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**MEMORANDUM**

**TO:** Adult Education Directors (districts and colleges)  
Adult Education Community-Based Organizations

**FROM:** Rod Duckworth *RWD*

**DATE:** March 30, 2016

**SUBJECT: 2016-2017 Assessment Policies**

The 2016-2017 policy for reporting initial Educational Functioning Level (EFL) and Literacy Completion Point (LCP) gains for all assessments is included in the attached document. These changes will be effective July 1, 2016. Please review the attached document to determine the assessment and reporting requirements for newly enrolled students and continuously enrolled students.

These policies apply to all approved assessments but there are additional changes to the requirements for assessing students for English for Speakers of Other Language (ESOL) programs. The Comprehensive Adult Education Assessment System (CASAS) Life and Work 980 Series Listening test was approved by the United States Department of Education and the Florida Department of Education (FDOE) for National Reporting System purposes. Adult Education ESOL Programs should begin to transition from the 80 Series Listening tests to using the Life and Work 980 Series Listening test using the policy below.

**CASAS Assessment Policy for Students Currently Enrolled for 2015-2016**

In the current program year, 2015-2016, FDOE policy for testing students enrolled in adult ESOL programs is as follows:

- Students are required to pre-test and post-test in both listening and reading.
- Programs are required to use only the **80 Series Reading** test for determining the initial EFL and for reporting test results.
- Programs may use either the 80 or 980 Series Listening tests for guiding instruction for listening.
- Programs may begin the transition process in the current 2015-2016 year by using the 980 Series Listening test for any post-testing of students previously tested on the 80 Series Listening test.

**CASAS Assessment Policy for 2016-2017 for Newly Enrolled Students**

In the upcoming program year, beginning July 1, 2016, FDOE policy will change as follows:

- For students who enroll for the first time in the Adult ESOL course or the English Literacy for Career and Technical Education (ELCATE) course:
  - The Initial EFL and learning gains will be determined by testing students in both **Reading and Listening (80 Series Reading\* and 980 Series Listening tests)**.
  - The Initial EFL will be based on the test score of the lower skill area (Reading or Listening).
  - Learning gains will be based on the test score in the same skill area used for the initial EFL placement (Reading or Listening).

**CASAS Assessment Policy for 2016-2017 for Continuously Enrolled Students**

- For students enrolled in 2015-2016 and who enroll in the 2016-2017 year:
  - The EFL and learning gains of these continuing students will continue to be based on **the previously reported reading score**.
  - Students who make an EFL and LCP learning gain based on reading are reported in the higher EFL in the next reporting term.
  - Students who do not make an EFL or LCP learning gain or score into a lower EFL based on reading should continue to be reported in the same EFL in the next reporting term.
  - Students previously or currently enrolled in ESOL or ELCATE who test out of the course based on the reading score should not be re-enrolled using the listening score. Students seeking additional English language instruction may enroll in Adult ESOL College and Career Readiness (formerly Academic Skills).

<b>State-Approved CASAS Tests for Reporting Initial EFL and Learning Gains of Adult ESOL Students</b>	
Literacy Reading Forms 27R/28R	<b>Life and Work 980 Series Listening</b>
Life and Work Reading 81R-82R	Life and Work 981L-982L
Life and Work Reading 81RX-82RX	Life and Work 983L-984L
Life and Work Reading 83R-84R	Life and Work 985L-986L
Life and Work Reading 85R-86R	
Life and Work Reading 185R-186R	
Life and Work Reading 187R-188R	
<b>NRS Educational Functioning Levels and Scale Scores of the 980 Series Listening Test</b>	
EFL 1 Foundations	169-180
EFL 2 Low Beginning	181-189
EFL 3 High Beginning	190-199
EFL 4 Low Intermediate	200-209
EFL 5 High Intermediate	210-218
EFL 6 Advanced	219-227
Exit Adult ESOL and ELCATE Courses	228 and above

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\* Literacy Level Reading Test Forms 27/28 may be used with students unable to test on 80 Series Reading tests.

Please see the attached document for more detailed information on the assessment policies for reporting EFL and LCP gains for students enrolled in 2016-17.

If you have any questions, please contact Phil Anderson at 850-245-9450 or [Philip.Anderson@fldoe.org](mailto:Philip.Anderson@fldoe.org) or Zelda Rogers at 850-245-9906 or [Zelda.Rogers@fldoe.org](mailto:Zelda.Rogers@fldoe.org). If you have a question about reporting assessment data, please contact Tara McLarnon at 850-245-9005 or [Tara.McLarnon@fldoe.org](mailto:Tara.McLarnon@fldoe.org).

Attachment

RD/zrt

## Policy for Reporting Educational Functioning Level (EFL) and Literacy Completion Point (LCP) learning gains<sup>1</sup> 2016-2017

### New Enrollment Assessment Procedures

The following policy should be used to determine the Educational Functioning Level (EFL) for newly enrolled students. Examples of newly enrolled students include:

- Students not previously enrolled in any Adult Education program in an agency/district/college
- Students previously enrolled in an Adult Education program in an agency/district/college, but not enrolled in any term in either the current reporting year OR in the prior reporting year
- Students previously or currently enrolled at another agency/district/college, but have not enrolled in an Adult Education program at your agency/district/college.

The following chart shows examples of students who would be considered new enrollments compared with students who would be considered continuously enrolled.

Student	Enrollment Reported for 2013-14	Enrollment Reported for 2014-15	Enrollment Reported for 2015-16	New Student or Continuously Enrolled Student in 2016-17
A	No	No	No	New
B	Yes	No	No	New
C	Yes	Yes	No	New
D	No	No	Yes	Continuous
E	No	Yes	Yes	Continuous

Note: Students previously enrolled in ESOL or ELCATE who tested out of these courses based on the reading score should not be re-enrolled in these programs using the listening score (see Students D and E in the above scenario). Students may receive English language instruction by enrolling in Adult ESOL College and Career Readiness, program number 9900051 (formerly Academic Skills for Adult ESOL Learners).

#### **New Student Enrollment (ESOL) – CASAS:**

- Students who enroll for the first time in ESOL or ELCATE must pre-test in both listening and reading. The Initial EFL placement is based on the test with the lower score.
- Students must post-test in both listening and reading after completing 70 to 100 hours of instruction. EFL and LCP learning gains are calculated based on the test score in the same skill area (listening or reading) used for the Initial EFL placement (see the Adult Education Assessment Technical Assistance Paper for guidance).
- Students who make an EFL and LCP learning gain are reported in the next higher EFL in the next reporting term.

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<sup>1</sup> Out of range scores should not be used to report EFLs LCPs.

- Students who do not make an EFL and LCP learning gain or score into a lower EFL should continue to be reported in the same EFL in the next reporting term.
- Students who test out of the program should be exited from the course based on the test date.

**New Student Enrollment - All other adult education assessments:**

- The Initial EFL placement is based on the student’s pre-test score.
- EFL and LCP learning gains are calculated based on the test score in the same skill area used for the Initial EFL placement (see the Adult Education Assessment Technical Assistance Paper for guidance).
- Students who make an EFL and LCP learning gain are reported in the next higher EFL in the next reporting term.
- Students who do not make an EFL and LCP learning gain or score into a lower EFL should continue to be reported in the same EFL in the next reporting term.
- Students who test out of the program should be exited from the course based on the test date. For example, an Adult Basic Education (ABE) student who post-tests and scores above 8.9 should have an exit date that reflects the qualifying test score date. A student who takes and passes the GED® should have an exit date which reflects the diploma date.

**Continuous Enrollment Assessment Procedures**

The following policy should be used when determining the EFL for a continuously enrolled student. A continuously enrolled student is a student who has previously enrolled in agency/district/college in another term in either the same reporting year, or in the previous reporting year. For examples of students who are considered continuously enrolled, please use the chart located in the “New Enrollment” section.

**Continuous Enrollment (ESOL) - CASAS:**

- Students are post-tested in both listening and reading. The EFL should be based on the test (reading) used for the Initial EFL placement.
- Students who make an EFL and LCP learning gain are reported in the higher EFL in the next reporting term.
- Students who do not make an EFL or LCP learning gain or score into a lower EFL should continue to be reported in the same EFL in the next reporting term.
- Students previously or currently enrolled in ESOL or ELCATE who test out of the course based on the reading score should not be re-enrolled using the listening score. Students who test out of the program should be exited from the course based on the test date.

**Continuous Enrollment - All other adult education assessments:**

- Student should be placed based on pre-test scores.
- EFL and LCP learning gains are calculated based on the test score in the same skill area used for the Initial EFL placement (see the Adult Education Assessment Technical Assistance Paper for guidance).
- Students who make an EFL and LCP learning gain are reported in the higher EFL in the next reporting term.

- Students who do not make an EFL or LCP learning gain or score into a lower EFL should continue to be reported in the same EFL in the next reporting term.
- Students who have tested out of the program are exited from the course based on the test date. For example, Adult Basic Education (ABE) students who post-test and score above 8.9 should have an exit date that reflects the qualifying test score date. A student who takes and passes the GED® should have an exit date that reflects the diploma date.