Tennessee Adult Education

Assessment Policy

Program Year 2015-2016

Department of Labor & Workforce Development | Adult Education

State of Tennessee
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Preface

Assessment of adult education students is an essential part of providing an exemplary educational program that will help students reach success. The assessment requirements in this document provide a detailed explanation of the state and local program responsibilities for student assessment specific to the National Reporting System (NRS) and state requirements. These requirements apply to the approved assessments and test administration procedures that programs must use to report educational gains in compliance with NRS requirements.

Programs must adhere to the assessment requirements identified to provide fair and equitable access to services for learners, identify the need for program improvement, and make consistent judgments about learner placement and advancement.

All adult education programs funded by the state of Tennessee must use the approved tes series and forms. Local programs' assessmen procedures must follow the publishers guidelines and policies outlined in this document. Uniform implementation of the assessment procedures outlined here is necessary for the successful comparison o program efforts and will be monitored by the state. Program supervisors are responsible fo adherence to this policy and for disseminating the information to staff members as appropriate. Deviance from the requirements and procedures outlined here will be considered a compliance issue and will be dealt with accordingly.

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1.0 Introduction

The Tennessee Adult Education Assessment Policy provides the guidance for implementing comprehensive assessment procedures in local programs. These guidelines meet the criteria developed by the Office of Career, Technical and Adult Education (OCTAE) and the National Reporting System (NRS). The NRS is the accountability system for the federally funded adult education program mandated by WIOA, Title II (see Appendix A for additional information). For assessment purposes, Tennessee's Adult Education (AE) programs include Adult Education (ABE/ASE*), and English Language Acquisition (ELA) and Integrated English Language and Civics Education (IEL/CE). The following assessment policy guidelines identify key areas that support:

- Use of appropriate assessment instrument
- Accurate test administration, scoring, and reporting of test scores
- Pre- and post-testing after the recommended hours of instruction
- Level and program completion
- Effective use of tests results to inform instruction and improve programs
- Reporting valid and reliable assessment results and ensuring accurate information for accountability
- Staff training and test security requirements for administration of tests and data reporting

1.1 Need for an Assessment Policy

Standardized, ongoing assessment of learner progress is essential to ensure that all learners become proficient in literacy (math and English language arts) and language skills for adult learners. To ensure accuracy and consistency, the Tennessee Department of Labor and Workforce Development, division of Adult Education, prescribes that Tennessee's adult education providers use standardized assessments with proven validity, reliability, and are approved for use by the NRS.

- Validity refers to the accuracy of measurement, or the extent to which the instrument measures what it is intended to measure. Content validity is the extent to which the items of the instrument cover the domain of interest. To establish the content validity with respect to the requirements of the NRS, there must be evidence that the items/tasks of the instrument measure the skills associated with the educational functioning levels (EFL), and do not measure skills not associated.
- Reliability refers to the degree of consistency in performance of an assessment; that is, the extent to which an examinee would be expected to perform similarly across multiple administration of the instrument or under different conditions or as measured on different forms of the instrument.

Standardized assessment data are used to place students at appropriate levels of instruction, to diagnose student strengths and weaknesses, to monitor student progress, and to determine student mastery at specific levels of instruction or readiness to exit adult education. In addition, data drives program quality, professional development, and program targets. Uniform implementation of policy allows for program comparison across program years and programs within the state. Consistent policy ensures standardization.

1.2 Purposes and Uses of Assessment of

Tennessee AE programs are encouraged to use a variety of assessments to assist in informing instruction. The approved, standardized assessment series used to document student placement, progress, and level completion are described in detail in subsequent sections of this document. Ongoing instruction-based assessments such as teacher-made tests, portfolios, unit tests, and student observations are also encouraged to assist teachers in monitoring learning and informing instruction on a regular, ongoing basis. Results from instruction-based assessments should complement and supplement results from the standardized assessment. However, instruction-based assessments are not appropriate for NRS reporting purposes.

**Adult Basic Education / Adult Secondary Education*

1.3 Who May Be Assessed and Served

An individual is eligible for Tennessee AE services if she/he is at least 17 years of age, is no longer under compulsory school attendance (must be 18 or officially withdrawn from school), and meets at least one of the following conditions:

- o Is basic skills deficient (lower than a 9.0 grade equivalency level—NRS Level 4 or below—in reading or math)
- o Lacks a high school diploma or equivalency
- o Is an English language learner. The term "English language learner" when used with respect to an eligible individual, means an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and—
  - (A) whose native language is a language other than English; or
  - (B) who lives in a family or community environment where a language other than English is the dominant language.

To determine if a potential student is basic skills deficient, she/he should be assessed according to the procedures outlined in this policy.

1.4 English Language Learners

When a student presents to the local program a determination must be made whether the student is to be enrolled in AE or an ELL program. Once the appropriate program is determined, the student should be assessed according to the procedures outlined in this policy, then offered services based on the following ELL program descriptions and the student's goals. See page 9 for additional information.

1.5 Student Intake

Local programs are responsible for ensuring that appropriate intake processes are in place. This should include initial student contact, orientation and registration, and required pretesting of all students before class enrollment.

2.0 CASAS Testing

2.1 Initial Test / Pretesting

A student should be pretested as soon as possible upon entering a program—usually as part of the intake/orientation process, before receiving 12 instructional hours. This initial test is required in order for a local program to count the student as enrolled. The specific assessments given must be in the subjects in which instruction will be focused to facilitate student goal achievement. These are the reading and math assessments for AE students seeking to earn a HSE diploma, and the reading and listening assessments for ELL students seeking to improve language skills (see pages 7 and 8 for the specific assessments to be administered). When a student who has been "closed" in the data tracking system —has not received instructional hours within the last 90 days— returns to a program, a new pretest must be administered for the student to be considered for re-enrollment.

The assessment series used to pretest and posttest students, and thereby measure educational gains, is CASAS* (Comprehensive Adult Student Assessment System—see sections 2.2 and 2.3 for specific tests allowable and when they expire). Tennessee AE requires all local programs to comply with CASAS test administration policies and procedures, which can be found at www.casas.org and the CASAS Test Administration Manuals (TAMs). CASAS "eTests" (computer-based) should be utilized when available. An appraisal (paper-based) or locator (eTest) test is used to determine the appropriate pretest to administer. For paper-based appraisals, the TAMs include specific recommendations about which level of pretest to administer based on the appraisal test score. If the student takes the eTest locator, the system automatically assigns the appropriate pretest.

The pretest is a standardized assessment that levels the student in an Educational Functioning Level (EFL). The initial test/pretest is the basis for determining a student's EFL and class placement (appraisals/locators may not be used for this purpose). It is also the baseline which programs use to measure student learning gains.

For NRS reporting purposes, learners who have been tested in two skill areas will be placed in the federal tables based on their lowest pretest score (e.g., a reading level 6 score and math level 3 score means the student is at level 3). The tables on pages 7-8 show the relationship between NRS levels (or EFLs), CASAS levels, and scale score ranges for AE and ESL students. Tables indicating eligible forms for all CASAS tests are also included. These apply to all CASAS tests, pre– and post.

**NOTE: As of July 1, 2015, the TABE and BEST assessments are no longer approved for NRS reporting purposes in Tennessee AE.*

2.2 AE Eligible Test forms And NRS Levels

The table below lists alternate and equivalent test forms local programs must use for pre- and post-testing reading and math skills of AE students. These tests are suitable for use at all AE levels of the NRS through February 2, 2017. *Next Assigned Test Charts* provided by the CASAS TAMs or *TOPSpro Next Assigned Test Report by Learner and Class* should be consulted to guide pre- and post-test selection. If programs use CASAS eTests, the pre- and post-test selection happens automatically. Post-testing will be at either the same level or a higher level, depending on the pretest score. An alternate test form within the same test series is recommended for post-testing. Additionally, the post-test must be in the same skills area as the pretest; that is, programs cannot use a reading pretest and a math post-test to determine learner gains.

NRS Level	CASAS Level	Life & Work Reading Form
1	A	81 / 82
1-2	AX	81X / 82X
2-3	B	83 / 84
3-5	C	85 / 86, 185 / 186
4-6	D	187 / 188
Appraisal/Locator		80R, or eTest 102R
NRS Level	**CASAS Level**	**Life Skills Math Form**
1	A	31 / 32
1-3	B	33 / 34
2-4	C	35 / 36
3-6	D	37 / 38
Appraisal/Locator		130M, or eTest 102M

ABE/ASE CASAS Scale Score Ranges Linked to NRS Levels for Placement and Reporting Educational Gains

NRS Level		CASAS Level	80R Reading Series and 30M Math Series Scale Score Range
1	Beginning ABE Literacy	A	200 and below
2	Beginning Basic Education	B	201-210
3	Low Intermediate Basic Education	B	211-220
4	High Intermediate Basic Education	C	221-235
5	Low ASE	D	236-245
6	High ASE	E	246 and above

2.3 ELL Eligible Test forms And NRS Levels

The table below lists alternate and equivalent test forms local programs must use for pre- and post-testing reading and listening skills of ELL students. The Life and Work Reading tests are suitable for use at all ELL levels of the NRS through February 2, 2017, and the Life and Work Listening tests are suitable for use through June 30, 2017. Next Assigned Test Charts provided by the CASAS TAMs or TOPSpro Next Assigned Test Report by Learner and Class should be consulted to guide pre- and post-test selection. If programs use CASAS eTests, the pre- and post-test selection happens automatically. Post-testing will be at either the same level or a higher level, depending on the pretest score. An alternate test form within the same test series is recommended for post-testing. Additionally, the post-test must be in the same skills area as the pretest; that is, programs cannot use a reading pretest and a math post-test to determine learner gains.

NRS Level	CASAS Level	Life & Work Reading Form
1	Beginning Literacy	27
1	A	81 / 82
1-2	AX	81X / 82X
2-3	B	83 / 84
3-5	C	85 / 86, 185 / 186
4-6	D	187 / 188
Appraisal/Locator		80R, or eTest 102R
NRS Level (ESL)	**CASAS Level**	**Life and Work Listening Forms**
1-4	A	981 / 982
3-5	B	983 / 984
5-6	C	985 / 986
Appraisal/Locator		980L, or eTest 89L

ELL CASAS Scale Score Ranges Linked to NRS Levels for Placement and Reporting Educational Gains

NRS Level		CASAS Level	80R Reading Series Scale Score Range	980L Listening Series Scale Score Range
1	Beginning ESL Literacy	A	180 and below	180 and below
2	Low Beginning ESL	A	181-190	181-189
3	High Beginning ESL	A	191-200	190-199
4	Low Intermediate ESL	B	201-210	200-209
5	High Intermediate ESL	B	211-220	210-218
6	Advanced ESL	C	221-235	219-227

2.4 ELL Intake Pretesting

In determining an ELL student level placement, providers should follow the guidelines below, as provided by CASAS:

Assess student's basic English language proficiency:

- Observe how well the student communicates and fills out forms
- Consider number of years of formal schooling and other information on demographic records
- Administer CASAS oral screening
- Administer CASAS writing screening

...then evaluate information and determine next step

ELL programs have two options. If the student scores <6 on the CASAS oral screening and 0-1 on the CASAS writing screening:

1. Skip the locator/appraisal and administer Level A reading and listening forms as pretests (see page 10), OR
2. Skip the locator/appraisal and administer the five practice items from Beginning Literacy Reading, Form 27, one-on-one (see page 11).
   - If the student has some difficulty with the five practice items, administer Form 27 as pretest
   - If the student has little or no difficulty with the five practice items, administer Level A reading and listening forms as pretests

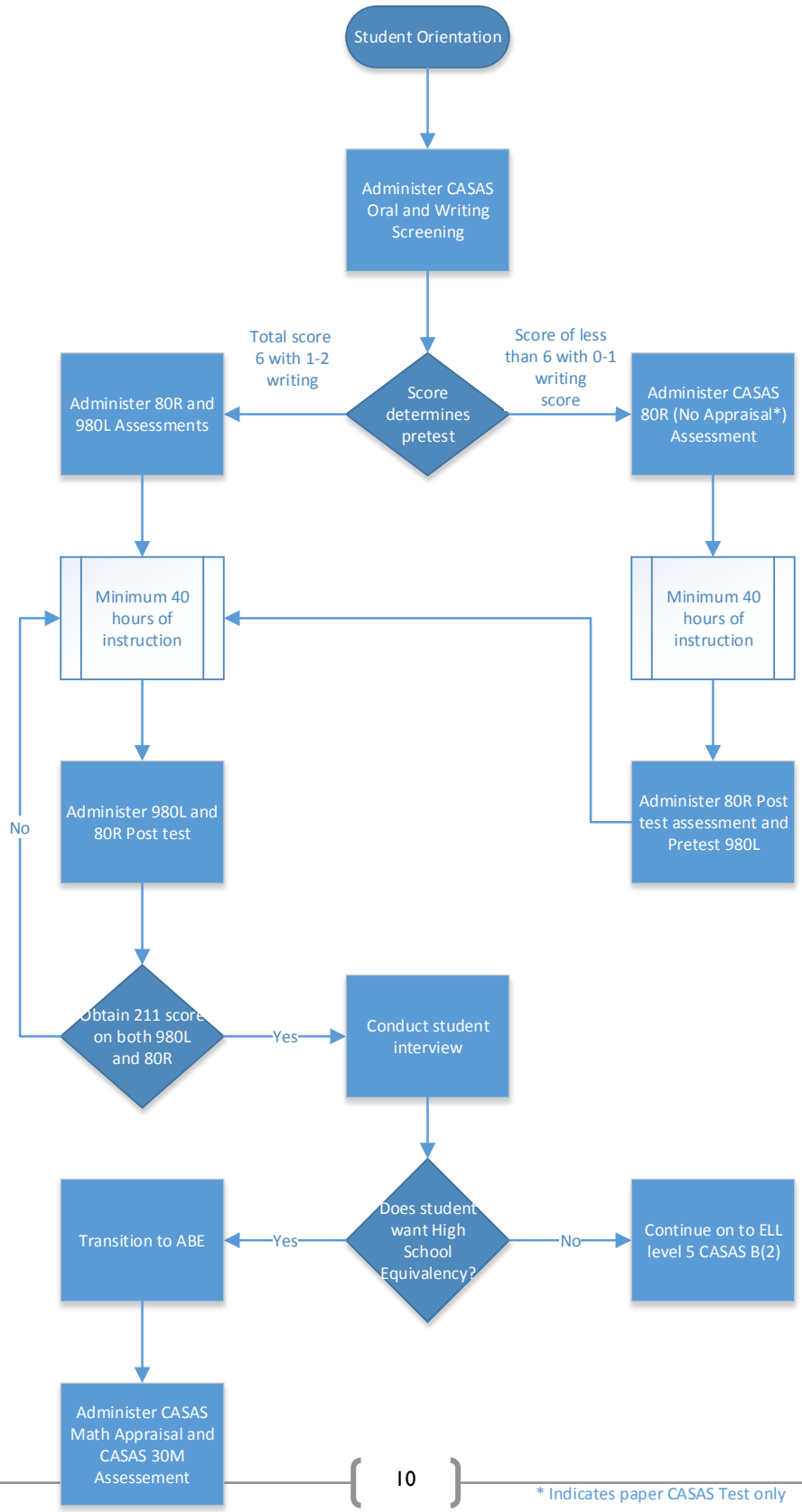
If the student scores <6 on the CASAS oral screening but 1-2 on the writing screening, or scores 6 or more on the CASAS oral screening: Administer the locator or appraisal for reading and listening, followed by the appropriate pretest.

Which option is better? Form 27 is designed for beginning literacy learners who need instruction in reading print and simple words and phrases. The information about such a student's skills and needs will be more helpful and detailed if she/he takes Form 27 as opposed to the Level A reading and listening tests. However, programs will not be required to purchase Form 27 test booklets, and in many cases, whether a student takes Form 27 or the level A tests, she/he will be placed into the same class for instruction regardless. (Form 27 is also available via eTests, and functions like any other eTest regarding cost.)

See www.casas.org intake process for more information, including the oral and writing screenings.

2.5 ELL Student Progress

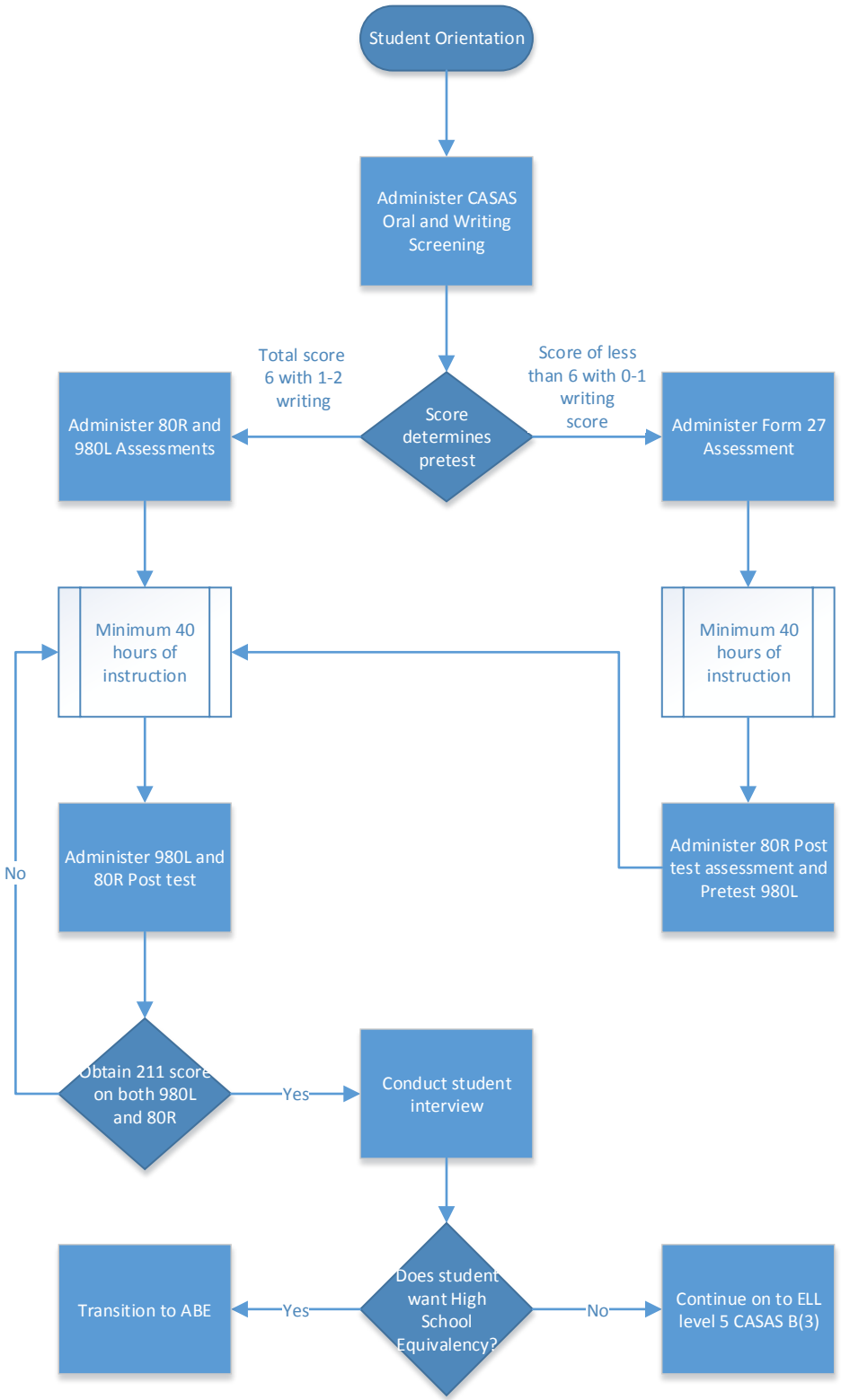
ELL Student Progress Flowchart when Administering Level A Pretests at Intake



* Indicates paper CASAS Test only

ELL STUDENT PROGRESS (CONTINUED)

ELL STUDENT PROGRESS FLOWCHART WHEN ADMINISTERING FORM 27 PRETEST AT INTAKE



2.6 Post-Testing

Any CASAS test given after the initial test is called a posttest. Programs should administer posttests, using specified alternate forms. For paper-based tests, the CASAS TAMs include specific recommendations about the "Next Assigned Test" to administer based on the pretest form and score. If the learner takes the computer-based eTest, the system automatically assigns the next appropriate pretest.

Educational gain is determined by comparing the student's initial EFL with the subsequent EFL when reassessed with a CASAS test. The goal for each student enrolled in a Tennessee AE program is to achieve an educational gain between pretest and posttest, and thus advance across the EFLs. It is important to note that **if a student is not post-tested, level completion and educational gain cannot be determined.** These gains are reported to the National Reporting System (NRS).

A student may not be post-tested until attaining at least 40 instructional hours—no exceptions. (40 is the minimum; CASAS recommends 70-100 hours before post-testing to maximize the attainment of student gains). A student may take multiple posttests. Factors that affect learning gains include intensity and duration of instruction, motivation of learners, competence of instruction, the link between learner goals and instruction, and other instructional factors.

Note: Programs are encouraged to assess progress in all areas in which instruction is provided. It is not necessary to posttest only in the area with the lowest pretest score.

2.7 Posttest Exemptions

In the event that a student pretest score is a level 6, no posttest is required. In this case it is not possible to measure a gain, and student is exempted from post-testing. There may also be cases where a high-level, exceptional student is ready to take the actual high school equivalency test before attaining the required minimum 40 hours to posttest. In these cases, the student may proceed to take the high school equivalency test without a posttest.

Important: In many cases, a student may meet the above criteria, but will wish to receive 40 or more instructional hours anyway. Or, if the student signs up to test in the near future, she/he may attain the requisite hours while waiting and preparing for test day(s). In these cases, the student should be given a posttest (unless they pre-tested at level 6), as long as post-testing does not interfere with her/his equivalency testing (i.e., do not posttest the student the day before her/his equivalency test—use good judgement). Further, if a student does not pass the equivalency test and returns for instruction enough to attain the requisite 40 hours, she/he should be post-tested.

2.8 NRS Performance Goals for Program Year 2015-16

Tennessee's AE programs are required to achieve a pre-post test match of no less than 50% (at least 50% of students who are pre-tested also receive a post-test). Further, local programs need to achieve the negotiated NRS performance goals. See Appendix B for percentage goals specific to educational gains at each NRS level, as well as goals regarding student HSE credentials, employment, and postsecondary education.

2.9 Assessment Data Reporting and Monitoring

Student CASAS scores must be entered into the eCMATS database within 10 days after the assessment is administered. Local programs are required to generate and review the data quality report monthly. The Tennessee AE office will monitor local program databases quarterly to review local program data for compliance issues.

3.0 CASAS Training

3.1 General Training Guidelines

Training is essential to a quality CASAS implementation. CASAS assessments cannot be used by agencies that have not completed CASAS training. Training in CASAS assessment is required to ensure accurate use of tests, appropriate interpretation of learner results, and to maintain the integrity and quality of the assessment process. CASAS requires that a minimum of one person from each program/site using the CASAS system successfully complete CASAS Implementation Training. CASAS assessments may not be ordered or administered until at least one local program staff member has completed the online training.

Tennessee AE requires all local programs to comply with the CASAS training policy. All local program staff responsible for administering, scoring and interpreting test results are required to complete CASAS Implementation Training. Local programs should have a process in place to ensure that an adequate number of staff is trained to administer CASAS tests. These free, online trainings, provided by CASAS, should include: implementation, proctor certification, and coordinator certification. These trainings focus on teaching participants to administer, score, and interpret CASAS reading, listening, and math assessments. Implementation Trainings also address how to use the CASAS competency system as well as how to use CASAS resources, such as Quick Search Online, to facilitate instruction. While these are specific to CASAS eTests, they have good introductory information for programs administering paper-based tests. Trainees must create accounts at CASAS.org and register for the online trainings at training.CASAS.org. Once the trainings are completed, the program's designated CASAS administrator (established upon initial CASAS setup) will contact CASAS to give the trainees full authorization.

Additionally, local programs should have a process in place regarding the training of individuals involved in scoring tests, or gathering, analyzing, compiling, and reporting test data. This training should include information on NRS, accountability policies, data collection and reporting processes, definitions of performance measures, and administering assessments. New staff should be trained as part of the onboarding process, and previously trained staff should attend local and state-sponsored training as needed for refresher. CASAS does not require re-training or re-certification.

Programs must maintain a record of staff who have been trained. See Appendix C for the *Assessment Training Verification Form* with suggested training. This needs to be kept on file and up-to-date.

Programs should comply with directions from the state AE office regarding additional trainings as needs arise.

Local programs are required to follow the test administration guidelines in each test administration manual (TAM) published by CASAS for each test series used. All programs must maintain copies of TAMs on site for all assessments used. Test administration manuals provide quality control guidelines to ensure proper test use, administration, scoring, and interpretation of results. These manuals contain information about the following:

- The CASAS Assessment System
- Overview of CASAS Progress Testing
- Description of Tests
- Determining Pre- and Post-test Level
- Test Security
- Instructions for Administering Tests
- Scoring
- Data Collection

- Interpretation of Results
- Curriculum Planning, Instruction, and Assessment
- Resources
- Testing Accommodations
- Skill Level Descriptors
- Suggested Next Test Charts
- Answer Keys and Score Conversion Charts (for converting raw scores to scale scores)
- Learner Profile Sheets
- Learner Performance by Competency
- Class Profile by Competency

For assistance with initiating and using CASAS eTests, refer to the CASAS eTests Online Guide, found at CASAS.org.

3.2 Test Security and Environment guidelines

1. Secure all CASAS test materials, whether paper-based or computer delivered, under lock and key except during testing sessions.
2. Ensure that before or after any test administration all test materials are secure and inaccessible to any non-testing personnel, examinees, or others not responsible for test administration.
3. Remain in the testing room at all times during the testing event and monitor all examinee activity as appropriate and in compliance with test security procedures.
4. Ensure that examinees sit at least three to five feet apart and do not talk or seek help from others during the testing event in any way, including use of electronic devices.
5. Ensure that the test environment remains quiet and free of distraction.
6. Refrain from assisting examinees with test answers on any test before or during the testing event.
7. Refrain from reviewing test questions with examinees after the testing event.
8. Ensure that agency staff members follow all specific testing procedures as stated in CASAS Test Administration Manuals.
9. Disallow use of any CASAS assessments as practice tests or as instructional tools.
10. Refrain from duplicating or in any way reproducing any CASAS testing materials, including but not limited to test booklets, answer keys, answer sheets, CDs, and CASAS eTests.
11. Report any violation of this test security policy.

4.0 Accommodations for Students with Disabilities

4.1 Assessment Accommodations Guidelines

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. Local test administrators may provide or allow some accommodations in test administration procedures or environment for documented disabilities.

Local programs are responsible for providing fully accessible services and for ensuring that these services meet reasonable criteria. Adult learners with disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after diagnosis. The need to use an accommodation should be documented in official student records. The documentation must show that the disability interferes with the learner's ability to demonstrate performance on the test. The information can come from a doctor's report, a diagnostic assessment from a certified professional, or other clinical records. Programs often can contact the local division of vocational rehabilitation or a secondary school to request documentation of a disability.

Programs must read the following statement to students during the intake process, before testing begins:

"If you suspect or know you have a physical or chronic health, learning, or other disability, ADD/ADHD, or an emotional or mental health disorder that may require accommodations, please let someone on the Adult Education staff know. You are responsible for submitting documentation of disabilities and requesting accommodations."

Accommodations procedures are applicable to all CASAS tests and include:

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

Additionally, CASAS test forms that may be appropriate for learners who have a disability include CASAS computer-based tests and large-print tests. CASAS large-print test booklets 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 learners 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 learner with low literacy skills or blindness. The paper *Guidelines for Providing Accommodations Using CASAS Assessment for Learners with Disabilities* provides more detailed information on providing accommodations. This document is available at www.casas.org.

5.0 Distance Education

Distance education delivered through computer technology offers adult students an efficient and effective way to expand and practice their knowledge of skills in math, reading, writing and language. This experience also expands the skills needed to succeed in today's workplace. The ability to participate in digital education classes has historically been a major obstacle for adult education students, however, a growing number of students now have Internet access through the use of multiple devices.

Increasingly, employers expect their employees to have a basic understanding and working knowledge of technology. Today's employees must be able to demonstrate the skillsets necessary to meet the requirements of employers as the workplace evolves with new advancements in technology. Employees must have the ability to use computers, understand how to report their activities using the employer's productivity software, as well as (possess the skills necessary to) use these tools to convey issues, collaborate with co-workers and solve problems. Digital education classes will assure our adult students are better prepared to enter into or advance within the modern workforce.

5.1 Definition of Distance Education Learners

Distance education is a formal learning activity in which the instructional activities of students and instructors are separated by geography, time, or both. For a student to be counted as a distance education student, the greater amount of instruction must be delivered through distance education. A distance education participant is a student who has more proxy hours than direct hours according to the NRS Table IVC reports. With the presence of digital education each adult education student will be identified as one of two types of learners:

- Traditional learners: students who receive the majority of instruction through face-to-face instruction
- Digital learners: students who receive a majority of instruction through approved digital education programs

Every adult basic education student must be identified as either a traditional learner or a digital learner and must be an approved level 4, 5, or 6 student. The AE instructor and student must both agree that the student is prepared to enroll in a digital education class. A student is classified as a digital learner if the majority of the student's hours to be earned result in his or her participation in digital learning activities. The student's hours in both digital and classroom activities must be reported into the data management system.

The distance education student will be registered, attend orientation and receive on-line training from their AE instructor. The student must demonstrate their willingness to remain an active participant in the distance education program by logging into the program at least 4- 6 hours a week. The AE instructor and student are required to have a face-to-face meeting at least once a month to review and discuss the student's progress. If it is determined that the student is not progressing academically or utilizing the distance education program as required, the program has the right to remove the student from the distance education class and enroll him/her in the traditional classroom.

Not every student will be a candidate for digital education. Some of the following should be considered when evaluating the appropriateness of digital education for the adult learner.

- Motivation
- Self-direction
- Time management and organizational skills
- Knowledge of basic computer skills
- Internet access

5.2 Contact Hours

Contact hours for distance education students can be a combination of actual face-to-face contact or time spent online where the student and instructor are able to interact. This can be a combination of direct face-to-face contact as well as contact through:

- Telephone
- Online communication, in which the identity of the learner can be verified.
- Live online discussions
- Telephone conference calls
- Teacher monitored labs
- Live webinar broadcasts to remote locations

All pre and post-tests must be administered in a face-to-face environment. Students in distance education should be post-tested after the same amount of instructional time as other students. Tennessee's assessment policy requires post-testing distance education students after a minimum of 40 approved distance education hours and not to exceed 70 hours before post-testing.
For federal reporting purposes, all learners receiving a minimum of 12 proxy hours of instruction with the program will be reported to the National Reporting System as distance learners. Communication by phone can be counted as contact time. The learner's identity must be confirmed by the instructor.

5.3 Proxy Hours

Proxy hours are defined as the time distance education students spend engaged in approved digital education activities. The hours for each approved activity are determined by one of the following:
Clock-time: contact hours are assigned based on the time that a learner is connected to or engaged in an online or standalone software program that tracks time
Teacher Verification: a fixed number of hours for each assignment based on the teacher's determination of the extent to which a learner is engaged in or completed the assignment.
Learner mastery: defined as a fixed number of proxy hours based on learner mastery of each lesson in the distance curriculum as demonstrated by passing a test with a high percentage (usually 70% to 80%) of correct answers.

5.4 Approved Curricula

As new digital education materials become available, the Division of Adult Education reserves the right to review and consider approving them for state use. A review of approved distance education materials will be conducted annually as needed. Distance Education instructional materials are limited to those approved by the Division of Adult Education.

- Essential Education
- Khan Academy
- Read Theory

5.5 Technological Knowledge

The following technological knowledge should be considered when evaluating the appropriateness of each student's enrollment into a distance education class. Student should possess the following skills and demonstrate basic technology use such as:

- Sending and replying to e-mail
- Using a Web browser
- Downloading, opening and saving electronic files
- Filling out Web-based forms
- Regular access to Internet through the use of a personal or publicly available computer
- E-mail account

Appendices

Appendix A: National Reporting System (NRS) for Adult Education

Appendix B: Tennessee NRS Performance Goals PY 2016

Appendix C: Assessment Training Verification Form

National Reporting System

About the NRS

What is the NRS

The NRS is an outcome based reporting system for the state-administered federally funded Adult Education program.

What does the NRS Do?

The NRS Tracks five important outcomes for adult learners

-Educational Gain
-Enter Employment
-Retain Employment
-Obtain a Secondary Credential
-Enter Postsecondary Education

... to determine what is already **working well** for adult learners, and where we can **make improvements** to support adult learning and the adult education system.

Big Picture of the NRS

Staff at the federal, state, and local levels use **data** to inform **decision making** and to **improve** adult literacy programs

Federal Level

- Develop framework and measures for the NRS
- Provide training, technical assistance, materials development, quality control of state data collection efforts
- Maintain a database on the performance of adult education nationally and by state

State Level

- Establish policy, provide guidance, and train staff for adult education including assessments
- Select , collect, and report on outcomes and secondary measures and use them for program improvement
- Provide staff development and technical assistance to local programs

Ensure data is valid, reliable, and of high quality

Local Level

- Collect and maintain high quality data
- Develop and support MIS to collect and report data
- Follow state policy for assessing students and conducting follow up
- Use data for program improvement to support effective adult learning

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APPENDIX B: TENNESSEE NRS PERFORMANCE GOALS PY 2015-16

MEASURE	2013-14 National Average	Actual 2013-14 Performance	2014-15 Target	Proposed 2015-16 Target	Change From Performance
ABE Beginning Literacy	44%	51%	68%	**52%**	2%
ABE Beginning Basic Education	46%	38%	63%	**42%**	11%
ABE Intermediate Low	45%	37%	58%	**40%**	8%
ABE Intermediate High	37%	43%	59%	**44%**	2%
ASE Low	40%	60%	73%	**60%**	0%
ESL Beginning Literacy	50%	31%	58%	**40%**	29%
ESL Beginning Low	55%	34%	64%	**43%**	26%
ESL Beginning High	54%	37%	64%	**46%**	24%
ESL Intermediate Low	48%	38%	68%	**40%**	5%
ESL Intermediate High	43%	30%	58%	**34%**	13%
ESL Advanced	25%	47%	59%	**48%**	2%
Entered Employment	40%	46%	0%	**48%**	4%
Retained Employment	60%	77%	0%	**81%**	5%
Obtained a Secondary School Credential or Its Equivalent	73%	72%	72%	**76%**	6%
Entered Postsecondary Education or Training (current program year)	31%	7%	31%	**15%**	114%
		43.20%		**47.27%**	16.86%

APPENDIX C: ASSESSMENT TRAINING VERIFICATION FORM

Date	Name of Staff	Trainer	Implementation (check if certified)	Proctor	Coordinator	NRS/EFL & Interpreting Scores (check if trained)	TOPSPro	Compiling/ Recording/ Reporting Scores (eCMATS)	Administering HiSET OPT