



Florida Adult Education Assessment

2026-2027 Technical Assistance Paper

Division of Career and Adult Education

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Section I: Introduction

This technical assistance paper provides policy and guidance to individuals with test administration responsibilities in adult education programs. Rule 6A-6.014, Florida Administrative Code (F.A.C.), General Requirements for Adult Education Programs, provides a list of assessments that are approved by the U.S. Department of Education (ED) and the Florida Department of Education (FDOE) for use in adult education programs in Florida. In order to comply with federal reporting requirements, adult education programs are required to report student measurable educational gains and demographic information to Florida's reporting system, which is then reported to the National Reporting System (NRS). The NRS is the accountability system for the federally funded adult education program, mandated by the Workforce Innovation and Opportunity Act (WIOA). There are four important reasons for creating a data-driven accountability system for adult education programs:

1. WIOA mandates that states develop a data-driven accountability system to establish and utilize performance measures to make funding decisions, monitor programs and provide technical assistance.
2. A high-performing data-driven accountability system supports WIOA-funded adult education providers in assessing the educational progress of all students engaged in 12 hours or more of instructional activities within the state's adult education program.
3. FDOE has enhanced its monitoring processes by instituting a data-driven system for determining program performance. In addition, overall monitoring visits are provided by a dedicated compliance and monitoring team.
4. By utilizing a data-driven accountability system, local agency directors can focus their attention on establishing program performance targets and program improvements.

Florida's data reporting system and the NRS are uniform and compatible for measuring student educational gains established by approved ED and FDOE assessments. The NRS data reporting system measures student progress by Measurable Skills Gains (MSG).

Educational Functioning Levels (EFL) are used to determine the academic progress of adult education students. There are twelve levels, each describing the academic skills that an adult should be able to perform: 6 levels for Adult Basic Education (ABE) and 6 levels for English Speakers of Other Languages (ESOL), with the ESOL EFL levels considered lower than those ABE EFL.

Adult Education

Florida’s adult education program includes a range of instructional programs that help adults learn the basic skills they need to be productive workers, family members and citizens. The major program areas are Adult Basic Education, Adult High School, GED® Preparation, Academic Skills Building and Adult English for Speakers of Other Languages (ESOL). These programs emphasize basic skills such as reading, writing, math and English language competency. Adult education programs also 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.

Assessment within these programs serves multifaceted purposes, allowing instructors to gauge individual progress, tailor instruction to meet learners’ needs and ensure program effectiveness. Furthermore, assessments provide learners with valuable feedback on their skill development, guiding their journey toward achieving personal and professional goals. Moreover, these assessments are vital for accountability and reporting purposes, ensuring that student gains align with the NRS standards, thus facilitating continuous program improvement and demonstrating the positive impact of adult education initiatives on learners’ lives.

Table 1 below identifies the EFLs in Adult General Education (AGE) programs that report accountability measures to both FDOE and NRS.

Table 1: Adult General Education Programs and Educational Functioning Levels

Adult General Education Programs	NRS EFLs
Adult Basic Education (ABE)	1-4
GED® Preparation	5-6
Adult High School (AHS)	5-6
Academic Skills Building (ASB)	5-6
Adult English for Speakers of Other Languages (ESOL)	1-6

The Florida assessment policies and guidelines presented in this technical assistance paper are appropriate for state and federal reporting. Therefore, guidance and procedures regarding the selection and use of appropriate student assessments are included in this technical assistance paper. The following important information for adult education programs is provided:

- Definition of key terms and acronyms;
- Selection of appropriate assessment by student and program types;
- Appropriate student placement into programs and instructional level;
- Verification of student learning gains, EFL and/or program completion;
- Accommodations for students with disabilities;
- Assessment procedures for Distance Education; and
- Training for all staff who administer the standardized assessments.

Overview of State and Federal Policy

- Adult Education programs eligible for state and NRS reporting are required to test students with assessments approved by ED and FDOE, except for adult high school and adult high school co-enrolled students.
- Programs are required to pre-test adult education students enrolling in WIOA-funded programs with a state-approved assessment within the first 12 hours of enrollment activity, except for adult high school and adult high school co-enrolled students.
- Programs should comply with test publishers' recommended timeframes between pre-testing and post-testing.
- For purposes of reporting the initial EFL of students to the NRS, students pre-tested in more than one subject area, the EFL will be determined by FDOE based upon the test scores reported for each student.
- 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 NRS.
- Programs should develop and maintain local written assessment procedures and test security policies that conform to ED and FDOE policies.
- Programs must report assessment results in accordance with state and federal reporting timeframes and procedures to ensure state compliance with WIOA and NRS reporting.
- Programs should post-test 70% of students who are pre-tested and enrolled in ABE, ASB and ESOL.

Florida offers various programs for adult students and all programs require accountability reporting within a specified timeframe of the reporting window. The programs listed below are adult education programs adopted in Rule 6A-6.0571, F.A.C., Career and Technical Education and Adult General Education Standards and Industry-Driven Benchmarks. Programs listed as WIOA-eligible are included in NRS accountability measures.

Table 2 below lists the programs offered in adult education by funding source and reporting eligibility. Pre-tests and post-tests using assessments approved by the ED and FDOE are required for any courses reported to the NRS and funded by WIOA- Adult Education and Family Literacy Act (AEFLA) and the state of Florida.

Adult High School students are not required to pre-test or post-test. Placement in ABE Level 5 or 6 is determined by the number of high school credits the student has earned in the previous high school(s) he or she has attended. For guidance on AHS please see the Adult High School Technical Assistance Paper available on the [Career and Adult Education Technical Assistance](#) webpage.

Table 2: Adult Education Programs

Program Name	Program Code	CIP Code	WIOA Funded and Eligible for NRS Reporting	State Funded and Eligible for FDOE Reporting
Adult Basic Education (ABE)	9900000	1532010100	Yes	Yes
Adult High School (AHS)	9900010	1532010500	Yes	Yes
GED® Preparation	9900130	1532020207	Yes	Yes
Academic Skills Building (ASB)	9900500	1532010101	Yes	Yes
Adult English for Speakers of Other Languages (ESOL)	9900040	1532010900	Yes	Yes
Adult High School (Co-enrolled)	9900099	1532019900	No	Yes

State and NRS Requirements and Accountability

The implementation of state assessment policies and guidelines for assessment in adult education programs is imperative for uniform and comparative assessment results. FDOE state assessment policies are designed to place students in appropriate educational functioning levels, 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, programs must use standardized assessments approved by the ED and FDOE, follow test security protocols and administer each testing session according to publishers’ guidelines. Publisher resources can be found in table 26.

Publishers submit standardized assessments to the ED for review to be used by adult education programs. Once the list is released by ED, FDOE reviews each assessment prior to submission to the Florida State Board of Education for approval in accordance with Rule 6A-6.014, F.A.C.

Program Uses of Assessment

Programs use assessments for various reasons including instruction and accountability reporting. For educational purposes, assessments are used to determine the educational functioning level of a student in a subject area when first enrolling in the program and to determine learning gains after participating in the program for a specified period of instruction. Test results guide instruction by identifying instructional strengths and weaknesses in the respective subject areas. For accountability purposes, pre-tests established the student’s EFL 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 an adult education program. Administering assessments approved by the ED and FDOE in the classroom is beneficial to the program administrator, instructor and student. Instructors use assessment results to:

- Measure the initial EFLs of students to place them in appropriate instructional levels.
- Diagnose the educational strengths and weaknesses of students accurately.
- Measure the learning gains of students as they progress through functioning levels.
- Assist students in setting educational and career goals.

Assessment for Accountability

The list of approved assessments used for reporting student assessment scores can be found in Appendix E. The FDOE uses the results obtained from assessment 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 learning, technical assistance and monitoring.
- Implement program improvement strategies.
- Negotiate statewide performance levels with the ED.

Section II: Adult Education Course Overview

This section of the technical assessment guide identifies the assessments approved for placement into specific adult education courses, specifies score ranges tied to educational functioning levels for placement and establishes score thresholds for reporting gains to ensure accountability.

Adult Basic Education (ABE EFL 1-4)

Adult Basic Education (ABE) is a program designed for students who need to increase their basic skills in mathematics, reading and language arts; function at ABE EFLs 1-4; seek to improve their employability in the state’s workforce; and transition to higher levels of educational attainment and postsecondary training. Eligibility is determined by the following criteria: individuals must no longer be subject to the compulsory age of school attendance by virtue of having attained the age of 16 years old and must have legally left the elementary or secondary school by filing a formal declaration of intent to terminate school enrollment with the school board.

- ABE courses provide basic skill and critical thinking skill instruction to prepare students for GED® Preparation, postsecondary education and employment.
- Students are eligible for ABE with an EFL of 1-4. Students may be in preparation for earning their high school equivalency diploma or may have already received a high school diploma or its equivalent.

ABE Reasoning Through Language Arts (RLA) Course

Student pre-tests at ABE EFL 1 through 4 on an eligible reading or language subtest. For this course, while assessment in reading is mandatory for providers, assessment in language remains optional. However, should a provider choose to evaluate a student in both reading and language, enrollment must align with the educational functioning level corresponding to the student’s reading test score.

Table 3 below depicts the approved tests for placement and progression in the ABE RLA course.

Table 3: Approved Tests for ABE RLA Placement

NRS ABE Level	Approved Placement Tests Scale Scores		
	CASAS Reading GOALS 2	TABE 13/14 Reading	WorkKeys Workplace Documents*
1	178-203	300-441	N/A
2	204-216	442-500	73-74
3	217-227	501-535	75-77
4	228-238	536-575	78-80

* NOTE: ACT WorkKeys expires June 30, 2027.

ABE Mathematics Course

Student pre-tests at ABE EFL 1 through 4 on an eligible math subtest. The table below depicts the approved tests for placement and progression in the ABE Math course.

Table 4: Approved Tests for ABE Mathematics Placement

NRS ABE Level	Approved Placement Tests Scale Scores		
	CASAS GOALS Math 2	TABE 13/14 Math	WorkKeys Applied Math*
1	170-192	300-448	71-73
2	193-203	449-495	74-78
3	204-213	496-536	79-82
4	214-244	537-595	83-85

* NOTE: ACT WorkKeys expires June 30, 2027.

Adult Secondary Education (ABE EFL 5-6)

Adult Secondary Education (ASE) is a program that provides instruction at ABE EFL 5-6 through which a student either prepares to take the GED® or receive high school credits that will lead to a high school diploma being awarded. This includes Adult High School, Adult High School Co-enrolled and GED® Preparation.

Adult High School (ABE EFL 5-6)

Adult High School (AHS) students are not required to pre-test or post-test. Placement in EFL 5 or 6 is determined by the number of high school credits the student has earned in the traditional high school previously attended or transcripts documenting that the student has successfully completed the 8th grade and is eligible for promotion to the 9th grade. For more information, Please see the AHS Technical Assistance Paper at <https://www.fldoe.org/academics/career-adult-edu/career-adult-edu-technical-assistance-.stml>.

Students are not allowed to withdraw from K-12 over the summer and enroll in AHS for the purpose of credit recovery.

Adult High School Co-enrolled

AHS Co-enrolled students are currently enrolled in K-12 high school (not withdrawn from K-12) and are simultaneously taking high school credit courses in the AHS program per Section (s.) 1011.80, Florida Statutes (F.S.). Appropriate documentation, as specified by the institution, shall be obtained prior to enrollment. The AHS Co-enrolled program is not eligible for federal funding. Students are not subject to pre-test or post-testing requirements and are exempt from the block tuition for AGE programs. Educational functioning levels are also not required when reporting AHS co-enrolled students.

GED® Preparation (ABE EFL 5-6)

GED® Preparation students must be pre-tested within the first 12 hours of enrollment activity. Students are not required to post-test, but programs may choose to post-test or use a GED® Ready subject area practice test to assess student knowledge for instructional purposes. Completion is determined by earning the high school equivalency diploma through passing all subject areas of the GED® test. Initial placement for GED® preparation for social studies or science should be based on reading assessment. A student may be placed in the GED® Comprehensive course number if the student scores at or above a EFL 5 or higher on an eligible test subject area (Reading and/or Mathematics).

Passing a subtest on a state-recognized high school equivalency examination pursuant to Rule 6A-6.0201, F.A.C., is an attainable Measurable Skill Gain (MSG) for students enrolled in GED® Preparation Programs.

GED® Preparation Mathematics Course and GED® Preparation Comprehensive Course

Student pre-tests at NRS level 5 or higher on an eligible math subtest. Table 5 below depicts the approved tests for placement in the Math course.

Table 5: Approved Tests for GED® Math Placement

NRS ABE Level	Approved Placement Tests Scale Scores		
	CASAS GOALS Math 2	TABE 13/14 Math	WorkKeys Applied Math*
5	225-235	596-656	86-87
6	236-256	657-800	88-90

* NOTE: ACT WorkKeys expires June 30, 2027.

GED® Preparation Reading Through Language Arts Course, GED® Preparation Science Course, GED® Preparation Social Studies Course and GED® Preparation Comprehensive Course

Student pre-tests at EFL 5 or higher on an eligible reading subtest. Table 6 below depicts the approved tests for placement in the RLA, science, social studies and/or comprehensive course.

Table 6: Approved Tests for GED® RLA, GED® Science, GED® Social Studies and GED® Comprehensive Placement

NRS ABE Level	Approved Placement Tests Scale Scores		
	CASAS Reading GOALS 2	TABE 13/14 Reading	WorkKeys Workplace Documents*
5	239-248	576-616	81-82
6	249-268	617-800	83-90

* NOTE: ACT WorkKeys expires June 30, 2027.

Academic Skills Building (ABE EFL 5-6)

Academic Skills Building (ASB) is a non-credit adult education program designed to develop the literacy and math skills necessary for a student to enter the job market, upskills to earn a better job or to enter postsecondary education. This program is eligible for federal funding under WIOA Title II, Section 203(4). The ASB Program comprises two courses, ASB Math and ASB Reasoning through Language Arts. Students in the ASB program may enroll in either course or both courses. The program is for students who have earned a diploma or high school equivalency but need additional skill building in math or literacy to be successful workers, citizens and partners in their children’s education. ASB provides instruction as NRS 5 and 6 ASB may be used for students in an Integrated Education and Training (IET) or career and technical education (CTE) program.

ASB Mathematical Reasoning Course

Student pre-tests at ABE EFL 5 or higher on an eligible math subtest. A student can never be concurrently enrolled in ABE Mathematics and ASB Mathematics within any given period of instruction.

Table 7: Approved Tests for ASB Mathematical Reasoning Placement

NRS ABE Level	Approved Placement Tests Scale Scores		
	CASAS GOALS Math 2	TABE 13/14 Math	WorkKeys Applied Math*
5	225-235	596-656	86-87
6	236-253	657-800	88-90

* NOTE: ACT WorkKeys expires June 30, 2027.

ASB Reading Through Language Arts (RLA) Course

Student pre-tests at ASE EFL 5 or higher on an eligible reading subtest. Assessment in reading is mandatory for providers; however, assessment in language remains optional. Should a provider choose to pre-test a student in both TABE Reading and TABE Language and report the pre-test results to FDOE, placement for enrollment must align with the educational functioning level corresponding to the student’s reading test score. Students assessed in both TABE Reading and TABE Language are ineligible for enrollment in the ASB program until achieving ASE EFL 5 or 6 in reading. Furthermore, a student can never be concurrently enrolled in ABE RLA and ASB RLA within any given period of instruction.

Table 8: Approved Assessments for ASB RLA Placement

NRS ABE Level	Approved Placement Tests Scale Scores		
	CASAS Reading GOALS 2	TABE 13/14 Reading	WorkKeys Workplace Documents*
5	239-248	576-616	81-82

6	249-268	617-800	83-90
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* NOTE: ACT WorkKeys expires June 30, 2027.

Withdrawing Students from ASB Math and ASB RLA

It is not required by FDOE or the NRS that students must achieve a maximum scale score in any or all the skill areas being tested before being withdrawn from a course. The agency is responsible for reporting the post-test results for each skill area to the FDOE following the guidelines outlined by the Division of Career and Adult Education's (DCAE) Office of Research and Evaluation.

Adult ESOL (EFLs 1-6)

The Adult English for Speakers of Other Languages (ESOL) program is designed for non-native English speakers to improve their English skills in reading, writing, speaking and listening. Students are required to test in reading and listening subject areas. Reading and listening scale scores are submitted to the FDOE in accordance with FDOE instructions for reporting. Section II details placement for instruction and measurement of educational gains for ESOL students.

Table 9: Approved Tests for Adult ESOL Placement

NRS ESL Level	Approved Placement Tests Scale Scores							
	CASAS STEPS Listening	CASAS STEPS Reading	BEST Plus 3.0 Listening- Speaking	BEST Literacy 2.0 Reading- Writing **	TABE CLAS-E C/D Reading*	TABE CLAS- E C/D Listening*	TABE CLAS- E C/D Writing*	TABE CLAS- E C/D Speaking*
1	158-181	160-183	600-677	100-177	200-354	200-348	210-384	170-338
2	182-191	184-196	678-702	178-203	355-388	349-389	385-414	339-402
3	192-201	197-206	703-726	204-233	389-427	390-427	415-437	403-436
4	202-211	207-216	727-752	234-261	428-448	428-457	438-461	437-475
5	212-221	217-227	753-785	N/A	449-487	458-488	462-500	476-542
6	222-231	228-238	786-849	N/A	488-526	489-532	501-535	543-567

* Note: TABE CLAS-E C/D expires June 30, 2027.

** BEST Literacy 2.0 measures examinees' performance from NRS level 1 through 4. Examinees who are above NRS level 4 will exit out of BEST Literacy 2.0 and need to be measured with another Reading and Writing assessment. In other words, BEST Literacy 2.0 is not designed for assessing NRS levels 5 and 6.

Exit from Adult ESOL Subject Areas

A student who tests into the exit range of NRS level 6 is considered a completer of that subject area. Students who test into the exit range on a reading or listening assessment should not continue to be post-tested in that subject area. In instances where a student achieves an exit post-test scale score above NRS ESOL level 6 in only one of two subject areas, the agency has the option to extend instruction until the student attains an exit scale score above the top score for NRS ESOL level 6 in the remaining subject area.

Table 10: Approved Tests for Adult ESOL Exit

NRS Level	Test	Scale Scores
6 (Exit Advanced)	CASAS STEPS Reading	239 and above
	CASAS STEPS Listening	232 and above
	BEST Plus 3.0	850 and above
	TABE CLAS-E C/D Reading	527 and above
	TABE CLAS-E C/D Listening	533 and above
	Optional TABE CLAS-E C/D Writing	536 and above
	Optional TABE CLAS-E C/D Speaking	568 and above

ESOL Course Completion

FDOE Policy: A student may stay enrolled in ESOL until they have completed both the reading and listening assessments.

Adult ESOL students are considered to have finished the course when both their reading and listening scores are within the ESOL level 6 exit range indicated in the chart above. Students should be withdrawn from the Adult ESOL course on the date they achieve an exit range scale score above ESOL level 6 on their last subtest.

The agency is responsible for reporting the post-test results for each skill area to the FDOE following the guidelines outlined by DCAE’s Office of Research and Evaluation. For students who complete the ESOL course but wish to continue basic skills remediation, counseling should be provided to determine which of the following pathways may provide the student with the greatest benefit: ABE, ASB or GED® Preparation. Should students choose to pursue one of these pathways, they must be pre-tested on an assessment approved for that program pursuant to Rule 6A-6.014, F.A.C.

TABE CLAS E Writing and Speaking

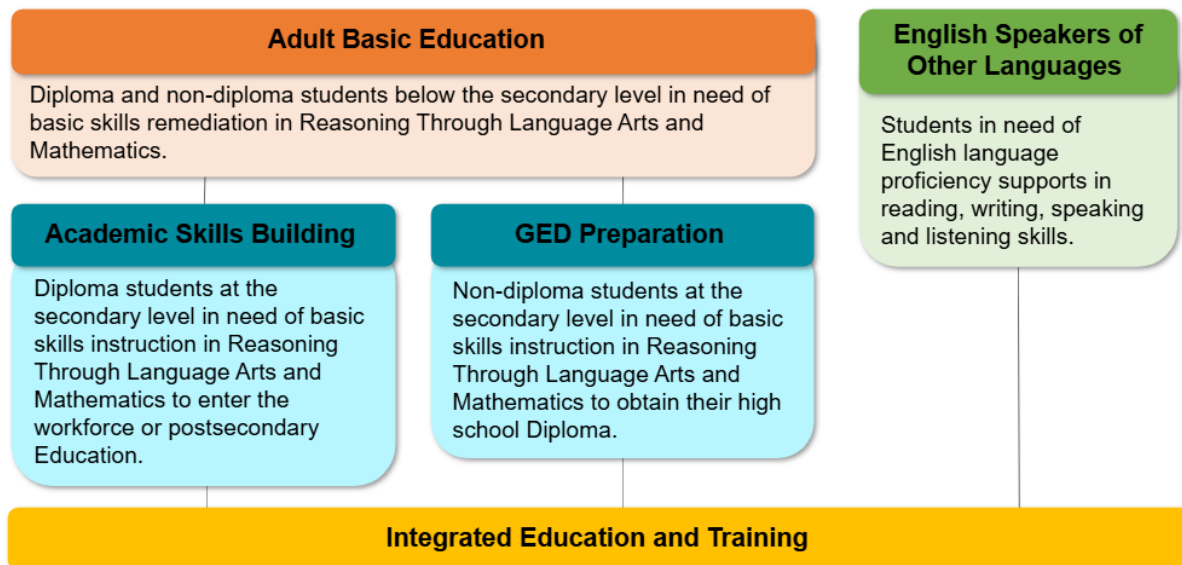
With the introduction of TABE CLAS-E forms C and D, the writing and speaking assessments are available as optional reportable assessments. Adult education providers may choose to assess students in the subject areas of writing and speaking in addition to the required TABE CLAE-E reading and listening assessments. TABE CLAS-E Writing and Speaking assessments may be reported to the state for the purpose of earning MSGs.

Integrated Education and Training

Integrated Education and Training (IET) is a service approach created specifically for adult education students. IET integrates adult education literacy with workforce preparation and training activities. This approach is designed to support educational and career advancement by offering these components concurrently and in a contextualized manner, targeting a specific occupation or career cluster. IET students must be reported with the appropriate adult education records. IET programs must first be approved by the FDOE’s Adult Education Bureau before commencing. Please refer to the following resources for technical assistance with IET programs: Florida’s Integrated Education and Training Data Reporting Guide for program implementation and Integrated Education and Training Data Reporting Guide for IET program models and reporting guidance.

IET students enrolled in a career certificate program of 450 clock hours or more are required to complete an entry-level basic skills examination within the first six weeks after admission into the program unless the student is otherwise exempt pursuant to s. 1004.91, F.S., Requirements for Career Education Program Basic Skills, and Rule 6A-10.040, F.A.C. A student may not receive a career or technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks, adopted annually in Rule 6A-6.0571, F.A.C., for the career certificate program. Please refer to the CTE Basic Skills Assessment Technical Assistant Paper for guidance on basic skills exit requirements.

Pathways to Career and Technical Education



Section III: General Assessment Requirements for Adult Education

In this section, general information regarding reporting pre-test and post-assessment results, defining new and continuous students and measuring student learning gains are presented for all adult education programs. In addition, specific information on the NRS is provided.

Assessing Students for NRS Reporting

According to WIOA and NRS accountability guidelines, adult education programs must pre-test students 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 pre-testing and post-testing adult education students.

Establishing the NRS Initial Educational Functioning Level and Measurable Skills Gains Based on Assessment Scores

For NRS reporting purposes, an initial EFL is established for every adult education student for placement in an NRS level.

- When students are pre-tested in more than one subject area and placed into different initial EFLs in the subject areas, the lowest functioning level is used for measuring gains for NRS purposes. For example, if an ABE student scores ABE level 1 in reading and ABE level 2 in mathematics, the FDOE selects NRS ABE level 1 as the student's lowest educational function level. An ESOL student who scores ESOL level 2 in reading and ESOL level 3 in listening would be reported in NRS ESOL level 2. Students should receive instruction at the level which matches their assessment results.
- For NRS reporting purposes, ABE students can earn MSGs in the subject areas of reading, language and math. Adult ESOL students can earn MSGs in the subject areas of reading, listening, speaking and writing, including one for completing level 6 and testing over NRS level 6 in reading, listening, speaking and writing

General Pre-test and Post-test Guidelines

All program assessments must meet WIOA NRS guidance 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. This section summarizes these guidelines according to each adult education program area.

Pre-Test Guidelines

- Pre-test all students in the ABE, GED® Preparation, EOSL and ASB Programs 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 guidance on out-of-range scores.

Post-Test Guidelines

- The state target is to post-test a minimum of 70 percent of students pre-tested.
- Post-test within the timeframe specified by the test publisher.
- Always use alternate forms of the same test for pre-testing and post-testing.
- Create a system that tracks instructional hours and alerts for post-testing.
- The date of the EFL completion and MSG must occur within seven days of the course exit date.

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

New and Continuous Enrollment Students

Definitions and guidelines on enrolling new and continuous students are found below. Note these definitions and guidelines apply only to students in ABE, GED® Preparation, ASB and Adult ESOL programs.

New Enrollment Students are defined as:

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

Enrollment Guidelines for New Enrollment Students

- Pre-test new enrollment students in all subject area(s) applicable to their instructional needs and academic goals.
- Use the pre-test score of each subject area to determine the initial placement of the subject area(s) tested. Report all initial test scores in subject areas to FDOE.
- If the student obtains a score below range on the lowest level test in one or more subject areas after retest, report the initial test score as the lowest scale score in the subject area equivalent to NRS level 1.

- If a student seeking to enroll in Adult ESOL obtains a score that exceeds the scale score range in both reading and listening of the ESOL course, the student is not eligible for Adult ESOL. The provider should advise the student to enroll in ABE or ASB based on the test results.

Continuous Enrollment Students are defined as:

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

Enrollment Guidelines for Continuous Enrollment Students

- Students are placed for instructional purposes based on the highest EFL from the previous term or year.
- Programs may use the student's highest post-test from the previous program year as the pre-test used for placement and instruction in the next reporting year.
- Students who move up a level in one reporting period are placed in the next highest level in the next reporting period. It is possible for a student to complete more than one test level in a reporting period. For state reporting purposes, the program must report all post-test results. The FDOE will determine the EFL gains. For NRS reporting purposes, the FDOE reports only whether a student earned at least one EFL gain.
- Students testing out of the program must be exited from the course that reflects the qualifying exit score date.
- If a student is enrolled in your agency as a continuous student in one program and wants to take courses in another program, the student should be pre-tested for those courses.
 - If a student was enrolled in Adult ESOL and wants to take ABE course for the first time, the student would be considered a continuous student but new to the ABE program. This student must be pre-tested for placement in ABE courses.
- For guidance on transitioning students to new NRS assessments see appendix D.

Table 11: Examples of New or Continuous Enrollment Students

Student	Enrollment Reported 2023-2024	Enrollment Reported 20234-25	New or Continuous 2025-2026
A	No	No	New
B	Yes	No	New
C	No	Yes	Continuous
D	Yes	Yes	Continuous

Post-Testing Guidelines

To meet the state target, Adult Education programs should post-test a minimum of 70 percent of the students pre-tested and ensure post-tests are given within the timeframe specified by the test publisher. It is important to note that if a student is not post-tested, the EFL, academic strengths and weaknesses and level completion cannot be determined. Post-testing must be within seven days of course exit for the MSG to be achieved in that term. If the MSG is earned more than seven days after the course exit date, it should be reported with the next enrollment.

Use of Test Scores from Previous Instructional Periods

Post-test scores of continuously enrolled students from the previous year, term or semester may be used for placement in the next instructional period. If programs use scores from the previous term as the pre-test for placement and instruction, the programs must use the student’s highest post-test for the next reporting year. Gaps in program attendance are likely to affect the student’s EFL.

FDOE recommends that local programs establish a local written policy addressing previous post-test scores and their use for students re-enrolling or transferring into their adult education programs.

TABE

The publisher of TABE and TABE CLAS-E does not provide a recommended timeframe for when test scores can be used nor for what purposes. Local programs are allowed to determine a timeframe that test scores can be used and for what purposes. FDOE recommends retesting if a student has been out of a program for more than six months. However, programs may not use assessments that are over three years old for placement and reporting.

BEST

The publisher of BEST Plus recommends if there is a significant gap in attendance (e.g., for longer than one month) due to student absence or a break in the instructional program, the student should be retested. FDOE recommends following the publisher guidelines on retesting if a student has been out of a program more than one month.

CASAS

The publisher of CASAS states that post-test scores of continuing students obtained at the end of a reporting year may serve as a pre-test for the next reporting year. Programs may wish to retest these 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 publisher guidelines on retesting if a student has been out of a program more than four months.

Tests Determined to Be Suitable for Use in the National Reporting System for Adult Education

Table 12: ABE Approval Periods and Sunset Dates

ABE Test Names	Forms	NRS Sunset Date (see footnote)
CASAS Reading GOALS 2	Forms 921, 922, 923, 924, 925, 926, 927, 928, 929, 930	6/30/2032*
CASAS Math 2	Forms 921/922, 923/924, 925/926, 927/928 and 929/930	6/30/2031*
TABE 13/14	Forms 13 and 14	6/30/2027*
ACT WorkKeys Workplace Documents	Forms 018, 019, 020 and 021	6/30/2027*
ACT WorkKeys Applied Math	Forms 014, 015, 016 and 017	6/30/2027*

* Although not yet determined by ED, this date would be the expected sunset date based on sunset periods announced in previous NRS notices published in the Federal Register. In general, tests with expiring NRS approval dates that occurred during a program year have been permitted for use in the NRS until the end of the program year.

Table 13: Adult ESOL Approval Periods and Sunset Dates

ABE Test Names	Forms	NRS Sunset Date (see footnote)
BEST Literacy 2.0	Forms 1, 2 and 3	6/30/2031*
BEST Plus 3.0	Forms 1 and 2	6/30/2031*
CASAS Reading STEPS	Forms 621/622, 623/624, 625/626, 627/628 and 629/630	6/30/2031*
CASAS Listening STEPS	Forms 621/622, 623/624, 625/626, 627/628 and 629/630	6/30/2031*
TABE CLAS-E	Forms C and D	6/30/2027*

* Although not yet determined by ED, this date would be the expected sunset date based on sunset periods announced in previous NRS notices published in the Federal Register. In general, tests with expiring NRS approval dates that occurred during a program year have been permitted for use in the NRS until the end of the program year.

Summary of all State Approved Assessments

A summary of FDOE, ED and publisher policies is provided in the following sections. Included are TABE, BEST, CASAS and TABE CLAS-E.

Basic English Skills Test (BEST)

- Pre-test within the first 12 hours of enrollment activity.
- Post-test after a minimum of 40 hours or one semester of instruction following pre-test.
- Approval by administering required for post-testing at less than 80 hours of instruction.
- Administer alternate forms for pre-test and post-test.
- Post-test scores from one instruction period may be used for placement in the next one.
- BEST Literacy does not use a locator.
- FDOE and publisher recommended retesting is there is a gap in attendance (1 month or more).

Table 14: BEST ESOL Assessment

Assessment Series	Applicable Courses	Assessment Forms/Notes	Sunset Date
BEST Literacy 2.0	Adult ESOL	Forms 1, 2 and 3 are approved for paper. This test can only place students into NRS level 1-4.	6/30/2031*
BEST Plus 3.0	Adult ESOL	Forms 1 and 2 are approved for paper and computer.	6/30/2031*

** Although not yet determined by ED, this date would be the expected sunset date based on sunset periods announced in previous NRS notices published in the Federal Register. In general, tests with expiring NRS approval dates that occurred during a program year have been permitted for use in the NRS until the end of the program year.*

Comprehensive Adult Student System (CASAS) AGE Assessments

- Pre-test within the first 12 hours of enrollment activity.
- Pre- and post-test ABE RLA students with CASAS GOALS Series Reading.
- Pre-test GED® Preparation students with CASAS GOALS Series Reading for course enrollment in the GED® Preparation.
- GED® Preparation students at or above NRS level 5 are not required to post-test.
- Pre-test and post-test ASB RLA students with CASAS GOALS Series Reading.
- Pre-test and post-test in the same subject area.
- Administer alternate forms for pre-test and post-test.
- Post-test after 70-100 hours of instruction; minimum of 40 hours of instruction.
- Agencies providing instruction to students enrolled in ABE RLA or ASB RLA may post-test students after 40 hours of instruction. This is for testing on CASAS Reading GOALS in ABE and ASB programs, not for testing on CASAS STEPS in Adult ESOL programs.
- Approval by administrator for post-testing at less than 70 hours of instruction required.
- Post-test scores from one instruction period may be used for placement in the next one.
- FDOE and publisher guidelines recommend retesting if the student has been out for more than four months.

Table 15: CASAS AGE Assessments

Assessment Series	Applicable Courses	Assessment Forms/Notes	Sunset Date
CASAS Reading GOALS 2 Series	ABE – Reasoning Through Language Arts GED® Preparation <ul style="list-style-type: none"> • Comprehensive • Reasoning Through Language Arts • Science • Social Studies ASB – Reasoning Through Language Arts	<ul style="list-style-type: none"> • GOALS 2 Reading forms 921/922, 923/924, 925/926, 927/928, and 929/930. All forms approved for paper and computer.	6/30/2032*
CASAS Math GOALS 2 Series	ABE – Mathematics GED® Preparation <ul style="list-style-type: none"> • Comprehensive • Mathematics ASB – Mathematics	<ul style="list-style-type: none"> • Math GOALS 2 forms 921/922, 923/924, 925/926, 927/928 and 929/930. All forms approved for paper and computer.	6/30/2031*

* Although not yet determined by ED, this date would be the expected sunset date based on sunset periods announced in previous NRS notices published in the Federal Register. In general,

tests with expiring NRS approval dates that occurred during a program year have been permitted for use in the NRS until the end of the program year.

Comprehensive Adult Student Assessment System (CASAS) ESOL Assessments

- Pre-test within the first 12 hours of enrollment activity.
- Pre-test and post-test students in Adult ESOL with CASS Reading/Listening STEPS Series.
- Pre-test and Post-test in the same subject area.
- Administer alternate forms for pre-test and post-test.
- Post-test after 70-100 hours of instruction; minimum of 40 hours of instruction.
- Approval by administrator for post-testing at less than 70 hours of instruction required.
- Post-test scores from one instruction period may be used for placement in the next one.
- FDOE and publishers recommend retesting if the student has been out for more than four months.
- CASAS Oral Screening

Table 16: CASAS ESOL Assessments

Assessment Series	Applicable Courses	Assessment Forms/Notes	Sunset Date
CASAS Reading STEPS	Adult ESOL	<ul style="list-style-type: none"> • Forms 621/622, 623/624, 625/626, 627/628 and 629/630 All tests and forms are approved for use on paper and computer.	6/30/2031*
CASAS Listening STEPS	Adult ESOL	<ul style="list-style-type: none"> • Forms 621/622, 623/624, 625/626, 627/628 and 629/630 All tests and forms are approved for use on paper and computer.	6/30/2031*

* Although not yet determined by ED, this date would be the expected sunset date based on sunset periods announced in previous NRS notices published in the Federal Register. In general, tests with expiring NRS approval dates that occurred during a program year have been permitted for use in the NRS until the end of the program year.

Test of Adult Basic Education (TABE) AGE Assessments

- Pre-test within the first twelve (12) hours of enrollment activity.
- TABE 13/14 locator required for initial testing.
- Post-test ABE NRS levels 1-4 after 50 to 60 hours of instruction when testing with an alternate form. Post-testing allowed on the same level and same form after 60-80 hours of instruction.
- Approval by administrator for post-testing at less than publisher-recommended hours of instruction must be approved by the site administrator or designee.
- Post-test in the same skill area as the pre-test.
- Post-test scores from one instruction period may be used for placement in the next one.
- The publisher of TABE does not provide a recommended timeframe that test scores can be used and for what purposes. Local programs are allowed to establish a timeframe. FDOE recommends retesting if scores are more than six months old.
- GED® Preparation students may pre-test in Reading, Language and/or Math for instructional purposes.
- Reading and Math tests should be used for course enrollment in GED® Preparation.
- GED® Preparation students at or above NRS level 5 are not required to post-test.

Table 17: TABE AGE Assessments

Assessment Series	Applicable Courses	Assessment Forms/Notes	Sunset Date
TABE 13/14 Reading	ABE – Reasoning Through Language Arts GED® Preparation <ul style="list-style-type: none"> • Comprehensive • Reasoning through Language Arts • Science • Social Studies ASB – Reasoning Through Language Arts	<ul style="list-style-type: none"> • Forms 13 and 14 All forms approved for use on paper and through a computer-based delivery format.	6/30/2027*
TABE 13/14 Language	ABE – Reasoning Through Language Arts GED® Preparation <ul style="list-style-type: none"> • Comprehensive • Reasoning through Language Arts • Science • Social Studies 	<ul style="list-style-type: none"> • Forms 13 and 14 All forms approved for use on paper and through a computer-based delivery format.	6/30/2027*

	ASB – Reasoning Through Language Arts		
TABE 13/14 Math	ABE – Mathematics GED® Preparation <ul style="list-style-type: none"> • Comprehensive • Mathematics ASB – Mathematics	<ul style="list-style-type: none"> • Forms 13 and 14 All forms approved for use on paper and through a computer-based delivery format.	6/30/2027*

* Although not yet determined by ED, this date would be the expected sunset date based on sunset periods announced in previous NRS notices published in the Federal Register. In general, tests with expiring NRS approval dates that occurred during a program year have been permitted for use in the NRS until the end of the program year.

Test of Adult Basic Education (TABE) ESOL Assessments

- Pre-test within the first twelve (12) hours of enrollment activity.
- Pre-test students in Adult ESOL in reading and listening with TABE CLAS-E Series.
- Post-testing at 50-60 hours of instruction when testing with the same form.
- Approval by administrator or designee for post-testing at less than 60 hours of instruction.
- Post-test in the same skill area as the pre-test.
- Post-test scores from one instruction period may be used as placement for the next.
- Publisher does not recommend a timeframe that test scores can be used and for what purposes. FDOE recommends retesting if scores are more than six months old.

Table 18: TABE ESOL Assessments

Assessment Series	Applicable Courses	Assessment Forms/Notes	Sunset Date
TABE CLAS-E Reading	Adult ESOL	<ul style="list-style-type: none"> • Forms C and D All forms approved for use on paper and through a computer-based delivery format.	6/30/2027*
TABE CLAS-E Listening	Adult ESOL	<ul style="list-style-type: none"> • Forms C and D All forms approved for use on paper and through a computer-based delivery format.	6/30/2027*
TABE CLAS-E Writing	Adult ESOL	<ul style="list-style-type: none"> • Forms C and D All forms approved for use on paper and through a computer-based delivery format.	6/30/2027*
TABE CLAS-E Speaking	Adult ESOL	<ul style="list-style-type: none"> • Forms C and D 	6/30/2027*

		All forms approved for use on paper and through a computer-based delivery format.	
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** Although not yet determined by ED, this date would be the expected sunset date based on sunset periods announced in previous NRS notices published in the Federal Register. In general, tests with expiring NRS approval dates that occurred during a program year have been permitted for use in the NRS until the end of the program year.*

ACT WorkKeys AGE Assessments

- Average administration time is 55 minutes.
- There is not an Appraisal or Locator test.
- Students should be pre-tested within the first six hours of instruction.
- Recommended to post-test students after 30 hours of instruction.
- Students cannot reuse the same form for 6 months, there are 4 forms of the test.
- Post-test scores from one instruction period may be used for placement in the next one.

Table 19: WorkKeys AGE Assessments

Assessment Series	Applicable Courses	Assessment Forms/Notes	Sunset Date
WorkKeys Applied Math	ABE – Mathematics GED® Preparation <ul style="list-style-type: none"> • Comprehensive • Mathematics ASB – Mathematics	<ul style="list-style-type: none"> • Forms 014, 015, 016 and 017 All forms approved for use through a computer-based delivery format.	6/30/2027*
WorkKeys Workplace Documents	ABE – Reasoning Through Language Arts GED® Preparation <ul style="list-style-type: none"> • Comprehensive • Reasoning Through Language Arts • Science • Social Studies ASB – Reasoning Through Language Arts	<ul style="list-style-type: none"> • Forms 018, 019, 020 and 021 All forms approved for use through a computer-based delivery format.	6/30/2027*

** Although not yet determined by ED, this date would be the expected sunset date based on sunset periods announced in previous NRS notices published in the Federal Register. In general, tests with expiring NRS approval dates that occurred during a program year have been permitted for use in the NRS until the end of the program year.*

State Remote Testing Policies

DCAE of the Florida Department of Education provides this guidance to local programs on the state's policies regarding the remote testing of adult education students. See Table 20 for remote testing policies in accordance with test publisher procedures.

Test Administration

The following test administration policies apply to pre-test and post-test administration:

- Agencies 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 publisher's remote testing instructional document and test administration manual.
- Scores obtained by remote testing, for pre-test or post-test, may be used for FDOE and NRS reporting purposes.

Table 20: State Remote Testing Policies, In Accordance with Test Publisher’s Procedures

Assessment	Technical Requirements	Training Requirements	Test Security	Student Identification
<p>Center for Applied Linguistics (CAL) BEST Plus 3.0</p> <p>Website: http://www.cal.org/aea/bp/</p>	<p>Computer: test administrators use two devices, one to display and second to run software.</p> <p>Print: test administrator and student use video-based connection.</p> <p>Updated training and test materials for BEST Plus 3.0 can be found on the CAL website. More information is available in the BEST Plus 3.0 Test Administrator Guide and BEST Plus 3.0 Technical Report.</p>	<p>Proctors must obtain a CAL-issued certificate to administer and score BEST Plus 3.0.</p>	<p>Test administrator and student complete the test in a private location.</p> <p>Links to sessions sent privately and not shared.</p> <p>Session not recorded.</p> <p>Process for identifying testing irregularities.</p> <p>Please visit the CAL website for BEST Plus 3.0 training materials and more information about the training.</p>	<p>Remote administration of BEST Plus 3.0 conducted using a video conferencing program which allows the test administrator to identify the student using local procedures.</p>
<p>Comprehensive Student Adult Assessment System (CASAS)</p> <p>ABE: GOALS Reading, GOALS Reading 2 and GOALS Math 2 series for ABE, ASB and GED®</p>	<p>Refer to CASAS Remote Testing Guidelines for technical requirements.</p> <p>Webcam or attached video camera.</p> <p>Microphone and speakers.</p>	<p>Proctors must be certified as eTest proctors and sign a Proctor Remote Testing Agreement.</p> <p>Agencies must ensure that remote testing protocols are followed.</p>	<p>Agencies sign Remote Testing Agreement.</p> <p>Computer registered with CASAS.</p> <p>Remote Testing Guidelines and Test Administration Manual required.</p>	<p>Test taker identification verified by proctor at the start of each session.</p> <p>Refer to agency guidelines for acceptable forms of identification.</p> <p>Refer to CASAS Remote Testing Guidelines for</p>

<p>ESOL: STEPS Reading and Listening series</p> <p>Website: www.casas.org</p> <p>Remote Testing Guidelines</p>	<p>Headphones not allowed.</p> <p>Video conferencing client application installed.</p>		<p>Process for identifying testing irregularities.</p>	<p>steps to verify test taker's ID.</p>
<p>Test of Adult Basic Education</p> <p>Data Recognition Corporation (DRC) TABE 13 & 14</p> <p>TABE CLAS-E</p> <p>Website: https://tabetest.com/</p> <p>Remote Testing Instructions</p>	<p>Test administrators use a supported web conferencing platform.</p> <p>See remote testing guide for minimum web browser requirements.</p> <p>Remote testing via web temporary; no official end date in place.</p>	<p>Proctors are certified as test administrators in TABE online and have user account in the DRC INSIGHT Portal.</p>	<p>Test materials must be secure.</p> <p>Tests must be proctored and taken as scheduled.</p> <p>Limit of 5 students.</p> <p>See remote testing guide to invalidate a test.</p> <p>Implement a process for identifying irregularities.</p>	<p>Test administrator identifies student per local procedures using Student Login Credentials to generate Test Ticket.</p>

Communicating Post-Test Results

Programs should establish a written policy that states who will be responsible for communicating post-test results and when post-test counseling with the student will occur. A counseling session is a valuable practice for clarifying the student's educational goals, strengths and areas for improvement.

Scale Scores

Scale scores measure educational gains over a phase of instruction and provide an equal-interval interpretation of a score that can be comparable across all levels and tests within a skill area. The number of items answered correctly is the raw score. The raw score converts to a scale score that provides a basis for comparing performance across levels and forms of the same test. All scale scores and their associated MSGs are listed in Tables 23-26.

Out-of-Range Scores (OOR)

The publishers of CASAS, TABE and TABE CLAS-E provide guidance regarding out-of-range scores. For more information on Out-of-Range Scores, refer to the FDOE Division of Career and Adult Education, [Adult Education Data Reporting Guidance](#).

Pre-test General Policies

New students establish an in-range EFL within the first 12 hours of enrollment. It is recommended that local programs use the publisher's locator tests to reduce the potential of out-of-range scores. There is no limit on re-testing when establishing the initial EFL of a student.

OOR Low on the Lowest-Test Level Enrollment Guidance

Per FDOE policy, initial pre-test scores below the accurate range are not usable for reporting the placement of new students in an EFL. Programs should re-test students by administering the next lower-level test to obtain an in-range scale score.

Exceptions to policy

- If a student obtains a pre-test score OOR low on the lowest level form available, "in this situation only" the student does not need to be reassessed on an alternate form and should be placed in EFL 1.

OOR High on the Highest-Test Level Enrollment Guidance

FDOE policy on pre-testing scores above the accurate range is that they are also not usable for placement and reporting. Programs should administer the next higher-level test available.

Exceptions to Policy

- GED Preparation students may be enrolled with an OOR high score on the highest-level test available and placed into EFL 6.

- ASB students with an OOR high score on the highest-level test available should be counseled before enrolling in the program to determine the benefit for the student, if the student still elects to enroll, they should be placed into EFL 6.
- ESOL students **cannot** be enrolled with an exit score on the highest-level form available.

Post-Test General Policies

Students who post-test 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 post-tests, the local program should report a leading 1 followed by the lowest scale score number attainable on the retest. Any additional attempts to post-test the student must occur within the test publisher's recommended hours of instruction between post-tests. See the section *Summary of all State Approved Assessments* for publisher guidance on post-test hours of instruction.

Per FDOE policy, post-test scores that are above-range (also called out-of-range high) may be reported as a post-test score and for MSGs. 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.

Continually enrolled students are placed based on their highest post-test score from the prior term.

Out of Range Score Policies for Programs Using CASAS

Below-Range Scores

CASAS does not provide scores below the scale score range. An asterisk (*) will be found in the place where the scale score would appear and an NRS level will not be identified.

Pre-test scores below the scale score range: Students who score OOR low on a CASAS assessment must be re-tested on a lower-level form of that test series. Only in-range scores can be used for establishing a student's initial EFL.

See table 21 below for placement for instruction and scale score reporting information.

Post-test scores below the scale score range: If a student scores too low to receive a scale score on a Level B, C or D post-test, CASAS recommends retesting immediately on the next lower-level test. Any additional attempts to post-test a student after one retest must occur within the test publisher's recommended hours of instruction between post-tests. See the section *Summary of all State Approved Assessments* for publisher guidance on post-test hours of instruction. If a student tests OOR low on two consecutive post-tests, the local program should report the lowest scale score number possible with a leading '1.'

Table 21: Out-of-Range Low Scenarios

Test Name	Test Level	Test Form	NRS Level	Scale Score	Placement for Instruction	Value to Report
CASAS Reading GOALS 2	B	923R/924R	2	*	ABE	1204
CASAS Reading GOALS 2	C	925R/926R	3	*	ABE	1217
CASAS Reading GOALS 2	D	927R/928R	4	*	ABE	1228
CASAS Reading GOALS 2	E	929R/930R	5	*	GED® or ASB	1239
CASAS Math GOALS 2	B	923M/924M	2	*	ABE	1193
CASAS Math GOALS 2	C	925M/926M	3	*	ABE	1204
CASAS Math GOALS 2	D	927M/928M	4	*	ABE	1214
CASAS Math GOALS 2	E	929M/930M	5	*	GED® or ASB	1225
CASAS STEPS Listening	B	623L/624L	2	*	ESOL	1182
CASAS STEPS Listening	C	625L/626L	3	*	ESOL	1192
CASAS STEPS Listening	D	627L/628L	4	*	ESOL	1202
CASAS STEPS Listening	E	629L/630L	5	*	ESOL	1212
CASAS STEPS Reading	B	623R/624R	2	*	ESOL	1184
CASAS STEPS Reading	C	625R/626R	3	*	ESOL	1197
CASAS STEPS Reading	D	627R/628R	4	*	ESOL	1207
CASAS STEPS Reading	E	629R/630R	5	*	ESOL	1217

Above Range Scores

Scores at the high end of the scale score range are denoted with a diamond (◆) and are considered a conservative estimate of the ability of students who performed well on a test form.

Pre-test scores above the scale score range: If a student scores a conservative estimate score on a pre-test, the agency should re-test the student at the next higher level. Only in-range scores can be used for establishing a student’s initial EFL.

Post-test scores above the scale score range: Per FDOE policy, post-test scores that are above-range (often called out-of-range high) may be reported as a post-test score. Post-test scores must be reported to the state regardless of whether a Measurable Skills Gain was made for NRS reporting purposes.

Post-test diamond scores above the exit score for the program: This indicates the student has completed the program. In these cases, agencies may use the conservative estimate score as a basis for reporting the student has completed the program.

Post-test diamond scores below the exit score for the program: In these cases, the agency may re-test the student immediately on a test form at the next higher level. If the student re-enrolls in the next period of instruction, agencies may use the conservative estimate score as a basis for placement of the student in an EFL. OOR high CASAS scores should be reported with a leading ‘9’ followed by the scale score shown on the student’s report.

Out-Of-Range Scores for TABE 13 & 14 and CLAS-E C & D

DRC, the publisher of TABE 13 & 14 and TABE CLAS-E, recommends using the locator to determine which pre-test to administer to reduce the number of out-of-range scores. Programs should follow the recommendations of DRC for TABE and TABE CLAS-E on when to retest following an out-of-range score.

Each of the TABE 13&14 test levels and CLAS-E levels (1, 2, 3 and 4) has content aligned specifically to a range of NRS levels, and a student can only be classified into those NRS levels.

- A student will be classified as “out-of-range” (O/R) if they perform more than one NRS level below the targeted level. They will not receive a scale score of an NRS level, and they will need to take a lower TABE level test.
- If a student scores more than one NRS level above the targeted level, then an (*) sign will appear next to the NRS level on their score report and their score will be set to the highest possible scale score for that test level. In this case, when the student is performing at the very top of the test level, TABE recommends testing with a higher-level form to better assess their ability. The TABE 13&14 score report will indicate the recommended level that a student should take for their next test.
- If a student reaches NRS Level 6 on TABE CLAS-E, then a double asterisk (**) symbol will appear next to the NRS level on their score report. This indicates the student has no room for growth and is ready to exit the program.

Below Range Scores

Pre-test scores below the scale score range: per FDOE policy, initial pre-test scores below the accurate range are not usable for reporting the placement of new students in an EFL. Local programs must re-test students on a lower-level test of that series. Scale scores reported with an (O/R) cannot be used to establish a student’s initial EFL.

Post-test scores below the scale score range: If a student scores out-of-range and receives an N/A for scale score and O/R for their NRS level, the local program should re-test the student immediately by administering a lower-level test. If a student tests OOR low on two consecutive post-tests, the local program should report the lowest scale score number possible on the re-test with a leading ‘1’. Any additional attempts to post-test the student after one retest attempt must occur within the test publisher’s recommended hours of instruction between post-tests. See the section *Summary of all State Approved Assessments* for publisher guidance on post-test hours of instruction.

There are no out-of-range low scores on TABE CLAS-E Level 1 or TABE 13 & 14 Levels E and L.

Above Range Scores

Pre-test scores above the scale score range: Per FDOE policy, initial pre-test scores above the accurate range are not usable for reporting the placement of new students in an EFL. Providers must re-test students on a higher-level test of that series. Scores reported with a (*) cannot be used to establish a student's initial EFL.

Post-test scores above the scale score range: Per FDOE policy, post-test scores that are OOR high are reportable as a post-test score. Any additional attempts to post-test the student must occur within the test publisher's recommended hours of instruction between post-tests. See the section *Summary of all State Approved Assessments* for publisher guidance on post-test hours of instruction. Post-test scores must be reported to the state regardless of whether an MSG was made for NRS reporting purposes. OOR high TABE scores should be reported with a leading '9' followed by the scale score shown on the students' report.

There are no out-of-range scores on TABE CLAS-E level 4 or 13 & 14 level A.

Section IV: Accountability and Data Reporting

Reporting academic achievement is a requirement under WIOA, NRS and State Board of Education Rule 6A-10.0381(16), F.A.C. All adult general education programs are required to collect and maintain information at the time of registration that is sufficient for location of the student upon termination and to determine appropriate placement in a program in accordance with Rule 6A-10.0381(4), F.A.C. Required registration information includes:

- Name, permanent address, date of birth, Florida Education Identifier (FLEID), social security number (if available) and Florida student number identifier;
- Whether the student has a U.S. high school diploma or equivalent certificate at entry into the program;
- The program of enrollment, and IET program number, if applicable; and
- The course title and course number.

In addition to the mandatory registration information outlined above, agencies are required to collect and maintain enrollment and attendance information on students enrolled in adult general education programs based on minimum enrollment requirements for funding and mandatory withdrawal procedures for student for non-attendance. A sample student intake form is provided on the Adult Education section of the Office of Research and Evaluation website.

Enrollment information also includes student outcome data, such as pre-test scores, post-test scores, instructional hours, IET program enrollment and related program completions. A comprehensive list of all adult general education data expected during state reporting can be located in each state reporting system's respective database handbooks/data dictionaries.

FDOE Data Reporting Systems

FDOE collects and analyzes data reported by adult general education programs during set survey reporting periods to view annual performance, trends and the potential need for corrective action. Additionally, data reported to FDOE from an eligible program are used to generate the annual federal report to ED OCTAE via the NRS.

The following state data reporting systems and their associated data handbooks must be used to report Adult General Education program students and outcomes to the state.

- The school district Workforce Development Information System (WIDS) Handbook can be found at <https://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/database-handbooks.shtml>.
- The Florida Community College Technical Center Management Information System (CCTCMIS) Data Dictionary can be found at <https://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.shtml>.

- The Community Based Organization (CBO) Handbook can be found at <https://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/cbohandbook/>.
- The Florida Integrated Education and Training Data Reporting Guide can be found at <https://www.fldoe.org/academics/career-adult-edu/research-evaluation/data-reports-adult-edu.stml>.

Test Score Reporting

The EFL and MSG learning gain date must occur within seven days of course exit date. If the MSG was earned more than seven days after the course exit date, it should be reported with the next term's enrollment.

Out-of-Range Test Score Reporting

State reporting allows OOR test scores to be reported in the following manner:

- OOR high scores should be reported to the state with a leading '9' followed by the scale score.
- OOR low scores should be reported to the state with a leading '1' followed by the scale score.

In-Range Test Score Reporting

- In-range test scores should be reported to the state with a leading '0' followed by the scale score.

Office of Research and Evaluation

The Office of Research and Evaluation plays a distinctive role within the Division of Career, Technical and Adult Education. Central functions of the office include the management of data reporting policies and procedures, state and federal accountability reporting, responding to data requests and sharing public-facing data for research and evaluation projects related to career technical education and adult education programs, students and outcomes.

Visit the [Research & Evaluation website](#) for

- Office contact information;
- Data reporting guidance;
- NRS statewide reports;
- Data dashboards; and
- Additional information on adult education data reporting and accountability.

Section V: NRS Adult Educational Functioning Levels

Scale Score Requirements

Scale scores are used when reporting adult education students' test scores. Most data reporting systems used by local programs use scale scores when communicating and reporting results of assessments.

NRS Educational Functioning Levels for ABE and ESOL with Scale Scores

The following tables show the scale scores for each of the NRS levels for students in ABE and ESOL Programs. EFL completions are determined when the scale score exceeds the highest score of the range in an EFL.

Table 22: ABE Educational Functioning Levels

Subject	EFL Levels	CASAS Math GOALS 2	CASAS Reading GOALS 2	TABE (13/14)	WorkKeys Applied Math	WorkKeys Workplace Documents
Reading	ABE Level 1	N/A	178-203	300-441	N/A	N/A
	ABE Level 2	N/A	204-216	442-500	N/A	73-74
	ABE Level 3	N/A	217-227	501-535	N/A	75-77
	ABE Level 4	N/A	228-238	536-575	N/A	78-80
Language	ABE Level 1	N/A	N/A	300-457	N/A	N/A
	ABE Level 2	N/A	N/A	458-510	N/A	N/A
	ABE Level 3	N/A	N/A	511-546	N/A	N/A
	ABE Level 4	N/A	N/A	547-583	N/A	N/A
Math	ABE Level 1	170-192	N/A	300-448	71-73	N/A
	ABE Level 2	193-203	N/A	449-495	74-78	N/A
	ABE Level 3	204-213	N/A	496-536	79-82	N/A
	ABE Level 4	214-224	N/A	537-595	83-85	N/A

Table 23: GED® and ASB Educational Functioning Levels

Subject	EFL Levels	CASAS Math GOALS 2	CASAS Reading GOALS 2	TABE (13/14)	WorkKeys Applied Math	WorkKeys Workplace Documents
Math	ABE Level 5	225-235	N/A	596-656	86-87	N/A
	ABE Level 6	236-253	N/A	657-800	88-90	N/A
Reading	ABE Level 5	N/A	239-248	576-616	N/A	81-82
	ABE Level 6	N/A	249-268	617-800	N/A	83-90
Language	ABE Level 5	N/A	N/A	584-630	N/A	N/A
	ABE Level 6	N/A	N/A	631-800	N/A	N/A

Table 24: Adult ESOL Educational Functioning Levels

EFL Levels	BEST			CASAS Steps		TABE CLAS-E C/D			
	Plus 3.0 Computer	Plus 3.0 Paper	Literacy 2.0 Reading	Reading	Listening	Reading	Listening	Writing	Speaking
ESL Level 1	600-677	600-677	100-177	160-183	158-181	200-354	200-348	210-384	170-338
ESL Level 2	678-702	678-702	178-203	184-196	182-191	355-388	349-389	385-414	339-402
ESL Level 3	703-726	703-726	204-233	197-206	192-201	389-427	390-427	415-437	403-436
ESL Level 4	727-752	727-752	234-261	207-216	202-211	428-448	428-457	438-461	437-475
ESL Level 5	753-785	N/A	262-300	217-227	212-221	449-487	458-488	462-500	476-542
ESL Level 6	786-849	N/A	N/A	228-238	222-231	488-526	489-532	501-535	543-567
ESL Exit	850 and above	N/A	N/A	239 and above	232 and above	527-580	533-620	536-670	568-670

The following state data reporting systems and their associated data handbooks must be used to report Adult General Education program students and outcomes to the state. The data reporting appendices for each sector also include the score ranges associated with each EFL.

For school district reporting, see WDIS Appendix R at

<https://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/database-handbooks.stml>.

For Florida College System reporting, see CCTMIS Appendix A at

<https://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml>.

For all other institutional reporting times, see CBO Appendix B at

<https://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/cbohandbook/>.

Section VI: Reporting Assessment Scores for State and Federal Reporting

Test data should be entered into the local program's management information system when the student completes the pre-test during the first 12 hours of enrollment activity. Likewise, all post-tests should be entered into the program database upon student completion of the post-test and included in the state reporting.

Policies on Student Placement Based on Test Series

Pre-tests and post-tests must be in the same test series. For new enrollment students, the program will pre-test the student to establish an initial educational functioning level with an approved assessment and post-test with the same test series to determine learning gains.

When the agency changes test series, new EFLs must be established and reported by testing students on the new series. Report the students' 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 higher-level program as appropriate for the student's academic and career goals.

Data Checks and Quality Control Procedures

Frequent checks of a program's data submissions for quality will save administrators valuable time in the long run. FDOE recommends local programs put in place data quality control procedures for 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

Section VII: FDOE Requirements to Maintain Assessment Integrity

Training Program Staff Involved in NRS Reporting Activities

FDOE provides training for program staff involved in gathering, analyzing, compiling and reporting data. Training topics may include:

- Using Data Reports for Program Improvement
- Validating Adult Education Data Submissions
- NRS policy, accountability policies and data collection process

Maintenance of Test Security

Rule 6A-10.042, F.A.C., includes Florida's requirements for maintenance of test security. For more information, refer to Appendix E. Additionally, all test administrators must follow the security protocol outlined by test publishers. For more information on publisher requirements for test security, see Table 20 for publisher website information.

Section 1008.24, F.S., states that violations of test security guidelines are a first-degree misdemeanor punishable by up to \$1,000, up to a year in jail and may result in the loss of the individual's 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 Adult Education Office will communicate the incident to the test publisher and appropriate FDOE staff.

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

Use of Test Administration Manuals

The publishers of BEST, CASAS, ACT WorkKeys and TABE require 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, test administration and security protocol and the consequences if not followed. All local programs should maintain copies of TAMs on site for all assessments used with the program. TAMs provide quality control guidelines to ensure proper test use, administration, scoring and interpretation of results.

Local Program Assessment Procedures Manual

It is recommended that all programs develop an assessment procedures manual(s) for BEST, CASAS, ACT WorkKeys and TABE to ensure that all program staff are aware of FDOE policies and adhere to the program's assessment procedures. Any procedures developed by the local program must be in alignment with FDOE assessment policies.

The assessment procedures should include at a minimum:

- A policy that persons who administer state-approved assessments must adhere to the test publisher's guidelines and complete all publisher-required training prior to administering tests to students.
- A policy that all students enrolled in ABE, GED® Preparation, ASB and Adult ESOL must be pre-tested with a state-approved assessment within the first 12 hours of enrollment activity.
- A retest policy for out-of-range scores.
- A policy about length of time post-test scores can be used for re-enrollment.
- A policy on how pre-test scores can be used to establish the student's initial EFL.
- A policy on how post-test scores will be used to measure the student's progress from one EFL to another and to report MSGs.
- A policy on the number of hours of instruction between pre-test and post-test.
- A procedure for recording testing data in a timely manner and to verify that correct data reporting procedures have been followed (see previous section on areas to be addressed).
- A procedure on the steps the local adult education program director and staff will take to review and verify the accuracy of data reports prior to being submitted to the state.
- A procedure for documenting and reporting test security compromises, incidents and loss of testing materials to FDOE.
- A procedure for destroying damaged or obsolete testing materials.

Section VIII: Accommodations for Adult Education Students with Disabilities and Other Special Needs

Accommodations refer to adjustments or modifications that make it possible for students with disabilities to demonstrate performance. Accommodations are made to provide supports or services to students with disabilities. Accommodations must be determined on an individual basis and carefully considered to ensure they meet the specific needs of the examinee without altering the fundamental intent of what the test aims to measure.

Procedures to Identify Adult Education Students with Disabilities

Adult Education students with disabilities are responsible for self-identifying and requesting any accommodations 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 areas 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 staff to provide optimal advice. Documentation may include a variety of 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 [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 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 providing contacts to service agencies, adult education agencies should provide ongoing counseling to all adult general education students with disabilities. It is also important to encourage students who may require accommodation to seek out the type of assistance that will aid in academic success.

Approved Assessments for Adult Education Students with Disabilities

The following state-approved tests may be used in accordance with Rule 6A-6.014, F.A.C., General Requirements for Adult Education Programs:

- Basic English Skills Test (BEST) Literacy 2.0 and BEST Plus 3.0
- Comprehensive Adult Education Student System (CASAS) Reading GOALS 2
- Comprehensive Adult Education Student System (CASAS) Math GOALS 2
- Comprehensive Adult Education Student System (CASAS) STEPS
- Test of Adult Basic Education (TABE) 13-14
- Test of Adult Basic Education, Complete Language Assessment System – English (TABE CLAS-E)
- ACT WorkKeys Workplace Documents
- ACT WorkKeys Applied Mathematics

Procedures to Administer Assessments to 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 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. Accommodations should be documented in the student’s career plan, 504 or another educational plan.

Records Retention on Adult Education 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 with individuals with authorization, as required by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C 1232g and 34 CFR Part 99.

Accommodations Allowed During Assessments for Students with Disabilities

In addition to the state policies previously described, the following is a brief description of Florida’s approved assessments and general information on the publisher’s guidance regarding permissible accommodations for BEST, CASAS and TABE for students with disabilities. This guidance should be considered together with information regarding the individual needs of the student.

ACT WorkKeys

The Workplace Documents assessment measures the skills individuals use to read real workplace documents and apply that information to make job-related decisions and solve problems. These documents include messages, emails, letters, directions, signs, bulletins, policies, websites, contracts and regulations. The Applied Math assessment evaluates critical thinking, mathematical reasoning and problem-solving techniques for situations that commonly occur in today's workplace.

ACT WorkKeys Accommodations for Students with Disabilities

Accommodations are authorized adaptations to standardized testing. They should never lower learning expectations by reducing the scope, complexity or rigor of a test. Accommodations are available for examinees with disabilities, as documented in an IEP, 504 plan or similar accommodations plan and/or other documentations that substantiates a disability, as defined by the ADA. Accommodations provided for the test should be regularly used in the academic environment; they should not be introduced just prior to taking the test. Not all instructional accommodations are allowable for use on the test, as they may alter what the test is designed to measure. There are consequences for the use of non-allowable and/or non-authorized accommodations during the test.

NOTE: Test coordinators may void a test if an examinee uses a non-allowable accommodation during testing. All allowable accommodations are listed in the tables of the Accessibility Supports Guide for the ACT WorkKeys National Career Readiness certificate (CRC) document, found in the section Defining and Applying Accessibility Supports. Examples of accommodations include, but are not limited to, the following:

- Presentation and format (e.g., alternative formats, assistive technology, auditory presentation)
- Response and navigation support (e.g., assistive technology, scribe)
- Setting and locations supports (e.g., preferential seating, small group, adaptive furniture)
- Timing supports (e.g., extra testing time, breaks as needed)

NOTE: Students with temporary disabilities that generally last less than 6 months may be provided and use a designated support if a temporary need is identified.

Accessibility Supports Guide for ACT WorkKeys National Career Readiness Certificate (CRC)

Accessibility supports refer to systems, tools and accommodations that remove barriers for the entire testing population, including examinees identified as having disabilities, English learners and examinees without disabilities. All examinees need to be able to communicate fairly and effectively what they know and can do when they take a test. ACT provides accessibility supports that include the following:

- Universal supports
- Designated supports
- English learner supports
- Accommodations

This guide helps educational teams select appropriate accessibility supports and accommodations for their students for use with assessments and the WorkKeys National Career Readiness Certificate (NCRC). For more information, please visit:

<https://www.act.org/content/act/en/products-and-services/act-workkeys/act-workkeys-assessments.html>

BEST

The Center for Applied Linguistics (CAL) provides a range of research-based information, tools and resources related to language and culture. Assessments available through CAL include BEST Literacy 2.0 and BEST Plus 3.0.

BEST Literacy 2.0

BEST Literacy 2.0 is a one-hour test that assesses reading and writing skills. It is administered individually or to groups. Examinees write directly in the test booklets and a test administrator scores the responses on the answer sheet. The BEST Literacy 2.0 Test Manual is needed to administer and score the test. The raw scores received on all three forms are scaled using the tables provided in the Test Manual.

BEST Literacy 2.0 Accommodations for Students with Disabilities

Users of BEST Literacy 2.0 are responsible for providing accessible services and for ensuring that requests for accommodations are considered and handled in a manner consistent with applicable laws and regulations. Program and test administrators may provide and allow accommodations in test administrations procedures or in the testing environment for individuals with disabilities, provided the accommodation does not compromise the purpose or results of the test. The test is not designed to assess the functional literacy skills of visually impaired students unless reasonable accommodations can be made that will not interfere with the measurement of functional literacy skills and therefore invalidate the test results. For example, the test administrator cannot read the question to the examinee as BEST Literacy 2.0 is a test of reading and writing, not listening. Permissible accommodations related to test administration procedures include the use of eyeglasses or magnifying glasses, earplugs, color overlays or rulers. Testing environment accommodations might include frequent breaks or individual administration.

BEST Plus 3.0

BEST Plus 3.0 assess the oral English proficiency of adult ESOL students. Oral proficiency is understood as the underlying competency that enables the performance of communicative language functions that integrate both listening and speaking skills. BEST Plus 3.0 assesses the ability to understand and use unrehearsed, conversational, everyday language within topic areas covered in adult ESOL courses.

BEST Plus 3.0 is designed to assess the English language proficiency of adult (16 years of age or older) non-native English Language Learners who may or may not have received an education in their native language or in English, but who need to use English to function in day-to-day life in the United States. It is designed for the population of adult ESOL students typically found in adult educational programs.

BEST Plus 3.0 Accommodations for Students with Disabilities

Users of BEST Plus 3.0 are responsible for providing services and for ensuring that requests for accommodations are considered and handled in a manner consistent with applicable laws and regulations. Program and test administrators may provide and allow accommodations in test administration procedures or in the testing environment for individuals with disabilities, provided the accommodation does not compromise the purpose or results of the test.

BEST Plus 3.0 can be used with students who can see the photographic stimulus (picture cue prompts) with appropriate accommodations (e.g., the use of magnifying glasses to enlarge the image). BEST Plus 3.0 is not appropriate for use with individuals whose visual impairments prevents them from seeing the picture cue prompts even when enlarged or otherwise enhanced. Skipping Picture Description tasks is not a reasonable accommodation for individuals with visual impairments.

Comprehensive Adult Student Assessment System (CASAS)

The CASAS assessment system consists of tests that measure basic reading, mathematics, listening, speaking and writing skills in functional contexts. The system provides for tests that measure levels from beginning literacy and numeracy to GED® preparation.

CASAS Accommodations for Students with Disabilities

The CASAS Assessment Policy Guidelines state, “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 tests administration directions only
- Testing in an alternate room
- Using 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 eTests®, computer-adapted and computer-based tests 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 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 Student with Disabilities*, provides more detailed information on providing accommodations. This document is available at <https://www.casas.org/>.

Test of Adult Basic Education (TABE)

TABE tests assess the basic literacy and numeracy skills that will help a person function well in society. These tests provide information about the relative ranking of examinees against a norms group and specific information about their instructional needs. In addition, results provide prescriptive information about individual students that allows instructors to easily identify and implement meaningful remediation strategies.

TABE tests enable teachers and administrators to evaluate and successfully place examinees in AGE programs. Other uses of TABE 11 & 12 scores include pre-testing and post-testing to measure educational growth, determine correct placement of new examinees in instructional programs and the evaluation of adult educational programs.

TABE Accommodations for Students with Disabilities

TABE offers a variety of accommodations to students with disabilities including formats. TABE is available in large print, braille and audio. TABE also offers Text-to-Speech functionality on-line. TABE outlines a framework with assessment accommodations in three categories:

Category 1 accommodations are not expected to influence examinee performance in a way that alters the interpretation of either criterion-or norm referenced test scores. Scores for examinees in this category should be interpreted and reported in the same ways as scores of examinees who take the test under standard conditions. No notation of accommodation(s) is necessary.

Category 2 accommodations may influence examinee performance that should be considered when interpreting individual examinee criterion- and norm-referenced tests scores.

Category 3 accommodations are likely to change what is being measured and may alter the interpretation of individual criterion- and norm-referenced scores. This occurs when the accommodation is closely related to the knowledge, skill or ability measured. The test scores and any consequences or decisions associated with them should be interpreted not only considering the accommodation(s) used, but also how the accommodation(s) may alter what is measured.

For additional information, refer to the TABE Guidelines to Inclusive Testing Accommodations.

Tests for Adult Basic Education, Complete Language Assessment System – English (TABE CLAS-E)

TABE CLAS-E assesses English proficiency levels to measure accurately students' reading, listening, writing and speaking skills. TABE CLAS-E may be administered to students enrolled in the Adult ESOL Program 9900040, which is reported to the NRS.

TABE CLAS-E Accommodations for Students with Disabilities

TABE CLAS-E provides large-print editions to accommodate examinees with special needs:

- Large-Print Edition Locator Test
- Large-Print Edition Language Proficiency Tests, Forms A and B
- Expository Writing Folios are incorporated in Large-Print Edition Test Books.

For further information on FDOE policies and procedures regarding accommodations for adult students with disabilities, programs may contact the adult education office.

Section IX: Training Requirements for Administering Assessments

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

Timelines and Procedures for Training Local Program Test Administration Staff

All persons who administer state-approved assessments must first receive training on how to administer them. The local program is responsible for ensuring all test administrators are trained prior to administering any state-approved assessment. The test publishers are responsible for the content and the training materials. Certification training for TABE is online at <https://www.floridaipdae.org/>. CASAS training is available at <https://www.casas.org/training-and-support>. BEST training is available at <https://www.cal.org/aea/blv20/>. ACT WorkKeys information is available at <https://site.act.org/workkeys-info>.

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

Number of Local Staff Trained as Testers

The FDOE recommends that districts, colleges and community-based organizations (CBOs) plan appropriately to ensure that an adequate number of test administrators are available to administer pre-tests and post-tests to the students who need them. Certain times of the program year may require that more students be pre-tested or post-tested than at other times.

Training Topics

The FDOE and professional learning partners facilitate training for programs by publisher-certified trainers. FDOE's primary goal is to ensure consistent information is presented at every training event. To that end, all ACT WorkKeys, BEST, CASAS and TABE assessment training must be conducted by a publisher-certified trainer using publisher- and FDOE -approved presentations and handouts and address state and federal policies.

Best Practices for Remote Testing

The following information provides the guidelines for remote testing to ensure test security and accuracy of test results:

1. Programs must have a written standard operating procedure for remote testing which addresses test security, integrity and protection of personally identifying information.
2. Testing proctors must be certified/trained to administer the specific assessment test, if applicable.
3. Programs must:
 - a. Provide a pre-screening to verify identity of student;
 - b. Orient students to remote online testing expectations;
 - c. Ensure students have the technology tools needed to test at home per publisher guidance; and
 - d. Allow time for students to take practice tests on the publisher's website prior to entering the testing room session, if available.
4. Plan for how to respond to video or technical glitches and communicate plans clearly to students. The proctor must allow students into the remote testing room one at a time to ensure the identity of the student and check the environment if testing more than one student at a time.
5. Students should wear headsets and/or earbuds for test security and optimal success, if applicable for the test.

Requirements of Trained Test Administrators

The FDOE follows the test publishers' training requirements. The FDOE may impose stricter training requirements, as noted with the TABE. You may refer to the publishers' websites for more information about training requirements. Districts are required to maintain a copy of the certification of all testing personnel who administer, score and interpret test results.

Center for Applied Linguistics

BEST Plus 3.0

Providers using the BEST Plus 3.0 assessment should visit the Center for Applied Linguistics website for more information on training requirements for this assessment. At the time of this document's publication, information was not available on their website.

Best Literacy 2.0

Users of *BEST Literacy 2.0* should thoroughly review the *Best Literacy 2.0 Test Manual* to become familiar with the testing and scoring procedures.

Information covered in the [*BEST Literacy 2.0 Test Manual*](#) is also available through *BEST Literacy 2.0: Administration and Scoring Training*, CAL's self-access online course for *BEST Literacy 2.0* Test Administrators. Although CAL strongly encourages test administrator and scorer training sessions, the online course is not required to administer or score *BEST Literacy 2.0* Test administrators can be sufficiently trained by reviewing the *Test Manual*.

ACT WorkKeys

Each proctor and test administrator are required to review all training materials and testing manuals. Educators administering WorkKeys must have a general knowledge of measurement principles and are willing to uphold testing standards and follow the WorkKeys specific guidelines, such as keeping tests in a secure place and administering tests only as directed. Always keep test materials and related manuals and scripts secure. Do not allow examinees to leave the test site with any testing materials. Never discuss questions and answers during testing. Ensure all staff understand the procedures necessary to maintain test security when they administer WorkKeys.

For Training Procedures, refer to [WorkKeys Staff Training Plan](#) and see the [WorkKeys Training Website](#).

CASAS

All testing personnel who administer, score and interpret the test must be certified. Details on the Online Implementation Agreement for Program Directors and certification of eTests Coordinators and Proctors can be found on the CASAS website. Trainees are required to complete online or in-person training before administering tests to students. In-person training is provided by a CASA-certified trainer, while online training modules are available at <https://training.casas.org/>. CASAS mandates that programs must have at least one certified test administrator in order to publish test materials.

Certified testing personnel must complete refresher training every two years, which can be done online or in-person. In-person refresher training is provided by a CASAS-certified trainer, and online modules can be found at <https://training.casas.org/>.

For more information, visit the CASAS website at <https://training.casas.org/> or contact Laura Fetter, Program Development Manager, at 800-25-1036 ext. 111 or via email at lfetter@casas.org.

TABE

All testing personnel who administer, score and interpret the test must be trained. The FDOE requires that test administrators be trained before purchasing materials or administering the test, and DRC recommends this as well. Initial training is available online at <https://www.floridaipdae.org/>. Both DRC and FDOE recommend that trained test administrators take refresher training every two years, which is also available online at <https://www.floridaipdae.org/>.

For more information, you can visit the website at <https://tabetest.com/> or contact Christine Kirk at 904-864-0688 (ckirk@datarcognitioncorp.com) or Mike Johnson, National Adult Education Director, at 630-995-6712 (mjohnson@datarcognitioncorp.com).

Section X: 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 much 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 education students through communication 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 this 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 pre-tests and post-tests in accordance with the FDOE policies outlined in this technical assistance paper. Students in distance education should be pre-tested within the first 12 hours of enrollment activity and post-tested after the number of hours of instructional time recommended by publishers, 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.

The state determines when a distance education learner is ready to take the post-test by evaluating the learner's documented instructional contact hours. These hours are tracked either through the time the learner is actively engaged in an online program that monitors their activity or through in person instructor verification for activities not tracked by the software.

NRS Reporting Procedures for Distance Education

Measurable Skills Gains (MSG) and other required indicators are the same as for students attending onsite instruction. The difference between distance education students and onsite students is 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 are found in Rule 6A-10.0381, F.A.C. A technical

assistance paper is available at <https://www.fldoe.org/academics/career-adult-edu/research-evaluation/data-reports-adult-edu.stml>.

Appendix A: References

Appendix B: Acronyms and Definitions

Appendix C: Instructional Resources for Distance Education

Appendix D: Next Assigned Test

Appendix E: 26-27 Assessment Transition Guidance

Appendix F: Adult Education Rules

Appendix A: References

ACT WorkKeys, [ACT WorkKeys – Workforce Development Solutions | ACT](#)

Code of Federal Regulations (Adult Education 34 CFR part 462), [eCFR :: 34 CFR Part 462 -- Measuring Educational Gain in the National Reporting System for Adult Education](#)

Center for Applied Linguistics (CAL), [Landing Page - Center for Applied Linguistics](#)

- BEST Literacy 2.0 Test Manual
- BEST Plus 3.0 Technical Report

Community Based Organizations Data Handbook, [Community-Based Organizations \(CBO\) Database Handbook](#)

Community College & Technical Center Management Information System (CCTCMIS) Data Handbook, [Database Handbooks](#)

Comprehensive Student Assessment System (CASAS), [CASAS Homepage](#)

- Test Administration Manual, GOALS 2 Reading; 2025
- Test Administration Manual, GOALS 2 Math; 2023
- Test Administration Manual – STEPS; 2023

Florida Administrative Code (F.A.C), <https://flrules.org/>

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

Florida Division of Blind Services, [Florida Division of Blind Services Main Page](#)

Florida Division of Vocational Rehab, [Vocational Rehabilitation | Florida Department of Education](#)

Florida Education and Training Placement Information Program (FETPIP), Workforce Education Reports for Colleges, [Workforce Education Reports](#)

Florida Integrated Education and Training Data Reporting Guide, [Adult Education](#)

Florida Statutes, [Statutes & Constitution :View Statutes : Online Sunshine](#)

GED®, [Home - GED](#)

GED® Ready, [GED Ready - GED](#)

National Reporting System for Adult Education, [NRSWeb | NRSWeb](#)

Appendices

Standards for Educational and Psychological Testing; American Education Research Association, American Psychological Association and National Council on Measurement in Education; 2014, [The Standards for Educational and Psychological Testing](#)

Test of Adult Basic Education (TABE), [TABE Test for Adult Assessment | TABE Test for Adult Assessment](#)

Technical Assistance Paper: Adult Education Instructional Hours Reporting Procedures, <https://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, [PUBL128.PS](#)

Workforce Development Information System (WDIS) Data Handbook, [Database Handbooks](#)

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 NRS Levels 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 that encompasses all adult education programs: ABE, ASB, GED® and Adult ESOL.
AHS	Adult High School is a program designed for adults who have not completed high school. It is intended for students over the age of 16 who wish to further their education.
ASB	Academic Skills Building is a program for students who have earned a diploma or high school equivalency but need additional skill building in literacy or math to enter the job market or pursue post-secondary education.
ASE	Adult Secondary Education is a program that provides instruction at NRS ABE Level 5 and 6 (GE 9.0-12.9) through which a student either prepares to take the GED® or received high school credits that will lead to a high school diploma being awarded.
BEST	The Basic English Skills Test that is published by the Center for Applied Linguistics.
CASAS	The Comprehensive Adult Student Assessment System is the name of the publisher of the GOALS and STEPS tests.
CBO	A community Based Organization is a public or private nonprofit organization that provides educational or related services to individuals in a community.
CFR	The Code of Federal Regulations is the codification of the general and permanent rules and regulations published in the Federal Register by the executive departments and agencies of the United States of America.
CTE	Career and Technical Education programs are certificate programs at a technical institution or college that prepare students for such occupations and degrees.
DCAE	The Division of Career and Adult Education operates under the Florida Department of Education. DCAE is responsible for administering and coordinating programs in Florida that are related to adult education, career and technical education and state colleges.
DBS	The Division of Blind Services serves the blind and visually impaired. They offer Employer Services, the Braille and Talking Books Library and the Business Enterprise program.

Acronyms and Definitions	
EFL	Educational Functioning Levels are used to determine the academic progress of adult education students.
ESOL/ESL	English for Speakers of Other Languages, synonymous with English as a Second Language, teaches academic and language skills such as reading, writing, speaking, listening and comprehension to English Language Learners.
F.A.C.	The Florida Administrative Code is the official collection of the rules and regulations of Florida regulatory agencies.
FDOE	The Florida Department of Education is the state education agency that oversees public education and governs funding and testing for local education agencies.
FTE	Full Time Equivalency is a unit of measurement that indicates the workload of a student in a way that makes it comparable across various contexts.
GED®	The GED® is an equivalency test that requires a student to pass four subject test areas: Reasoning through Language Arts, Social Studies, Science and Mathematics to be awarded a high school diploma.
IELCE	Integrated English Literacy Civics Education (formerly known as English Literacy and Civics Education) is an educational program that provides English language instruction along with the rights and responsibilities of citizenship, naturalization procedures, civic participation and U.S. history and government.
IET	Integrated Education and Training is a service approach created specifically for adult education students that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
LEA	Local Education Agency (public school districts, community colleges, state colleges and state universities).
MSG	Measurable Skills Gains is a term used by the NRS to measure an adult student's progress in academic and other skills.
NRS	The National Reporting System is an outcome-based data reporting system for the state-administered, federally-funded adult education program.
OCTAE	The Office of Career, Technical and Adult Education operates 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.
TABE	The Tests of Adult Basic Education is an integrated system of assessments used to assess both knowledge and skills of adult learners.
TABE CLAS-E	The Tests of Adult Basic Education, Complete Language Assessment System-English is an integrated system of assessments, instructional guidance and staff development materials designed to measure adult English language learner' proficiency.

Acronyms and Definitions	
VR	The <u>Division of Vocational Rehabilitation</u> serves as an employment resource for businesses and people with disabilities. It is designed to enable individuals with disabilities to obtain and keep employment.
USED	The United States Department of Education is the agency of the federal government that establishes policies related 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 statues prohibiting discrimination in programs and activities receiving federal funds to ensure equal access to education for every individual.
GOALS	The Greater Opportunities for Adult Learning Success test is published by CASAS to measure progress of adult learners in the FDOE ABE, ASB and GED® Preparation programs.
STEPS	The Student Test of English Progress and Success is published by CASAS to measure the progress of adult English language learners in the FDOE Adult ESOL program.

Appendix C: Instructional Resources for Distance Education

Online Curricula for Distance Learning

FDOE provides curriculum frameworks for all adult education programs on the state’s adult education webpage. In accordance with WIOA and Rule 6A-10.0381, F.A.C., all programs that provide adult educational services with state and federal funding are required to use the state curriculum standards for instruction. A consortium of member-institutions comprised of schools, school districts and state colleges. The Florida Adult and Technical Distance Education Consortium (FATDEC) delivers curricula in a web-based environment for adult education 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
ABE	Essential Education: CASAS GOALS Academy and TABE 11/12 Academy	Actual time on task
GED® Preparatory	Essential Education: GED Academy	Actual time on task
Adult High School	Over 100 Florida Virtual School (FLVS) FlexPoint courses including all core classes in math, English, science and social studies, as well as classes for credit recovery, electives, health and physical education, honors and AP-level and world languages that are aligned to the frameworks, standards and benchmarks approved by FLDOE.	Actual time on task

Appendix D: Next Test Assignment

TABE 13 & 14

READING	PRE-TEST SCORE			Suggested NTA Level	
	LEVEL	NRS	NRS RANGE		
	E	1	300-441		E
		2	442-500		E
		3	501-535		M
	M	2	442-500		M
		3	501-535		M
		4	536-575		D
	D	3	501-535		D
		4	536-575		D
5		576-616	A		
A	4	536-575	A		
	5	576-616	A		
	6	617-800	A		

MATHEMATICS	PRE-TEST SCORE			Suggested NTA Level	
	LEVEL	NRS	NRS RANGE		
	E	1	300-448		E
		2	449-495		E
		3	496-536		M
	M	2	449-495		M
		3	496-536		M
		4	537-595		D
	D	3	496-536		D
		4	537-595		D
5		596-656	A		
A	4	537-595	A		
	5	596-666	A		
	6	667-800	A		

LANGUAGE	PRE-TEST SCORE			Suggested NTA Level	
	LEVEL	NRS	NRS RANGE		
	E	1	300-457		E
		2	458-510		E
		3	511-546		M
	M	2	458-510		M
		3	511-546		M
		4	547-583		D
	D	3	511-546		D
		4	547-583		D
5		584-630	A		
A	4	547-583	A		
	5	584-630	A		
	6	631-800	A		

CASAS Reading GOALS 2

READING	PRE-TEST SCORE			
	LEVEL	FORM	NRS	NRS RANGE
READING	A	921R	1	178-203
		921R	2	204-216
		922R	1	178-203
		922R	2	204-216
	B	923R	N/A	*
		923R	2	204-216
		923R	3	217-227
		924R	N/A	*
		924R	2	204-216
		924R	3	217-227
	C	925R	N/A	*
		925R	3	21-227
		925R	4	228-238
		926R	N/A	*
		926R	3	21-227
		926R	4	228-238
	D	927R	N/A	*
		927R	4	228-238
		927R	5	239-248
		928R	N/A	*
928R		4	228-238	
928R		5	239-248	
E	929R	N/A	*	
	929R	5	239-248	
	929R	6	249-268	
	930R	N/A	*	
	930R	5	239-248	
	930R	6	249-268	

Suggest NTA	
Level	Form
A	922R
B	923R or 924R
A	921R
B	923R or 924R
A	921R or 922R
B	924R
C	925R or 926R
A	921R or 922R
B	923R
C	925R or 926R
B	923R or 924R
C	926R
D	927R or 928R
B	923R or 924R
C	925R
D	927R or 928R
C	925R or 926R
D	928R
E	929R or 930R
C	925R or 926R
D	927R
E	929R or 930R
D	927R or 928R
E	930R
E	930R
D	927R or 928R
E	929R
E	929R

CASAS Math GOALS 2

READING	PRE-TEST SCORE			
	LEVEL	FORM	NRS	NRS RANGE
A	921M	1		170-192
	921M	2		193-203
	921M	2		203
	922M	1		171-192
	922M	2		193-203
	922M	2		203
B	923M	N/A		*
	923M	2		193-203
	923M	3		204-213
	923M	3		213
	924M	N/A		*
	924M	2		193-203
C	924M	3		204-213
	924M	3		213
	925M	N/A		*
	925M	3		204-213
	925M	4		214-224
	925M	4		224
D	926M	N/A		*
	926M	3		204-213
	926M	4		214-224
	926M	4		224
	927M	N/A		*
	927M	4		214-224
E	927M	5		225-235
	927M	5		235
	928M	N/A		*
	928M	4		214-224
	928M	5		225-235
	928M	5		235
E	929M	N/A		*
	929M	5		225-235
	930M	6		236-255
	930M	N/A		*
	930M	5		225-235
930M	6		236-255	

Suggest NTA	
Level	Form
A	922M
B	923M or 924M
B	923M or 924M
A	921M
B	923M or 924M
B	923M or 924M
A	921M or 922M
B	924M
C	925M or 926M
C	925M or 926M
A	921M or 922M
B	923M
C	925M or 926M
C	925M or 926M
B	923M or 924M
C	926M
D	927M or 928M
D	927M or 928M
B	923M or 924M
C	925M
D	927M or 928M
D	927M or 928M
C	925M or 926M
D	928M
E	929M or 930M
E	929M or 930M
C	925M or 926M
D	927M
E	929M or 930M
E	929M or 930M
D	927M or 928M
E	930M
E	930M
D	927M or 928M
E	929M
E	929M

CASAS Reading STEPS

READING	PRE-TEST SCORE			
	LEVEL	FORM	NRS	NRS RANGE
A	621R	1	160-183	
	621R	2	184-196	
	621R	2	196	
	622R	1	160-183	
	622R	2	184-196	
	622R	2	196	
B	623R	N/A	*	
	623R	2	184-196	
	623R	3	197-206	
	623R	3	206	
	624R	N/A	*	
	624R	2	184-196	
C	624R	3	197-206	
	624R	3	206	
	625R	N/A	*	
	625R	3	197-206	
	625R	4	207-216	
	625R	4	216	
D	626R	N/A	*	
	626R	3	197-206	
	626R	4	207-216	
	626R	4	216	
	627R	N/A	*	
	627R	4	207-216	
E	627R	5	217-227	
	627R	5	227	
	628R	N/A	*	
	628R	4	207-216	
	628R	5	217-227	
	628R	5	227	
E	629R	N/A	*	
	629R	5	217-227	
	629R	6	228-238	
	629R	Exit 6	241-251	
	630R	N/A	*	
	630R	5	217-227	
E	630R	6	228-238	
	630R	Exit 6	241-251	

Suggest NTA	
Level	Form
A	622R
B	623R or 624R
B	623R or 624R
A	621R
B	623R or 624R
B	623R or 624R
A	621R or 622R
B	624R
C	625R or 626R
C	625R or 626R
A	621R or 622R
B	623R
C	625R or 626R
C	625R or 626R
B	623R or 624R
C	626R
D	627R or 628R
D	627R or 628R
B	623R or 624R
C	625R
D	627R or 628R
D	627R or 628R
C	625R or 626R
D	628R
E	629R or 630R
E	629R or 630R
C	625R or 626R
D	627R
E	629R or 630R
E	629R or 630R
D	627R or 628R
E	630R
E	630R
E	630R
D	627R or 628R
E	629R
E	629R
E	629R

CASAS Listening STEPS

READING	PRE-TEST SCORE			
	LEVEL	FORM	NRS	NRS RANGE
A	621L		1	158-181
	621L		2	182-191
	621L		2	191
	622L		1	158-181
	622L		2	182-191
	622L		2	191
B	623L		N/A	*
	623L		2	182-191
	623L		3	192-201
	623L		3	201
	624L		N/A	*
	624L		2	182-191
	624L		3	192-201
	624L		3	201
C	625L		N/A	*
	625L		3	192-201
	625L		4	202-211
	625L		4	211
	626L		N/A	*
	626L		3	192-201
	626L		4	202-211
	626L		4	211
D	627L		N/A	*
	627L		4	202-211
	627L		5	212-221
	627L		5	221
	628L		N/A	*
	628L		4	202-211
	628L		5	212-221
	628L		5	221
E	629L		N/A	*
	629L		5	212-221
	629L		6	222-231
	629L		Exit 6	232-235
	630L		N/A	*
	630L		5	212-221
	630L		6	222-231
	630L		Exit 6	232-235

Suggest NTA	
Level	Form
A	622L
B	623L or 624L
B	623L or 624L
A	621L
B	623L or 624L
B	623L or 624L
A	621L or 622L
B	624L
C	625L or 626L
C	625L or 626L
A	621L or 622L
B	623L
C	625L or 626L
C	625L or 626L
B	623L or 624L
C	626L
D	627L or 628L
D	627L or 628L
B	623L or 624L
C	625L
D	627L or 628L
D	627L or 628L
C	625L or 626L
D	628L
E	629L or 630L
E	629L or 630L
C	625L or 626L
D	627L
E	629L or 630L
E	629L or 630L
D	627L or 628L
E	630L
E	630L
E	630L
D	627L or 628L
E	629L
E	629L
E	629L

Appendix E: 2026-27 Assessment Adoption Guidance

Changes in Assessments for the 2026-27 Reporting Year

The federal register notice, “Tests Determined to be Suitable for use in the National Reporting System for Adult Education,” serves as an official announcement by the federal government regarding which assessments states may use to measure educational gains for the National Reporting System (NRS) in adult education.

Guidance for Florida Adult Education Providers on NRS Assessment Implementation

It’s essential for Florida Adult Education providers to understand that while a test published in the federal register may be deemed suitable for use in the National Reporting System (NRS) for adult education on a national level, it doesn’t automatically imply its approval for use within the state of Florida. Providers must always verify with the state education authorities and Rule 6A-6.014, F.A.C., General Requirements for Adult General Education Programs, which NRS assessments are approved for use in Florida.

The federal register notice signals to states that they may consider implementing new assessments; but the process of adoption and implementation within a state takes time. Therefore, Adult Education providers should regularly check with the Florida Department of Education to stay updated on approved assessments and the timelines for their implementation. This ensures compliance with state regulations and facilitates smooth shifts when adopting new assessment tools.

Adult Basic Education Expiring versus New Assessment Series

This chart exhibits assessments approved by the state of Florida for use in NRS Adult Basic Education courses. New assessments are reportable as set forth in Rule 6A-6.014, F.A.C., General Requirements for Adult General Education Programs.

Expiring Assessment	Sunset Date	New Assessment	Transition Before
ACT WorkKeys Workplace Documents	6/30/2027*	N/A	7/1/2027
ACT WorkKeys Applied Math	6/30/2027*	N/A	7/1/2027
TABE 13/14	6/30/2027*	N/A	7/1/2027

**Although not yet determined, this would be the anticipated sunset date based on sunset periods announced in previous NRS notices published in the Federal Register.*

English for Speakers of Other Languages Expiring versus New Assessment Series

This chart exhibits assessments approved by the state of Florida for uses in the English for Speakers of Other Languages (ESOL) course. New assessments are reportable as set forth in Rule 6A-6.014, F.A.C., General Requirements for Adult General Education Programs.

Expiring Assessment	Sunset Date	New Assessment	Transition Before
TABE CLAS-E C & D	6/30/2027*	N/A	7/1/2027

**Although not yet determined, this would be the anticipated sunset date based on sunset periods announced in previous NRS notices published in the Federal Register.*

2026-2027 Assessment Adoption Guidance

Adult education programs under Title II of WIOA adhere to NRS reporting years spanning from June 30 to July 1, a timeline that may not always align perfectly with an agency’s program year. Despite this discrepancy, these specific dates hold significant importance for federal reporting purposes. Consequently, programs are required to ensure that students move to a new assessment series before their June 30 expiration date, with no exceptions permitted. This strict adherence to the federal reporting calendar is crucial for accurate data collection and compliance with Title II guidelines, emphasizing the necessity for timely shifts within adult education programs.

New Students

All new students should be pre-tested on the new assessment for enrollment.

Continuing Students

Providers should post-test students on the expiring assessments before their June 30 sunset date. (See tables above for year of sunset) and pre-test students on the new assessment series before July 1. Providers are advised against delaying the movement of their students to new assessments, as such delays could potentially place the program in a challenging situation.

Appendix F: Adult Education Rules

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

Rule 6-A-6.014 F.A.C. outlines the general requirements for adult general education programs, covering aspects such as facilities, enrollment criteria, teacher qualifications, tests approved for use in adult education programs and measurement of student progress.

Rule Title: [General Requirements for Adult General Education Programs](#)

Rule 6A-10.0381, F.A.C., Registration of Adult Education Students and Enrollment Reporting for Adult General Education

The purpose of this rule is to specify procedures and requirements for registration of students in adult general education and postsecondary career and technical programs and requirements for reporting enrollment for students in adult general education programs.

Rule Title: [Registration of Adult Education Students and Enrollment Reporting for Adult General Education](#)

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

The purpose of Rule 6A-10.042, F.A.C. is to ensure the security and integrity of tests administered in educational institutions in Florida. It establishes protocols to prevent the unauthorized disclosure, copying or reproduction of test questions and materials, as well as to prevent cheating or any other actions that could compromise the validity of test results. The rule specifies procedures for maintaining secure storage of test materials, reporting and investigating suspected violations of test security and implementing penalties for breaches of security provisions. Additionally, it outlines requirements for third-party contractors involved test administration and provides flexibility for military families residing outside of Florida in administering statewide assessments.

Rule Title: [Test Administration and Security](#)