NC COMMUNITY COLLEGES | COLLEGE & CAREER READINESS

2024-25 CCR Assessment Manual – Training and Updates

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This presentation will be recorded and shared for on-demand viewing.

Objectives

- To review the fundamentals of effective assessment and OCTAE compliance
- To provide an overview of the CCR Assessment Manual as a whole
- To discuss significant changes to the Assessment Manual from previous editions
- To preview CCR Assessment Office support activities for the 2024-25 program year

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- Link to 2024-25 Assessment Manual is [here](#).
- Please refer to it if you have it available!

The Fundamentals

Using the Mentimeter screen, write a quick phrase to answer this question:

"Why do we assess our students?"

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Purposes for Assessment

- To decide on placement
- To communicate progress
- To determine next steps

Assessments provide data for these decisions!

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We also assess students to remain in compliance with OCTAE.

…what is OCTAE?

OCTAE

- The Office of Career, Technical, and Adult Education

- Housed within the U.S. Department of Education

- Responsible for administering the AEFLA (Adult Education and Family Literacy Act) grant that funds adult education activity across the country

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OCTAE Compliance

- In order to receive AEFLA funds, adult education providers <u>must</u> maintain compliance with OCTAE's policies.

- This includes having an OCTAE-approved state assessment policy each program year.

- State assessment policy must align with federal policies outlined in the NRS Technical Assistance Guide, published memos, and other documents produced by OCTAE.

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The CCR Assessment Manual articulates North Carolina's state assessment policy.

The Manual

The CCR Assessment Manual: An Overview

- Has been approved by OCTAE for use in the 2024-25 program year
- Ensures that the entire state of NC has a uniform policy for assessing adult learners in Title II programs
- Is divided into six sections

What questions can each section answer?

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- What is the purpose of this document?
- What federal legislation is involved with this publication?
- Which assessments are currently approved by the NRS for use in North Carolina?

- Why and how are adult learners assessed in North Carolina?
- What are the policies for administering pre- and post-tests?
- How are the data from assessments collected and reported?
- What are POPs and MSGs?
- What is North Carolina's lookback policy for continuing students' pre-tests?
- How do students earn MSGs?

Section 3: General Assessment Requirements

- Who can take and give assessments in North Carolina?
- How is an Appraisal or Locator used?
- How much instructional time should students have between a pre-test and a post-test?
- What training is required in order to administer an assessment?
- How are accommodations provided for students with disabilities?

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- What are the recommendations provided by each test publisher for…
  - Student population?
  - Training requirements?
  - Minimum and recommended post-testing hours?
  - Purchasing new testing materials?
- What are some best practices for administering a standardized assessment?

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- What are the NRS Levels for ABE/ASE and for ESL?
- How can I translate the scale score from an assessment to the appropriate NRS level?
- What are the ESL Exit criteria for each ESL assessment?

Section 6: Assessment of Distance Learners

- What constitutes *distance learning*?
- What procedures must be followed when assessing adult learners who engage in distance learning?
- What are some best practices for administering test sessions with virtual proctoring?

The Changes

What Changes Can We Expect?

- Clarifying language
- NRS and NC approval of ACT WorkKeys
- Updated NRS expiration dates for outgoing assessments

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Beyond the First POP

- This section was added to page 8 last year and provides some guidance for assessing students who are starting a second or third POP within the same program year.

- Clarifying language was added to emphasize that this section's guidance is only applicable for students who earn multiple POPs <u>within the same program year</u>.

Postsecondary Enrollment Disclaimer

- Page 9 states the Measurable Skill Gain (MSG) that can be earned from postsecondary enrollment (PSE), which is followed by an asterisk.

- The asterisk matches a note on page 10, which states that PSE status is subject to reporting schedules for Workforce Continuing Education and the National Student Clearinghouse.

- More information available on the "Program Quality and Accountability" page of the NCCCS website (link here)

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Student Goal-Setting

- Page 12 includes a mention about using ADVANSYS for recording students' goals upon intake.
- This section now explicitly states that this step is not required, but it is recommended.
- Each student's profile has a drop-down menu where primary and secondary goals can be recorded ("Secondary Goals" tab).
- Narrative notes/SMART goals can be recorded by clicking "Add Case Note" in the student's profile.
- An internal system can be used if preferred.

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Training for Assessment Administrators

- Page 14 now specifies that assessment training must be completed as indicated by the test publisher.

- Links to online training modules and/or protocols are provided later in the manual starting on pg. 25.

- Outdated link to training resources on the NCCCS website will be updated in the next edition of the Assessment Manual.

Advanced ESL Exit

- Page 15 discusses the ESL Exit status that a student may receive as their EFL if they have demonstrated proficiency beyond what an ESL assessment can measure.

- A note has been added to state that a student who has attained ESL Exit status in one section of an assessment may continue to take ESL assessments in other sections until ESL Exit status has been attained in all possible content areas.

NRS Approvals for Assessments

- Pages 41-43 outline the assessments that are approved for pre- and post-testing as of July 1, 2024.

- All outgoing NRS assessments (expiring ESL series and TABE 11/12) have had their expiration dates updated to June 30, 2025 to provide a sunset period.

- Incoming ESL assessments (BEST Literacy 2.0, BEST Plus 3.0, CASAS STEPS) remain approved to facilitate the transition.

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ACT WorkKeys

- Throughout the manual, ACT WorkKeys has been added as an approved ABE assessment for North Carolina.

- It will need to be programmed into ADVANSYS before use.

- If you already use WorkKeys with IET students or other populations, you may use it for pre- and post-testing once it is in ADVANSYS.

- The CCR Assessment Office is working on some back-end tasks before being able to fully support WorkKeys.

- Addition of language to reflect alternate placements and MSGs 1c/1d
- TABE 13/14 and CLAS-E Forms C/D

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CCR Assessment Office Support Opportunities

Student Data Privacy Protocol

- First name/initial + last name + date of birth = PII
- Moving forward, the CCR Assessment Office will refer to students by ADVANSYS number when communicating by e-mail and will ask providers to do the same
- If the ADVANSYS number is unknown, use the student's last name and date of birth to identify (no first name or initials)
- Protocol is meant to protect student privacy and adhere more strongly to FERPA

Assessment Crosswalks

- The CCR Assessment Office is starting to develop crosswalk documents to align approved assessments to the NC Adult Education Content Standards.

- Already completed: TABE 11/12 and CASAS Math GOALS 2

- Will be distributed this program year to support instruction

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Assessment Collaboration Sessions

- An opportunity to share effective practices and receive support for the assessment series transitions and other needs

- Planning for a monthly schedule

- Will vary the publishers featured in each session (for example, CASAS one month, TABE the next month, etc.)

- Support from the Assessment Office and from peers

- Calendar invite for the first session coming soon!

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Technical Assistance Calls

- Always available for technical assistance with assessments!

- Please e-mail beanj@nccommunitycolleges.edu with TA requests.

- Let me know what general area of assistance you are requesting (assessment transition strategies, CCR Assessment fundamentals, etc.). <u>Be specific about which publisher and series you wish to discuss!</u>

Q&A

Q: What is the testing policy for students who return for a second or third POP within a program year (pg. 8, "Beyond the First POP")?

A: Returning students must establish an initial placement for the new POP.

- If the student has tested within the last six months, the initial placement should be entered as a Provisional Entering EFL that reflects their most recent assessment.

- If the student has not tested within the last six months, a new pre-test should be administered.

(This is also referenced in the Lookback Period section on the same page.)

Q: What about CASAS Reading GOALS 2?

A: CASAS is still field testing the Reading GOALS 2 assessment, so it has not yet been submitted to the NRS for approval. We will listen out for updates on this series when it begins the NRS approval process.

Q: Is it necessary to post-test a student if they pre-test into the highest possible NRS level of an ABE/ASE assessment (NRS Level 6)?

A: It is not necessary to post-test a student in this situation since they are unable to make an EFL gain. This student should either be administered an NRS assessment in another area (for example, if the student has reached an NRS Level 6 in Reading, they may pre- and post-test in Math if applicable to their goals) or they must earn an MSG in a different way (HSE/AHS attainment, IET/workplace MSG, etc.). Per pg. 14 of the manual, "Participants who are placed in ASE High (NRS Level 6) are excluded from this 65% goal [for students who must post-test each program year]."

Any other questions…?

Exit Ticket

Respond to the following prompt in Mentimeter:

"How equipped do you feel to use the new Assessment Manual?"

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Thank you for attending!