial training, as well as the length of time when test proctors or staff should take refresher trainings. Therefore, it is critical that all CASAS test proctors adhere to the recertification policy in place to ensure that school site personnel are up to date on accountability and assessment policies.

M-DCPS STAFF DUTIES AND RESPONSIBILITIES FOR ADMINISTERING CASAS TESTS

The main responsibilities of school site administrators, teachers, and others who serve as test administrators, proctors and/or chairpersons involved in test administration, are listed below.

Principal/Designee Responsibilities

- Ensure all students registered in the FOCUS system are tested.
- Ensure all staff assigned to CASAS testing complete required trainings.
- Develop test procedures and ensure tests are administered in accordance with state, district, and CASAS testing policies and procedures.
- Ensure all testing materials are secure and only designated testing staff have access to them.
- Advise staff of the rules relating to test security and ensure adherence to established procedures.
- Facilitate onsite training sessions conducted by the Test Chairperson using district training materials on test administration procedures for test administrators and proctors.
- Supervise testing personnel to ensure they adhere to established testing guidelines.
- Report testing irregularities and security violations to the Adult ESOL Program director/designee within 48 hours of the occurrence in writing.
- Assign staff to verify test scores are properly imported into FOCUS following each test session.
- Monitor data in FOCUS reports.
- Correct or report errors in a timely manner.
- Ensure that assessment procedures comply with State Board of Education Rule 6A.10.042, F.A.C.

Test Chairperson Responsibilities

- Attend a New Test Chair district training to understand the duties and responsibilities of the position.
- Attend district Test Chair meetings to ensure compliance with testing regulations and policy updates.
- Disseminate district Test Chair meeting information to site administrators and school personnel.
- Conduct training sessions for proctors to review proper testing procedures and test security.
- Maintain CASAS certification requirements for all test administrator and proctors.
- Maintain yearly signed **Test Security Agreements** for all testing personnel.
- Update, monitor, and revise student records and users in TE.
- Ensure all proctors follow CASAS standardized testing process.
- Maintain the security of test materials in the schools.
- Arrange for secure and appropriate testing locations.
- Organize and monitor the testing program at the school level and off-campus sites.
- Visit testing rooms to ensure proper testing conditions are maintained.
- Plan and/or schedule pretest and posttest sessions.
- Assure all test-required materials, associated documentation, and scores are properly submitted.
- Ensure all testing documents are filed appropriately.
- Assure all students sign the CASAS Testing Session Log.
- Monitor and verify daily use of CASAS *e*Tests Administrations.
- Track students who need to return to be retested.
- Conduct monthly test materials inventory using district approved form (FM-7438).
- Shred and secure all testing materials that are damaged, mutilated, or unusable. (Proper documentation, i.e., District Approved Shredding Certificate, must be kept at the school site.)
- Report test security violations to the principal/designee.
- Report testing irregularities using the CASAS Test Irregularity (TIR) form.
- Report missing test materials to the M-DCPS Adult ESOL district immediately (FM-7284).

Proctor Responsibilities

- Ensure proper testing conditions.
- Administer testing sessions as specified in the CASAS guidelines.
- Account for all materials and return all test materials to the test chairperson (or designee) at the end of each testing session. **Under no circumstances should test materials of any kind remain with the Test Administrator/Proctor after a test has been administered.**
- Assign students to the appropriate online testing session and monitor testing, as specified.
- Verifying the M-DCPS student name against a valid ID before initializing the CASAS *e*Tests session for the student.
- **Enter student's ID number and name as it appears in FOCUS.**
- Ensure Testing Session Log is completed properly and the student signs before being seated at a testing station.
- Ensure students log-off after taking assessments on *e*Tests Online and that the tests are completed.
- Count **all** tests used by each student, at the conclusion of each *e*Tests session.
- Report testing irregularities to the Test Chairperson (or designee) immediately.
- Document unusual conditions. Testing sessions **should not** be interrupted. In case of emergencies (evacuation drill etc.), testing sessions can be interrupted until students return to test. When the student returns, the test will resume where the student left off. Tests must be completed **on the same day.**

Temporary Monitoring Proctor Responsibilities

It is required to have one certified CASAS test administrator/proctor per 25 students (preferably less). Temporary proctors may assist certified proctors when administer CASAS tests to ensure adherence to test security procedures.

- All temporary monitoring proctors must have a signed Test Security Agreement on file.
- School staff, case managers, and guidance counselors may serve as monitoring proctors. Teachers may also serve as temporary proctors if they do not monitor tests for their own students.
- Assist the Test Administrator/Proctor with the duties and responsibilities of administering the CASAS tests. These proctors continually walk around the room and make sure students follow proper test security procedures. However, they do **not** administer CASAS tests.

SECTION IX: DISTANCE EDUCATION

REQUIREMENTS FOR DISTANCE EDUCATION

Distance Education is a formal learning activity where students and instructors are separated by geography, time, or both for most of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs, and other online technology. Teachers support distance students through communications via mail, telephone, email, or online technologies and software. Students are considered enrolled as receiving instruction either in the classroom or by distance education. Per Rule 6A-10.0381, F.A.C. asynchronous online course activity must be reported separately from classroom and laboratory courses.

NRS IMPLEMENTATION GUIDELINES FOR ASSESSMENT OF DISTANCE EDUCATION STUDENTS

Programs must apply the same enrollment, reporting, policies, and guidelines detailed in the technical assistance paper in accordance with WIOA and Rule 6A-10.0381, F.A.C. To enroll a student for instruction and measure the educational gain of distance education students for NRS reporting, programs must administer all pretests and posttests in person, at a proctored program site, in accordance with the FDOE policies outlined in the technical assistance paper. Assessments not conducted through face-to-face interaction with a trained test administrator in a secure setting are not allowed for NRS reporting. Students in distance education should be pretested within the first 12 contact hours and post tested after the same number of hours of instructional time recommended by the publisher, the same as other students. See Appendix C for more information on instructional resources.

PROXY CONTACT HOURS

Florida does not measure or report proxy contact hours as this is optional and states may, but are not required, to report proxy hours of time that participants spend on distance learning activities. Proxy hours differ from direct contact hours in that the identity of the learner and/or the exact amount of time spent on a learning activity cannot always be verified directly.

NRS REPORTING PROCEDURES FOR DISTANCE EDUCATION

MSG and other required indicators are the same as for students attending onsite instruction. The difference between distance education students and onsite students is the instructional delivery. All intake, assessment and reporting requirements are required of all adult education students regardless of the instructional delivery mode. The procedures for instructional hour reporting is found in Rule 6A-10.0381, F.A.C. and a technical assistance paper is available at http://www.fldoe.org/core/fileparse.php/5398/urlt/TAP-AGE-InstHrsRptg.pdf.

SECTION X: Resources and Appendices

APPENDIX A: REFERENCES

Code of Federal Regulations (Adult Education 34 CFR part 462), www.ecfr.gov

Comprehensive Student Assessment System (CASAS), http://www.casas.org
- Test Administration Manual – STEPS; 2023.
- Test Administration Manual – STEPS; 2023.

Florida Administrative Code (F.A.C.), www.flrules.org

Florida Adult and Technical Distance Education Consortium (FATDEC), http://www.fatdec.com

Florida Education and Training Placement Information Program (FETPIP), Workforce Education Reports for Colleges, http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/workforce-edu-reports.stml

Florida Statutes (F.S.), www.leg.state.fl.us/statutes

National Reporting System (NRS) for Adult Education, https://www.nrsweb.org

Standards for Educational and Psychological Testing; American Education Research Association, American Psychological Association and National Council on Measurement in Education; 2014, http://www.apa.org/science/programs/testing/standards.aspx

Technical Assistance Paper: *Adult Education Instructional Hours Reporting Procedures*, http://www.fldoe.org/core/fileparse.php/5398/urlt/TAP-AGE-InstHrsRptg.pdf

Workforce Innovation and Opportunity Act, Public Law 113 – 128, Title II, Adult Education and Literacy, https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf

Workforce Development Information System (WDIS) Data Handbook, http://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/1819-WDIS/index.stml

APPENDIX B: ACRONYMS AND DEFINITIONS

ACRONYMS and DEFINITIONS	
ABE	Adult Basic Education is a program designed for an individual who is at least 16 years of age, beyond the age of compulsory school attendance under state law and designed for the student to increase basic literacy skills in mathematics, reading, and language at her NRS Level 1-4 to improve employability in the state's workforce, and transition to higher levels of educational attainment and postsecondary training.
AGE	Adult General Education is an umbrella term used to describe adult education programs, such as ABE and ESOL.
ASB	Academic Skills Building is a program for students who have earned a diploma or high school equivalency but need additional skills building in literacy or mathematics to enter the job market or pursue postsecondary education. Academic Skills Building provides additional instruction at NRS Level 5 and 6 of the ABE programs.
CASAS	The Comprehensive Adult Student Assessment System is a program used to assess the relevant real-world basic skills for youth as well as adults. It measures basic skills, and the English language and literacy skills need to function effectively at work and in life.
CTE	Career and Technical Education are certificate programs at a technical institution or college that prepare for such career occupations and degrees.
EFL	Educational Functioning Levels are used to determine the academic progress of adult education students. There are 12 levels, each describing the academic skills that an adult student should be able to perform; 6 levels for ABE and 6 levels for ESOL.
ESOL/ESL	English for Speakers of Other Languages, sometimes referred to as English as a Second Language, teaches basic academic and conversation skills such as, reading, writing, speaking, listening, and comprehension skills to English Language Learners. Activities may include understanding the American system of government and responsibilities of citizenship.
FDOE	The Florida Department of Education is the state education agency that oversees public education and governs funding and testing for local education agencies.
IELCE	Integrated English Literacy Civics Education (formerly known as English Literacy and Civics Education) is an educational program that provides instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government. This program will help adult students attain the skills and knowledge to become informed parents, workers, and active members of a community. To participate in IELCE, students must concurrently enroll in ESOL and a CTE eligible program.
MSG	Measurable Skill Gain is a term used by USDOE to measure and describe the student's academic or skill progress following post-testing.
NRS	The National Reporting System is an outcome-based data reporting system for the State-administered, federally funded adult education program. This system helps demonstrate program effectiveness via improved student outcomes.
OCTE	The Office of Career, Technical and Adult Education operated under the U.S. Department of Education. OCTAE is responsible for administering and coordinating programs that are related to adult education literacy, career and technical education and community colleges.
USDOE	The United States Department of Education is the agency of the federal government that establishes policies relating to federal financial aid for education, collects data and oversees research on America's schools, identifies the major issues and problems in education and enforces statutes prohibiting discrimination in programs and activities receiving federal funds to ensure equal access to education for every individual.

APPENDIX C: INSTRUCTIONAL RESOURCES FOR DISTANCE EDUCATION

Online Curricula for Distance Learning

FDOE provides the curriculum frameworks for all adult education programs on the state's adult education web page. In accordance with WIOA and Rule 6A-10.0381, F.A.C. all programs that provide adult educational services with state funding are required to use the state curriculum standards for instruction. A consortium of thirty-five member institutions (school districts and colleges), the Florida Adult and Technical Distance Education Consortium (FATDEC) (http://www.fatdec.com/courses.php), delivers curricula in a web-based environment for adult education and career and technical programs in Florida.

All courses are 100 percent web-based, hosted securely, and provide both students and instructors with technical support. Each school or district remains autonomous in its admissions and registration process. Appointed administrators or instructors in each school or district enroll students in the online courses and establish login credentials with unique usernames and passwords. Each learning management system can track student time in a course as well as other completed tasks like assessments submitted and lessons viewed.

FATDEC Instructional Programs Available

FATDEC INSTRUCTIONAL PROGRAMS		
Program	**Course**	**Model**
Adult ESOL	English Discoveries Online	Actual time on task

APPENDIX D: RULE 6A-6.014, F.A.C. GENERAL REQUIREMENTS FOR ADULT GENERAL EDUCATION PROGRAM

6A-6.014 F.A.C., General Requirements for Adult General Education Program.

In the operation of adult general education programs, the following general requirements shall apply:

(1) Facilities. Instructional facilities should be consistent with the number and nature of adults served, as well as instructional methods and objectives.

(2) Enrollment. Enrollment shall be limited to individuals who have legally left the elementary or the secondary school as specified in Section 1003.21(1)(c), F.S.; provided, however, that the high school may enroll individual students of compulsory school age who are at risk of not graduating with their 9th grade cohort to one (1) or more courses that are required for high school graduation and are offered in the established adult high school co-enrollment program as specified in Section 1011.80(10), F.S., where such students can more effectively be served by the adult high school program.

(3) Teacher qualifications. Each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education programs per Section 1012.39, F.S.

(4) Academic skills tests for adults.
    (a) Requirements for pre-tests and post-tests for adult general education students are as follows:
        1. All newly enrolled students must be pre-tested to determine educational functioning within the first twelve (12) hours of instruction.
        2. Programs must comply with test publishers' recommended time frames for post-testing.
        3. In certain limited cases, instructors, and test administrators, based on their professional judgment, may request an exception to the test publishers' recommended time frames for post-testing an adult learner, but the administrator or designee must approve and record the deviation and reasons, therefore.
        4. Students completing the required course work to earn the adult high school diploma or earning the State of Florida High School Equivalency Diploma in accordance with Rule 6A-6.0201, F.A.C. are not required to post-test upon earning this credential.
    (b) The following tests, English language versions only, are approved to pre-test students to determine educational functioning level and post-test for documentation of learning gains of a student enrolled in the adult general education program. The tests shall be used with appropriate accommodations for students with disabilities as specified in Section 1004.02(6), F.S., and with necessary accommodations for English Language Learners.
        1. Tests of Adult Basic Education (TABE), Complete Battery or Survey Form, Forms 9 & 10 expired December 31, 2018)
        2. Tests of Adult Basic Education (TABE) Forms 11 & 12
        3. Comprehensive Adult Student Assessment System (CASAS)
    (c) The following tests, English language versions only, are approved to pre-test students to determine educational functioning level and post-test for documentation of learning gains of a student enrolled in the adult English for Speakers of Other Languages program and shall be used with appropriate accommodations for students with disabilities, as specified in Section 1004.02(6), F.S., and with the necessary accommodations for English Language Learners.
        1. Comprehensive Adult Student Assessment System (CASAS)
        2. Basic English Skills Test (BEST) Plus
        3. Basic English Skills Test (BEST) Literacy
        4. Tests for Adult Basic Education Complete Language Assessment System – English (TABE CLAS-E)
    (d) If an adult student has a documented disability and the instruments in paragraphs (4)(b) and (c), of this rule, with accommodations are not an accurate measure of the student's ability, one of the

following tests may be used for diagnostic purposes but is not approved as a pre-test or post-test in an adult general education program:

1. Brigance Employability Skills
2. Brigance Life Skills
3. Comprehensive Test of Adaptive Behaviors (CTAB)
4. Comprehensive Adult Student Assessment (CASAS), or
5. Kaufman Functional Adult Student Assessment System (K-FAST)

(e) If an adult student has a documented disability and the instruments listed in this rule are not an accurate measure of the student's ability, documentation must be kept showing an attempt was made to assess the student, and the results of this attempt should be kept in the student's record for audit purposes.

(5) Student progress will be measured by progression through Literacy Completion Points (LCPs) using one or more of the following:
   (a) Grade level and scale score improvements measured by an approved test.
   (b) Attainment of State of Florida High School Equivalency Diploma or Adult Standard High School Diploma.

Rulemaking Authority 1001.02(1), 1004.93(9), 1011.80(11) F.S. Law Implemented 1004.93, 1011.80 F.S. History–New 2-20-64, Amended 4-11-70, 11-17-73, 2-18-74, 6-17-74, Repromulgated 12-5-74, Amended 12-6-84, Formerly 6A-6.14, Amended 12-28-86, 10-17-89, 12-29-98, 4-26-06, 9-19-07, 8-18-09, 2-1-11, 4-1-15, 2-20-18.

APPENDIX E: Rule 6A-10.042, F.A.C. Test Administration and Security

6A-10.042 Test Administration and Security

(1) Tests implemented in accordance with the requirements of Sections 1004.93, 1008.22, 1008.30, 1012.55 and 1012.56, F.S., shall be maintained and administered in a secure manner such that the integrity of the tests shall be preserved.

    (a) Test questions shall be preserved in a secure manner by individuals who are developing and validating the tests. Such individuals shall not reveal in any manner, verbally or in writing, the test questions under development.

    (b) Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test.

    (c) Examinees shall not be assisted in answering test questions by any means by persons administering or proctoring the administration of any test.

    (d) Examinees' answers to questions shall not be interfered with in any way by persons administering, proctoring, or scoring the examinations.

    (e) Examinees shall not be given answer keys by any person.

    (f) Persons who are involved in administering or proctoring the tests or persons who teach or otherwise prepare examinees for the tests shall not participate in, direct, aid, counsel, assist in, or encourage any activity which could result in the inaccurate measurement or reporting of the examinees' achievement.

    (g) Each person who has access to tests or test questions during the development, printing, administration, or scoring of the tests shall be informed of specifications for maintaining test security, the provisions in statute and rule governing test security, and a description of the penalties for breaches of test security.

    (h) During each test administration, school district and institutional test administration coordinators and contractors employing test administrators and proctors shall ensure that required testing procedures are being followed at all test administration sites. Officials from the Department are authorized to conduct unannounced observations of test administration procedures at any test administration site to ensure that testing procedures are being correctly followed.

    (i) In accordance with Section 1008.24, F.S., a school district may use district employees, such as education paraprofessionals as described in Section 1012.37, F.S., to administer and proctor statewide, standardized assessments required under Section 1008.22, F.S. All test administrators and proctors for the statewide assessments administered pursuant to Rule 6A-1.09422, F.A.C. must complete training requirements outlined in *Training Requirements for Administering and Proctoring the Statewide Assessments*, 2015, incorporated herein by reference. A copy may be obtained by contacting the Division of Accountability, Research and Measurement, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.
(http://www.flrules.org/Gateway/reference.asp?No=Ref-06180)

(2) Test materials, including all test booklets and other materials containing secure test questions, answer keys, and student responses, shall be kept secure and precisely accounted for in accordance with the procedures specified in the examination program administration manuals and other communications provided by the Department. Such procedures shall include but are not limited to the following:

    (a) All test materials shall be kept in secure, locked storage prior to and after administration of any test.

    (b) All test materials shall be precisely accounted for, and written documentation kept by test administrators and proctors for each point at which test materials are distributed and returned.

    (c) Any discrepancies noted in the number or serial numbers of testing materials received from contractors shall be reported to the Department by designated institutional or school district personnel prior to the administration of the test.

    (d) In the event that test materials are determined to be missing while in the possession of an institution or school district, designated institutional or school district personnel shall investigate the cause of the discrepancy and provide the Department with a report of the investigation within thirty (30)

calendar days of the initiation of the investigation. At a minimum, the report shall include the nature of the situation, the time and place of occurrence, and the names of the persons involved in or witness to the occurrence. Officials from the Department are authorized to conduct additional investigations.

   (e) In those cases where the responsibility for secure destruction of certain test materials is assigned by the Department to designated institutional or school district personnel, the responsible institutional or school district representative shall certify in writing that such destruction was accomplished in a secure manner.

   (f) In those cases where test materials are permitted by the Department to be maintained in an institution or school district, the test materials shall be maintained in a secure manner as specified in the instructions provided by the Department. Access to the materials shall be limited to the individuals and purposes specified by the Department.

(3) In those situations where an employee of the educational institution, school district, or contractor, or an employee of the Department suspects a student of cheating on a test or suspects other violations of the provisions of this rule, a report shall be made to the department or test support contractor, as specified in the test administration procedures, within ten (10) calendar days. The report shall include a description of the incident, the names of the persons involved in or witness to the incident, and other information as appropriate. Officials from the Department are authorized to conduct additional investigations.

(4) Violations of test security provisions shall be subject to penalties provided in statute and State Board Rules.

(5) School districts and public educational institutions under Section 1003.49, F.S., may contract with third-party contractors to administer and proctor statewide standardized assessments required under Section 1008.22, F.S., or assessments associated with Florida approved courses under Section 1003.499, F.S.

   (a) School districts and educational institutions must require the contractor to provide a safe and comfortable facility that does not interfere with a student's ability to demonstrate mastery on the tests.

   (b) School district or educational institution use of third-party contractors (including contracted affiliates, such as franchises) shall not relieve the district or institution of its obligation to provide access to statewide testing for Florida Virtual School or virtual charter school students pursuant to Sections 1002.33(20), 1002.37 and 1002.45(6)(b), F.S.

   (c) The contractor must adhere to all test administration and security protocols as prescribed by the Department pursuant to Section 120.81(1)(c), F.S., and shall be subject to all provisions of this rule.

   (d) The contractor must not collect nor maintain any student's personally identifiable information beyond that required for test administration.

   (e) All technology used to administer computer-based tests must meet assessment technology guidelines and online test security requirements as prescribed by the Department pursuant to Section 120.81(1)(c), F.S.

Rulemaking Authority 1001.02, 1003.49, 1008.23, 1008.24 F.S. Law Implemented 1003.49, 1008.23, 1008.24 F.S. History–New 7-5-87, Amended 10-26-94, 11-3-13, 1-7-16.

APPENDIX 1: CASAS ORAL SCREENING FLOW CHART

New CASAS Oral Screening Flow Chart

CASAS Oral Screening

→ Student scores **6 or more** points → Administer session **Pretest with Locator** which will provide the locator and appropriate pretests for Reading and Listening.

→ Student scores **5 or less** points → Administer **Reading Screening** practice items.

- **All** items are correct → Administer session **Pretest with Locator** which will provide the locator and appropriate pretests for Reading and Listening.

- **1 or more** items are incorrect → Administer session **Pretest Level A** which will provide 621R pretest for Reading and 621L for Listening.

Notes:
- A new student who takes a pretest for initial placement on the lowest level Reading tests (621R) and score below range, is <u>not to be</u> retested. The student is reported in Initial EFL 1 for Reading.
- A new student who takes a pretest for initial placement on the lowest level Listening tests (621L) and score below range, is <u>not to be</u> retested. The student is reported in Initial EFL 1 for Listening.
- These are the only situations in which scores that are below the accurate range may be used for reporting and placement.

ORAL SCREENING

Read all questions to the students as written. Read clarification questions only if needed.
Oral screening results are for information purpose only and cannot be used for placement.

Student Name: _____   Student ID Number: _____

Test Administrator: _____   Date: _____

	What's your name? (Not scored) *This question may be omitted if the tester knows the examinee.*	**POINTS**
1.	**What country are you from?** *Naming a country is the correct response. Score 0 if the response is a city or state.*	
2.	**How long have you lived in the United States?** *To clarify, ask:* **When did you come to the United States?** *Some possible responses: Four years; 1987, etc.*	
3.	**Tell me why you want to learn English.** *To clarify, ask:* **Why do you want to study English?** *Any appropriate reason may be acceptable.*	
4.	**Do you read in your native language?** *If <u>yes</u>, ask:* **What do you like to read?** *Some possible responses: names of books, types of books, subjects.* *If <u>no</u>, ask:* **Why not?** *Some possible responses: I have no time to read; I can't read.*	
5.	**What work did you do in your country?** *or* **What work are you doing now?** *Any appropriate response is acceptable.* *If the person has not worked, expressing that is also correct.*	
6.	**How many years did you go to school in your country?** *To clarify, ask:* **How long did you go to school in your country?** *Any appropriate response is acceptable.*	
	TOTAL POINTS:	

POINTS	GUIDELINES
0 points	**No response, incomprehensible, or does not answer the question.** *Note: If the examinee responds, "<u>I don't know</u>," it is up the administrator to determine whether this answer represents an appropriate response or lack of comprehension.*
1 point	**Comprehensible but not grammatically correct.** <u>*Note:*</u> *Comprehensible = understandable and relevant.*
2 points	**Comprehensible and grammatically correct.** <u>*Note:*</u> *Answers that are appropriate and represent what a native speaker would say should be given two points; therefore, some one-word answers would be given two points.*

READING SCREENING

A

V	A	W	M
○	○	○	○

A

a	g	p	d
○	○	○	○

bus

○	○	○	○

telephone

○	○	○	○

Sun.

Thursday	Friday	Saturday	Sunday
○	○	○	○

CASAS STEPS Score Ranges and EFLs

ESOL Level	Reading Score Range	Listening Score Range	EFLs
1 Foundations	160 - 183	158 - 181	1
2 Low Beginning	184 - 196	182 – 191	2
3 High Beginning	197 - 206	192 - 201	3
4 Low Intermediate	207 - 216	202 - 211	4
5 High Intermediate	217 - 227	212 - 221	5
6 Advanced	228 - 238	222 - 231	6
Exit Scores	239 or more	232 or more	8

- Scores above level 6 for both Reading (239+) and Listening (232+), recommend ABE or ASB (TABE Reading Required)
- ASB placement requires a TABE Reading score 576+

APPENDIX 5: PLACEMENT CHART FOR ESOL PROGRAMS USING CASAS

ESOL Program Placement Chart

Initial Pretesting: After completing the CASAS Oral Screening, pretest student in both Reading and Listening. If the student obtains a valid score on both the Reading and Listening subtests, establish the student's initial ELF.

Post testing: After receiving 70+ instructional hours, posted student in both Reading and Listening. Determine if the student made a learning gain (MSG) by exceeding the highest score of the range in an EFL. Students are reported in the higher EFL in the next reporting term.

CASAS Listening			
Pretest		Posttest	
Pretest Score	Initial EFL	Posttest Score	EFL Progression
158-181	ESL Level 1	182-191	ESL Level 2
182-191	ESL Level 2	192-201	ESL Level 3
192-201	ESL Level 3	202-211	ESL Level 4
202-211	ESL Level 4	212-221	ESL Level 5
212-221	ESL Level 5	222-231	ESL Level 6
222-231	ESL Level 6	≥ 232	ABE or ASB*

CASAS Reading			
Pretest		Posttest	
Pretest Score	Initial EFL	Posttest Score	EFL Progression
160-183	ESL Level 1	184-196	ESL Level 2
184-196	ESL Level 2	197-206	ESL Level 3
197-206	ESL Level 3	207-216	ESL Level 4
207-216	ESL Level 4	217-227	ESL Level 5
217-227	ESL Level 5	228-238	ESL Level 6
228-238	ESL Level 6	≥ 239	ABE or ASB*

Commonly referred as:

ESL Level 1 – Foundations   ESL Level 2 – Low Beginning   ESL Level 3 – High Beginning
ESL Level 4 – Low Intermediate   ESL Level 5 – Higher Intermediate   ESL Level 6 – Advanced

*ABE and ASB are separate courses outside of the ESOL program. To participate in those programs, students need to be TABE tested.

APPENDIX 6: M-DCPS CASAS TEST SECURITY COMPLIANCE CHECKLIST

CASAS
Test Security Compliance Checklist
2024 – 2025

School:				Date:			
Test Chair:				Principal/Designee:			
INDICATOR: TESTING ENVIRONMENT	**YES**	**NO**	**N/A**	**COMMENTS**			
1. Tests are administered in a quiet area without distractions and **appropriate signage is posted** (i.e., Do Not Disturb, No Electronic Devices).							
2. **Computers are numbered** appropriately and registration in accordance with required CASAS procedures.							
3. Testing session meets requirement of **25 testers per CASAS eTests proctor**. *(District recommends maximum 20 testers per proctor.)*							
4. CASAS standardized test delivery is ensured by **adherence to online district approved eTests sessions** and administration procedures.							
INDICATOR: TEST INTEGRITY	**YES**	**NO**	**N/A**	**COMMENTS**			
5. Only **authorized persons have access** to CASAS testing **materials** and **eTests sessions**.							
6. **Site does not display** questions or responses that appear on any CASAS test or to create materials designed to teach or prepare learners to answer **test items**.							
7. Appropriate documentation (**FM-7457**) is filed on site for students tested **below 70 hours of instruction**.							
8. **Testing irregularities are reported** using the CASAS Test Results Report (TIR) and forma are filed on site.							
INDICATOR: ACCOMMODATIONS	**YES**	**NO**	**N/A**	**COMMENTS**			
9. The Test Chair/Designee **maintains a log of paper-based materials** distributed to and returned by the proctor.							
10. Proctors who administer paper-based CASAS assessments, **return all material** to the Test Chair/Designee immediately after testing.							
11. All paper-based **answer sheets and writing samples are treated as confidential** until destroyed.							
12. All CASAS **test materials** used for accommodations are **accounted for and returned to the district office** in a timely manner.							

School:				Date:		
Test Chair:				**Principal/Designee:**		
INDICATOR: RECORDS	**YES**	**NO**	**N/A**	**COMMENTS**		
13. CASAS testing staff have received and completed all required training and **certifications** are filed on site.						
14. Annual M-DCPS CASAS **Test Security Agreements** for current testing staff and filed on site.						
15. CASAS **eTests Online and TOPSpro users are verified**, monitored, and updated when necessary.						
16. The **CASAS Oral Screening** is administered in a quiet area without distractions, forms are **on file and steps followed appropriately.**						
17. CASAS **Student Testing Session Logs** are used and **filed according to the policy requirements with clearly printed information and signatures**.						
18. CASAS test administration is **reconciled daily** using **Student Testing Session Logs**, *Student Test Summary* report, and the *Tests Administrations* report.						
INDICATOR: INVENTORY	**YES**	**NO**	**N/A**	**COMMENTS**		
19. All test materials are secured in locked storage.						
20. School has current and appropriate **Test Administration Manual (TAM)** for all modalities (Reading and Listening-Life and Works Series).						
21. Inventory log of CASAS test materials is updated monthly (**FM-7438**).						
22. Staff is **knowledgeable of procedures for reporting loss/missing materials** to the district office within 48 hours (**FM- 7284**).						
23. Obsolete materials are properly destroyed in accordance with established policies and procedures.						
24. Site uses the approved CASAS Shredding Certificate.						

In Compliance with Rule 6A-10.042, F.A.C. Test Administration and Security

Visit Conducted by: _____   **Signature:** _____

Test Chair: _____   **Signature:** _____

Principal/Designee: _____   **Signature:** _____

APPENDIX 7: M-DCPS TEST SECURITY AGREEMENT

Miami-Dade County Public Schools
Office of Postsecondary Career and Technical Education
Adult ESOL Program

CASAS Test Security Policy Guidelines 2024 – 2025

TEST SECURITY AGREEMENT

The Division of Postsecondary Career and Technical Education, Adult ESOL Program requires all schools that administer and utilize the CASAS Assessment System, sign an annual test security agreement. Tests shall be maintained and administered in a secure manner such that the integrity of the tests shall be preserved. Persons who are involved in administering or proctoring the tests or persons who teach or otherwise prepare examinees for the tests, shall not participate in, direct, aid, counsel, assist in, or encourage any activity which could result in the inaccurate measurement or reporting of the examinees' achievement. This agreement includes the following stipulations to comply with Florida Rule 6A-10.042:

- The Adult ESOL Test Administrator assumes full responsibility for safeguarding all CASAS developed assessment materials, including test administration manuals.
- All CASAS materials should be stored in a locked cabinet maintained in a secured room accessible to the Testing Chairperson or designee(s).
- Staff who administers CASAS assessments must return all materials immediately after use to the Testing Chairperson or the designee(s).
- All electronic tests must be confirmed as "**completed**" in the Student Testing Session Log or indicate reason why test was not completed.
- All electronic/online test units used must be verified daily.
- All test procedures and protocol must be followed as required by CASAS.
- CASAS online login credentials are confidential and cannot be shared.
- Adherence to CASAS *e*Tests standardized testing practices for consistent test delivery.
- All answer sheets and writing samples must be treated as confidential until destroyed.
- No duplication of any test form or any portion of any test form is permitted for any reason. This would comprise testing of all students in the district.
- Test inventory information of CASAS materials will be provided to School Operations, Division of Adult and Workforce Education, Adult ESOL Program, when requested.
- Adult centers and/or off campus sites may not display questions, responses that appear on any CASAS test, or create materials designed to teach or prepare learners to answer CASAS test items.
- Only currently enrolled students with a valid M-DCPS ID number, may test.
- CASAS Test Administrator/Proctor must always remain in the testing room during the testing event and monitor all examinee activity as appropriate and in compliance with test security procedures.
- Examinees are required to sit at least three to five feet apart or have appropriate divider at each testing station.
- Examinees cannot talk or seek help from others during the testing event in any way, including the use of electronic devices (i.e., cell phones, smart watches, etc.).
- Examinees cannot receive assistance with test answers on any test before, during or after the testing event.
- Report any violation of CASAS test security to site administrator and the district office.

Improper Use of CASAS Tests

- Teaching to the actual CASAS test items.
- Copying and distributing a CASAS test items or CASAS test booklet to unauthorized personnel or learners prior to or after test administration as a study guide. This is a compliance violation of test security policy.
- Administering a lower-level test to artificially increase the learning gain between pre and posttests.
- Reducing the amount of time provided on a pretest while increasing the amount of time on a posttest.
- Deleting test answers on the pretest to lower the test score.
- Deleting accurate tests to manipulate the learning gains.
- Duplicating the test of one learner and replacing the identification number of another learner.
- Altering test items or test score information.
- Providing the answers to test questions.
- Translating test items and answers into another language.
- Administering tests in quick succession without sufficient time for instructional intervention to maximize gains.
- Administering tests at sites that have not been approved by the district.
- Sharing access to personally identifiable information in the CASAS systems. Personnel with access to the TOPSpro (TE) database must have their own login credentials and follow security procedures to maintain the confidentiality of all learners related personally identifiable information.

Purchasing Procedures for CASAS Assessments: All requests for CASAS testing materials must be submitted to Dr. Susana Mauri, District Director, Office of Postsecondary Career and Technical Education. Orders will be submitted by the district office.

This agreement must be signed by the school Principal and Test Chair/Designee. Copies must be maintained and on file at the school site.

I have read and understand the content of this agreement.

Print Name:	**Employee Number:**
Signature:	**Date:**
Adult Center:	**Work Location Number:**

Date:	
Print Name-Test Chair/Designee:	**Signature-Test Chair/Designee:**
Print Name-Principal/Designee:	**Signature-Principal/Designee:**
Adult Center:	**Work Location Number:**

APPENDIX 8: M-DCPS CASAS PERSONNEL TRAINING REQUIREMENTS

M-DCPS CASAS TESTING PERSONNEL
REQUIRED TRAINING

New CASAS Testing personnel _must first_ complete CASAS Implementation Training online and obtain corresponding certificates: **Module 1, and eTest Proctor.**

CASAS Online Training	CASAS Online Implementation Training
Module 1: **CASAS Implementation Overview**	Access www.casas.org for modules and certificates 1. Login or create an account if needed. 2. Click on the Online Training button. 3. Under _administrators, Coordinators, and Data Manager_ click on Module 1, complete the training module and obtain the certificate. **(Required)** 4. Under _proctors, click on CASAS eTest Proctors certificate_ complete the training module, and obtain the certificate. **(Required)** 5. Print and provide certificates to the school site and Test Chair
CASAS Online Training Online **CASAS eTest Proctor Certification**	**Test Chairs will request access to CASAS eTests and TOPSpro for new testing personnel by emailing Mrs. Michelle Joseph (mjoseph@dadeschools.net) at the district office with:** a. Employee ID # b. Employee M-DCPS email account c. Module 1: CASAS Implementation Overview Certificate d. CASAS eTests Proctor certification **Note:** Remote testing proctors are also **required** to complete **Proctor Remote Testing Agreement** and **Proctor Remote Testing Certification** found under CASAS Remote Testing.
District New CASAS Proctor Training **Live Facilitated**	**M-DCPS _New CASAS Proctor Training_** • Reviews CASAS test administration policies • Outlines FDOE and district policies on CASAS assessments **Note:** Having obtained the above online credentials, new testing personnel may work at school site CASAS testing labs under the supervision of a certified testing proctor until the next district training is offered, hence completing M-DCPS certification process.
Recertification Training Online	**CASAS Recertification (Must be completed every two years.)** • Module 1: CASAS Implementation Basics _(Required)_ • CASAS eTests Proctor certification (_Required_)

M-DCPS Procedures for Reporting a Testing Irregularity to CASAS

When a testing irregularity cannot be resolved locally, please submit via email a *Testing Irregularity Report (TIR)* to CASAS technical support and copy additional personnel following these steps:

1. *Download* a copy the fillable PDF TIR form to your computer from CASAS.org.
   {CASAS Homepage > Training and Support > CASAS eTests Help > Reporting a Test Irregularity (TIR)}

2. *Open* the TIR from your computer and fill in the information.

3. *Save* the completed TIR to your computer.

4. *Attach* the completed TIR to an email and send to corresponding personnel.

Event	What to Do:	Sent to:
Minor/Isolated Incident	Complete the CASAS Irregularity Report (TIR)	Email TIR to: techsupport@casas.org Copy (Cc) email to: jmcboyle@dadeschools.net michellerjoseph@dadeschools.net
Major Incident/CASAS eTest Online down for many or all computers	Complete the CASAS Irregularity Report (TIR)	Email TIR to: techsupport@casas.org richard@teamcode.net Copy (Cc) email to: jmcboyle@dadeschools.net michellerjoseph@dadeschools.net

eTests CASAS | **TOPSpro** enterprise

Reporting a Testing Irregularity to CASAS

*When a testing irregularity cannot be resolved at the local agency, please submit a **Testing Irregularity Report (TIR)** within the same day of the occurrence, or the next day at the very latest. CASAS will use this information to investigate.*

How to complete and submit the TIR:

1. **COPY** the fillable TIR to your computer.
2. **OPEN** the fillable TIR from your computer and fill in the information.
3. **SAVE** the completed TIR to your computer.
4. **ATTACH** the completed TIR to an e-mail and send to techsupport@casas.org.

Note! If the same irregularity occurred with multiple students in the same session, submit one form.

TESTING IRREGULARITY REPORT (TIR)	
Agency/Site ID:	
Agency Name:	
IRREGULARITY DETAILS	
Date:	
Time:	
Session Name:	
Station Name(s):	
Student ID(s):	
Student Name(s):	
Test Form(s):	
Irregularity Description:	

1

APPENDIX 10: ACCOMMODATIONS

ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WITH DISABILITIES
Career Education and Adult General Education

The following are identified accommodations and modifications that students with disabilities in secondary and postsecondary career education and adult general education programs may need.

Setting	Secondary	Postsecondary
Type of Activity	Exploratory, pre-vocational, and job preparatory career education programs	Career education and adult general education programs
Instructional Accommodations*	Presentation, response, setting, schedule, assistive technology	Presentation, response, setting, schedule, assistive technology
Testing Accommodations*	Presentation, response, setting, schedule, assistive technology	Presentation, response, setting, schedule, assistive technology
Career Education and Adult General Education Curriculum Modifications**	10 percent variance for career education (except for licensure programs); applicable to all students (see Note #1) Modifications through the individual educational plan (IEP) process— Modified Occupational Completion Points (see Notes #2 & #3)	10 percent variance for career education (except for licensure programs); applicable to all students (see Note #1)
Assistive Technology	Low-, mid-, and high-tech devices Examples: special keyboard, speech synthesizer, talking calculator, telecommunication device for the deaf, computer, braille, voice recognition software, video magnifier, pencil grips, clamps	Low-, mid-, and high-tech devices Examples: special keyboard, speech synthesizer, talking calculator, telecommunication device for the deaf, computer, braille, voice recognition software, video magnifier, pencil grips, clamps
Support Services	Examples: counselors, interpreters, readers, notetakers, tutors, support facilitators (exceptional student education consult/itinerant)	Examples: counselors, interpreters, readers, notetakers, tutors, support facilitators
Legal Basis	Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act (Section 504), Individuals with Disabilities Education Act (IDEA), Florida's state laws and regulations (Florida Statutes and Florida Administrative Code—State Board of Education Rules)	ADA, Section 504, IDEA (dual enrolled secondary students), Florida Statutes and Florida Administrative Code—State Board of Education Rules

* Accommodations provide access to educational programs and required standards. They do not change the content or skill level of the standards. Generally, students need the same kinds of accommodations for instruction and testing.

** Modifications change the content, skill level, or number of skills required.

ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WITH DISABILITIES
Career Education and Adult General Education

Federal and state legislation requires the provision of accommodations and modifications for students with disabilities as identified in IEPs or Section 504 plans for secondary students, and other plans used for students with disabilities at the postsecondary/adult level.

Setting	Specialized Secondary	Specialized Postsecondary
Type of Activity	Exceptional student education (ESE) career education courses	Vocational Education for Students with Disabilities, Adult General Education for Adults with Disabilities, Supported Competitive Employment Phase I
Instructional Accommodations*	Presentation, response, setting, schedule, assistive technology	Presentation, response, setting, schedule, assistive technology
Testing Accommodations*	Presentation, response, setting, schedule, assistive technology	Presentation, response, setting, schedule, assistive technology
Career Education and Adult General Education Curriculum Modifications**	Student performance standards selected on individual basis for customized program	Student performance standards selected on individual basis for customized program
Assistive Technology	Low-, mid-, and high-tech devices Examples: special keyboard, speech synthesizer, talking calculator, telecommunication device for the deaf, computer, braille, voice recognition software, video magnifier, pencil grips, clamps	Low-, mid-, and high-tech devices Examples: special keyboard, speech synthesizer, talking calculator, telecommunication device for the deaf, computer, braille, voice recognition software, video magnifier, pencil grips, clamps
Support Services	Examples: counselors, interpreters, readers, notetakers, tutors, support facilitators (exceptional student education consult/itinerant)	Examples: counselors, interpreters, readers, notetakers, tutors, support facilitators
Legal Basis	ADA, Section 504, IDEA, Florida Statutes and Florida Administrative Code—State Board of Education Rules	ADA, Section 504, Florida Statutes and Florida Administrative Code—State Board of Education Rules

* Accommodations provide access to educational programs and required standards. They do not change the content or skill level of the standards. Generally, students need the same kinds of accommodations for instruction and testing.

** Modifications change the content, skill level, or number of skills required.

NOTES   **CONTACTS**   **RESOURCES**

Note #1:
Rule 6A-6.0571, F.A.C. Vocational and Workforce Development Standards and Industry-Driven Benchmarks

(1) District school boards and community college boards of trustees variance authority. District school boards of education and community college boards of trustees are authorized to vary up to ten (10) percent of the intended outcomes of each framework included in the document, "Career and Technical Education Programs, Academic Year 2010–2011 Curriculum Frameworks by Career Cluster" or in the document "Adult General Education Standards and Curriculum Frameworks, 2010-2011." The variance does not apply to frameworks identifying occupations requiring state or federal licensure, certification, or registration.

Note #2:
Rule 6A-6.0312, F.A.C. Course Modifications for Exceptional Students

(1) Modifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational education courses, the outcomes and student performance standards a student must master to earn credit must be specified on the student's individual educational plan.

Note #3:
Modified Occupational Completion Points (MOCPs) are selected sets of student performance standards that fall between established occupational completion points identified in curriculum frameworks.

Bureau of Exceptional Education and Student Services

Judith White (850) 245-0475
judith.white@fldoe.org

Division of Career and Adult Education

Jane Silveria
(850) 245-9022
Jane.Silveria@fldoe.org

Pam Shrestha
(850) 245-9905
Pam.Shrestha@fldoe.org

Florida Department of Education

Gerard Robinson
Commissioner

310907

Florida Department of Education

Division of Career and Adult Education
http://www.fldoe.org/workforce

Basic Skills Tests, Academic Skills Tests for Adults, General Educational Development (GED) Tests, Licensure Examinations, and Accommodations and Exemptions for Students with Disabilities: Technical Assistance Paper, Revised June 2010.
http://www.fldoe.org/workforce/pdf/Attachment-BasicSkillsTAP.pdf

Technical Assistance Paper, Career Education Basic Skills Assessment, 2010
http://info.fldoe.org/docushare/dsweb/Get/Document-4155/basic-skill-tap-att1.pdf

Program Curriculum Frameworks
http://www.fldoe.org/workforce/dwdframe/

Bureau of Exceptional Education and Student Services
http://www.fldoe.org/ese

Guide to FCAT and FCAT 2.0 Accommodations for Students with Disabilities, 2010
312494

Accommodations: Assisting Students with Disabilities, 2010
310522

Accommodations and Modifications for Students with Disabilities in Career Education and Adult General Education, 2011
311201

Download documents:
http://www.fldoe.org/ese/pub-home.asp

ESOL Program Career Pathways

Process

- ✓ **Preregistration**
- ✓ **Orientation**
- ✓ **Pretest**
- ✓ **EFL ESOL Placement/ Final Registration**
- ✓ **Instruction**
- ✓ **On-going Formative Assessment**
- ✓ **Posttest**

Post-Secondary College or University

Post-Secondary Career and Technical Education

Adult Basic Education (ABE)

GED Preparation

Academic Skills Building (ASB)

Career and Technical Education via Integrated Education and Training (IET)

EFL 1 Foundations	EFL 2 Low Beginning	EFL 3 High Beginning	EFL 4 Low Intermediate	EFL 5 High Intermediate	EFL 6 Advanced
Scores Reading 160-183 Listening 158-181	*Scores* Reading 184-196 Listening 182-191	*Scores* Reading 197-206 Listening 192-201	*Scores* Reading 207-216 Listening 202-211	*Scores* Reading 217-227 Listening 212-221	*Scores* Reading 228-238 Listening 222-231

ESOL Levels 1 - 6

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations, and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - prohibits discrimination against employees or applicants because of genetic information.

Boy Scouts of America Equal Access Act of 2002 – no public school shall deny equal access to, or a fair opportunity for groups to meet on school premises or in school facilities before or after school hours or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 (as a patriotic society).

__Veterans__ are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition:
School Board Policies **1362**, **3362**, **4362, and** **5517** - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, citizenship status, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

For additional information contact:

Office of Civil Rights Compliance (CRC)
Executive Director/Title IX Coordinator
155 N.E. 15th Street, Suite P104E
Miami, Florida 33132
Phone: (305) 995-1580 **TDD:** (305) 995-2400
Email: crc@dadeschools.net **Website:** http://crc.dadeschools.net