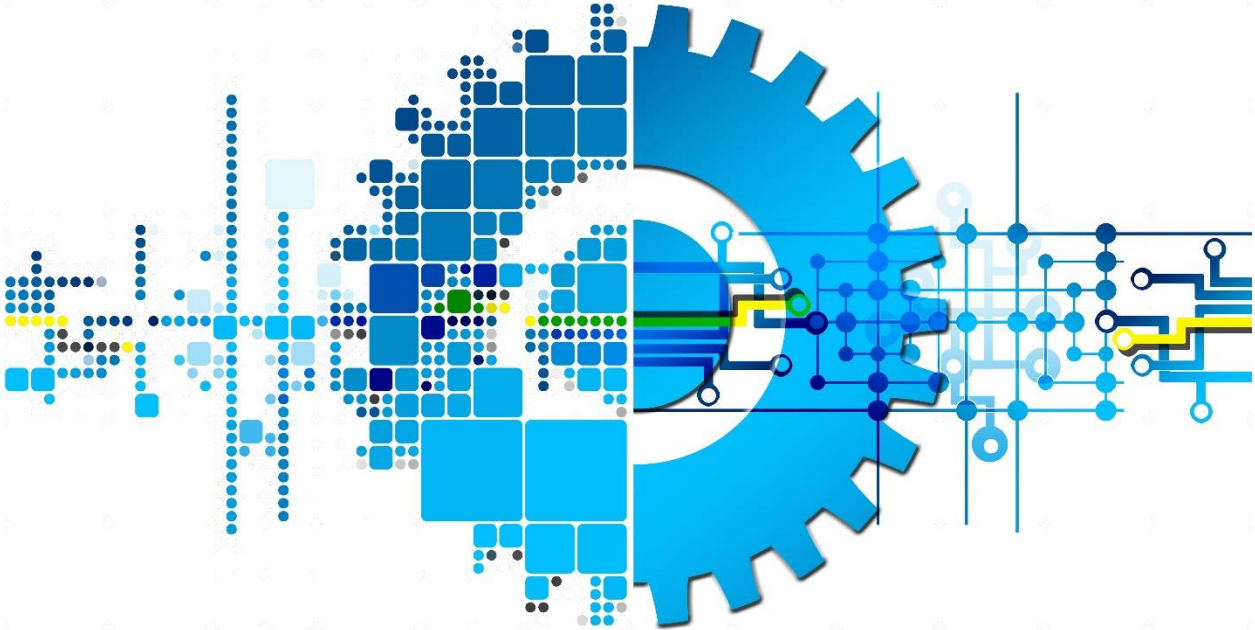**NC COMMUNITY COLLEGES**

CREATING SUCCESS

NORTH CAROLINA COLLEGE & CAREER READINESS ASSESSMENT MANUAL 2024 – 2025

REVISIONS HAVE BEEN HIGHLIGHTED IN YELLOW

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SECTION 1: OVERVIEW OF THE NORTH CAROLINA ASSESSMENT POLICY

Introduction

The North Carolina Community College System (NCCCS) has developed policies and guidelines for the assessment of students in Title II-funded College and Career Readiness (CCR) programs. This document provides Title II programs with guidelines and policies for developing and implementing a comprehensive assessment policy.

Title II Adult Education and Family Literacy Act (AEFLA) of The Workforce Innovation & Opportunity Act (WIOA) of 2014, requires that all students entering CCR classes must have an entering EFL as established by a standardized test or a Provisional Entering EFL. Local Title II providers are required to assess students using standardized pre and post assessments approved by the National Reporting System (NRS) to place students in federal Educational Functioning Levels (EFL's) and report gain measures for the NRS. Allowable tests for ABE/ASE during the 2024-25 program year include the following: Comprehensive Adult Student Assessment System (CASAS) Reading GOALS, CASAS Math GOALS 2.0, Test of Adult Basic Education (TABE) 11&12, and the American College Testing (ACT) WorkKeys. Allowable tests for ESL during the 2024-25 program year include the following: CASAS Life and Work, CASAS Student Test of English Progress and Success (STEPS), Basic English Skills Test (BEST) Literacy, BEST Literacy 2.0, BEST Plus 2.0, BEST Plus 3.0, and TABE CLAS-E. Refer to the **Federal Register** for a complete list of approved forms and levels for all approved tests. For an exhaustive list of NRS approved test forms, please see the Appendix at the end of this document. In addition, local programs are encouraged to use a variety of informal assessments to assist instructional personnel in selecting appropriate teaching methods and materials.

SECTION 2: SETTING THE STATE CONTEXT

Need for Assessment Policy

Standardized, ongoing assessment of learners' progress in adult literacy is essential to providing instruction that will enable learners to achieve their goals and improve their reading, writing, numeracy, or English Language skills. To ensure accuracy and consistency, the North Carolina Community College System requires that all state and federally funded adult education programs use NRS approved assessments with proven validity and reliability. It is essential that all learners in the state are placed in appropriate levels of instruction and that EFL gains are reported for those learners in a consistent and standardized manner. Uniform testing procedures are also necessary to allow for comparability across providers within the state. It is important that all providers use standardized assessments in the same manner and post-test students at appropriate times.

All NRS approved assessments allowed by the state have undergone tests for validity and reliability. Local providers should examine the test manuals for the assessments they use for information on validity and reliability.

1. Validity

Validity refers to the extent to which the instrument measures what it intended to measure. According to The Standards for Educational and Psychological Testing, 1999, validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores.

Construct validity is the issue of proper use and construction of test items. Item content evidence is a measure of the extent to which test items measure what they are intended to measure. Criterion-referenced validity or predictive validity assesses the ability or effectiveness of an instrument in predicting something it should be able to predict, such as a continuum of adult literacy skills.

2. Reliability

Reliability refers to the extent to the degree of consistency in performance of an assessment. It is the extent to which an examinee would be expected to perform similarly across multiple administrations of the instrument.

Data Collection and Reporting

Providers are responsible for ensuring all state and federal data are collected for each student in the program. Each provider has the option to either use a paper-based or digital Literacy Education Information System (LEIS) form and enter student data at least once per week into ADVANSYS, or to enter data directly into the ContinuED feature in ADVANSYS, which will serve as the student's electronic LEIS form. Providers must also ensure that all relevant data are entered and approved in ADVANSYS within one week of initial entry in order to facilitate accurate reporting of all data in federal and state outcomes. Regular monitoring and evaluation of progress on federal measures is required to ensure continual program improvement.

Providers are required to submit data electronically using ADVANSYS. All data, including demographics, attendance, and assessments, must be entered at least once per week and approved within a week of entry. All Title II-funded programs are required to complete the following actions into ADVANSYS on a weekly basis:
1. Enter and Approve Student Registrations
2. Update and Approve Student Demographic Profiles (*as needed*)
3. Enter and Approve Student Test Scores
4. Enter and Approve Student Attendance
5. Enter and Approve Student Outcomes

Data must be collected for all eligible students receiving services provided by Title II AEFLA funds. This includes individuals in either the Reportable or Participant classification.

Participants: Students with 12 or more hours of attendance in a Period of Participation (POP) are considered Participants and will be included in federal performance measures. A POP begins each time a participant enrolls in adult education—even when multiple enrollments occur during the same program year. Subsequent enrollments during a program year result in a new period of participation. Therefore, a participant may have more than one period of participation in a program year. (For reference, each Program Year begins on July 1 of a given year and ends on June 30 of the following year.)

Participants are separated from a Title II program once 90 days have elapsed since the person last received services and there are no future services planned. Services

do not include self-service, information-only services, activities, or follow-up services.

For example, a student who enters an adult education program in September, exits in December, and re-enrolls in May has two periods of participation for the purpose of reporting MSG, and only one POP for the purpose of reporting exit-based indicators because only one exit is reported. A participant who enters an adult education program only once within a program year has one period of participation for the purpose of reporting both MSG and exit-based indicators (upon their exit). For all performance indicators, each POP is counted separately, resulting in duplicate reporting of individual participants with more than one period.

Providers are responsible for collecting all applicable elements for each POP and reporting on the LEIS form or through ContinuED into ADVANSYS. Some data are self-reported, and thus should be provided by the student.

Reportables: Reportables are defined as individuals who have taken action that demonstrates an intent to use program services and who meet specific reporting criteria of the program. A Reportable has accumulated less than 12 hours of attendance, but has taken at least one of the following actions related to a local Title II program:

- Individuals who provide identifying information.
- Individuals who only receive information, information services, assessment, or activities.

Purposes and Uses of Assessment

Assessment data is used to determine eligibility for adult education programs, to place learners at appropriate levels of instruction, to diagnose learner strengths and weaknesses, to monitor progress, to access transitions programs, and to certify learner mastery at specific levels of instruction.

Providers should use assessments for accountability and instructional purposes. While the tests that may be used for accountability are limited to those that are listed in the NRS, a variety of tests may be used for instructional purposes. Only NRS-approved assessments used for accountability that are also approved for use in North Carolina are required to be entered by Title II providers into ADVANSYS.

1. Use of Standardized Tests for Accountability

The following assessments are approved for North Carolina's Title II programs for the 2024-2025 program year:

TEST	PROGRAM		
	ABE	**ESL**	**ASE**
CASAS Life and Work		√	
CASAS Reading STEPS		√	
CASAS Listening STEPS		√	
CASAS Reading GOALS	√		√
CASAS Math GOALS 2.0	√		√
TABE, Forms 11 & 12	√		√
TABE CLAS-E		√	
BEST Literacy/BEST Plus 2.0		√	
BEST Literacy 2.0/BEST Plus 3.0		√	
ACT WorkKeys	√		√

2. Use of Informal Assessments

The North Carolina Community College System Office encourages local Title II providers to use a variety of informal assessments to assist instructional personnel in designing appropriate educational programs for adult learners. The use of instructor/tutor-made tests, unit tests, portfolios, applied performance assessments, and learner observations are encouraged to design and monitor learning opportunities. Additionally, informal assessment serves an important role in determining student readiness for approved NRS assessments.

3. Pre-test and Initial NRS Level Placement/Assignment

With the exception of Adult High School students, all participants enrolled in federally and state funded adult education programs must be given a pre-test. The pre-test is the basis for participant NRS level assignment and determination for entering an EFL. The pre-test for the first POP of each program year must be administered within a student's first 12 hours of class instruction. If multiple

assessments are taken, all tests with valid scores, as defined by the test manufacturer's guidelines, can count as pre-tests for the POP. <mark>If a pre-test is not administered, the student will not have the opportunity to earn an EFL gain with a post-test.</mark>

Initial Level Placement/Assignment

Each student receives one initial level placement per POP based on their lowest valid score from any approved NRS pre-test. If more than one assessment is given, all assessments taken within three calendar days of the first assessment will be evaluated to determine the student's initial placement. For more information on the requirements of initial placement for a Basic Skills Plus program, please reference the [WIOA Title II Providers' Guide and College and Career Readiness Manual.](#)

Beyond the First POP

If a student returns to a local Title II program after 90 or more days of separation, the student will begin a new POP. In order to resume instruction, it is necessary for the student to establish an initial placement for their new POP; this may be accomplished by manually entering the EFL that reflects the most recent test from their previous POP or, if more than six months have elapsed since the most recent test, taking a new pre-test. The initial placement for the second or third POP must be established before the student reaches 12 hours of attendance.

<mark>***Note**: This guidance is only applicable to students who separate and reenter within the same program year. If a student separates, then reenters in a new program year, the student will need to take a pre-test in order to establish an entering EFL for the new year.</mark>

Lookback Period Policy

A student with continuous enrollment from one program year to the next will automatically have the last test within the 270-day window (Oct. 3 – June 30) pulled forward as their initial placement in the new program year. A student who begins a new POP within the same program year must either pre-test or bring forward the EFL from their most recent test in order to establish a new initial placement. If the student has exited the program for at least 90 days and then begins a new POP in a new program year, his/her test scores are NOT valid for calculating EFL gain, and a new assessment must be administered.

4. Progress/Post-test

NRS approved tests given after the pre-tests that correspond to the manufacturer and subject area of any of the pre-tests are considered post-tests. Progression can be shown in any subject area. For example, if a student has a pre-test of CASAS Reading GOALS test then only the administration of a CASAS Reading GOALS test with an alternate form will count as a post-test. A student may have multiple post-tests; however, identical tests (Form and Level) are not to be administered consecutively.

For example, if a student takes a TABE M11 Math pre-test, the next allowable tests are TABE Math M12, D11, D12, A11, or A12. Annually, providers are required to post-test a minimum of 65% of participants who are in levels or programs eligible for post-test gains.

5. Measurable Skill Gain

During a Period of Participation, all participants are provided the opportunity to show progression through attainment of a Measurable Skill Gain (MSG). Participants attain an MSG through an EFL gain, receipt of a secondary credential, or attainment of a workforce-related milestone in a program year. MSG is only counted once per POP and is based on the last one achieved.

> A participant may earn an MSG in one of the following ways, depending on their program of study:
>
> - Achieving a level gain from a participant's NRS approved pre-test and post-test score on an assessment appropriate for the student's program area of study.
> - Earning an HSE credential or Adult High School Diploma by the end of the program year.
> - Awarding of credits in an adult high school program per the guidelines in the Adult High School Implementation Guide.
> - Enrolling in postsecondary education and training after program exit and before the end of the program year (June 30).*
>
> A participant enrolled in an Integrated Education and Training program (IET) has the following additional options for earning an MSG:
>
> - Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer

or training provider who is providing training.
- Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks, such as knowledge-based exams.
- Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards.

Every effort should be made to ensure that a student accrues sufficient instructional hours to make an MSG before taking a post-test. However, per OCTAE policy, "Programs should not delay enrollment or services to participants until a new program year even if programs believe there is insufficient time for the participant to make any type of Measurable Skill Gain by the end of that program year." (OCTAE PM 17.2, pg. 23) Eligible students may not be denied enrollment into Title II programs, regardless of the time of year when they seek to enroll.

*In North Carolina, postsecondary enrollment is subject to the submission of Continuing Education Institutional Class Report as well as the National Student Clearinghouse, which is submitted after each semester load periods end.

Retroactive MSG

For a participant with multiple POPs in a single program year, a retroactive MSG may be achieved within a Program Year in one of two ways:

1. Pre- and Post-test of a participant with one or more valid assessments in the first POP
   - Upon return in a new POP within the same program year, a participant should be given a new pre-test, or the previous Entering EFL should be brought forward into the new POP.
   - If the participant did not have an MSG in the prior POP, the test given will be used as the pre-test for POP2 and as the post-test for POP1, if a gain is achieved.
   - If the MSG was applied retroactively, the current POP will need an additional post-test, after meeting test manufacturer's guidelines.
2. HSE, AHS, or Multiple Pathways to HSE (MPHSE) Diploma

- Students with multiple POPs may earn an MSG for attaining their HSE, AHS, or MPHSE diploma in all current and retroactive POPs within the same program year.

Summary and Overview

1. Initial Screening, Appraisal Tests, and Placement into Program

At least 65% of North Carolina's CCR students must be post-tested each program year with one of the NRS approved assessments: CASAS Reading & Math GOALS, TABE (Forms 11 & 12), TABE CLAS-E, BEST Literacy, and BEST Plus 2.0. Appraisals and Locators are short assessments designed to accurately determine the appropriate pre-test level for students. An Appraisal or Locator test should be used per test manufacturers' guidelines to ensure that appropriate decisions are made regarding the pre-test form to administer. Students must be placed in an EFL level based on the lowest EFL outcome of all initial placement tests given.

AHS students can be placed at the ASE level automatically upon enrollment; however, if a provider so chooses, they may take the option to pre-test an AHS student in an appropriate NRS-approved assessment upon intake. AHS students who pre-test will be eligible to earn an MSG by making an EFL gain on a post-test. Please see the AHS Implementation Guide for more information about EFL gain options for AHS students through either pre- and post-testing or by earning Carnegie units.

Students do not need to be assessed in all the areas described in the level descriptors. The local program must decide, in accordance with state guidelines, the skill areas most relevant to each student's needs or the program's curriculum and assess students in these areas. Students must be assessed in at least one or more of the following subjects appropriate for their program area of study: reading, writing, listening, or math.

Students should be placed in classes with instruction that is aligned with the Content Standards which will facilitate meeting their goals as well as the federal

performance outcomes.

The pre-test for the program year or the first POP must be administered within the first twelve hours of class instruction. If multiple assessments are taken, all tests with valid scores, as defined by the test manufacturer's guidelines, can count as pre-tests for the POP. Post-tests should be administered according to test manufacturers' recommendations for the number of instructional hours between pre- and post- tests. Different test forms must be used for pre- and post- tests according to test manufacturers' recommendations to ensure score validity. All providers must post-test a minimum of 65% of their participants who are in levels or programs eligible for post-test gains. Participants who are placed in ASE High (NRS Level 6) are excluded from this 65% goal.

2. Goal Setting

Providers should have a goal setting process for students to meet with an instructor, intake specialist, or other designated program staff to help identify and set goals for instruction. The goal-setting process should help learners set a realistic timeline for attaining goals and a means of determining when goals are met. Since learners often change goals, goals should be re-evaluated on an on-going basis.

Student goals should be specific, measurable, attainable, reasonable, and time-limited (SMART). Breaking down a general goal into its component parts helps ensure that it meets the criteria. For example, a general goal of passing a High School Equivalency (HSE) test might not be attainable until a student takes a math class; therefore, passing the HSE would be a long-term goal and improving math skills would be a short-term goal.

In order to better assist students with identifying, clarifying, and continually working toward their desired outcomes, it is recommended – though not required – that an instructor, advisor, or other staff member enter students' goals into ADVANSYS or an internal system upon program entry. Consistent student advising will assist with tracking goal completion and, if necessary, revising short- and long-term goals to focus on.

Resources for Information and Overview

Individuals requiring information, clarification, or technical assistance related to assessment policy or procedures should contact
Jenifer Bean, beanj@nccommunitycolleges.edu.

SECTION 3: GENERAL ASSESSMENT REQUIREMENTS

Participants Assessed

OCTAE and NRS have determined and approved which assessments are appropriate for measuring student skill levels in Title II programs and assessing student progress. All Title II students must have valid/in-range score(s), as defined by the test manufacturer's guidelines, entered into the appropriate data system. Students must be pre-tested and post-tested on an approved NRS assessment (see Appendix) based upon test publisher guidelines for sufficient contact hours. Providers are required to post-test a minimum of 65% of participants who are eligible to be post tested. Participants who are placed in ASE High (NRS Level 6) are excluded from this 65% goal.

All students reported in the National Reporting System data submission must be tested and have valid/in-range scores, as defined by the test manufacturer's guidelines, entered in ADVANSYS.

There is one specific instance in which the state of North Carolina allows an in-range score to be assigned to a student. This is when a student takes an NRS approved test and scores out-of-range on the first level given and is then re-tested with the next appropriate level per test manufacturing policy and again receives an invalid score. For a score to be assigned, the student must correctly answer more questions than the in- range score band includes. In this circumstance, the highest in-range score of the lowest level test taken should be recorded in the data system. This prevents assigning additional points students have not achieved on an NRS approved assessment.

Assessment Administrators

All personnel who administer any NRS approved assessment must complete training as specified by the appropriate test publisher. Assessment training links and other relevant information will be listed on the NCCCS CCR NRS Assessment Information page. All Title II program staff who administer tests must have a

refresher course every two years. Local providers are required to keep and maintain a database of all trained NRS test administrators which includes the date of their initial training as well as the dates of all subsequent refresher trainings.

Instructors are NOT permitted to administer any paper-based or online NRS assessments to their own students. Instructors are permitted to administer NRS assessments to students whom they are not currently teaching.

Assessments Permitted

The following assessments meet the NRS requirements and may be used by local providers for reporting EFL placement and gains during the 2024-2025 program year. For a list of all assessment forms, please see the appendix at the end of this manual. All of the following are appropriate for measuring literacy and language development of adult learners; have standardized administration and scoring procedures; have alternate, equivalent forms for pre/post- testing; and have evidence linking them to NRS federal educational functioning levels.

TEST	PROGRAM		
	ABE	**ESL**	**ASE**
CASAS Life and Work		√	
CASAS Reading STEPS		√	
CASAS Listening STEPS		√	
CASAS Reading GOALS	√		√
CASAS Math GOALS 2	√		√
TABE, Forms 11 & 12	√		√
TABE CLAS-E		√	
BEST Literacy/BEST Plus 2.0		√	
BEST Literacy 2.0/BEST Plus 3.0		√	
ACT WorkKeys	√		√

Subject Areas Assessed

TEST	Reading	Math	Writing	Listening	Other
CASAS GOALS/GOALS 2	√	√			
TABE, Forms 11 & 12	√	√			Language
ACT WorkKeys	√	√			
BEST Literacy and BEST Plus 2.0	√		√	√	Communication Fluency Pronunciation
BEST Literacy 2.0 & BEST Plus 3.0	√		√	√	Communication Fluency Pronunciation
CASAS Life and Work	√			√	
CASAS STEPS	√			√	
TABE CLAS-E	√		√	√	Speaking

Pre-Test Requirement

Pre-tests should be administered at least once per program year, and their resulting scores should be entered into ADVANSYS. Each new POP must either begin with a new pre-test or by bringing forward the EFL from the most recent test in that program year. Students do not need to be assessed in all the areas described in the level descriptors. Providers should consider that EFL gains can occur in any area the student was tested in and not just the subject area used for initial placement. The local program must decide, in accordance with NRS Implementation Guidelines and NC Assessment Policy, the skill areas most relevant to each student's needs or the program's curriculum and assess students accordingly.

*Please note that for ESL students, a score that falls into the Advanced ESL Exit criteria is not considered a valid pre-test. It will be necessary for a student scoring at that level in a pre-test to retest in an NRS-approved assessment for ABE students, either CASAS GOALS, TABE 11/12, or ACT WorkKeys. Please see Section 5 of this manual for the ESL Exit cut-off scores for each ESL assessment. A student who post-tests into the Advanced ESL Exit range may continue to take ESL assessments until ESL Exit has been reached in all possible content areas.

Appraisal / Locator

Appraisals and locator tests are short assessments designed to determine the appropriate pre-test to administer for students. Assessment systems, such as TABE and CASAS, have a locator or appraisal component to be used to determine the most appropriate pre-test form for each student. If the NRS-approved assessment being used has an appraisal or locator test, then those tests **must** be administered prior to the test battery. Locators or appraisals may NOT be used in place of pre-assessments to determine a scale score or grade equivalent for placement on an educational functioning level.

A locator or appraisal may be administered on the first day of class because it is not a lengthy assessment. Because the full assessment process may be overwhelming to some students, it is better to avoid giving all components of the test battery on that same day.

Recommended Post Testing Requirements

The recommended post-testing hours are provided by the test manufacturers. These hours represent the time frame in which level gains are most likely to occur. In order to provide the best chance for success on NRS post-tests, providers should give the approved post-tests after the recommended number of instructional hours. Recommended instructional hours for post-testing are listed below.

Manufacturer's Recommended Post-Testing Requirements

Using Different Test Forms		Using the Same Test Form
CASAS	70-100 Hours	
TABE 11 & 12 (NRS Lvl. 1-4)	50-60 Hours	120 Hours*
TABE 11 & 12 (NRS Lvl. 5-6)	30-60 Hours	120 Hours*
TABE CLAS-E	60-95 Hours	100-140 Hours*
ACT WorkKeys	30 Hours	
BEST	80-100 Hours	

*Note: Although vendors allow for retesting students with the same test form with more hours in between, this option is not applicable to North Carolina Title II providers. Programs in North Carolina must use different forms for pre-tests and post-tests based on ADVANSYS's programming and capabilities.

Minimum Post-Testing Requirements

The minimum post-testing requirements serve as the fewest contact hours for which the test manufacturers believe valid post-testing outcomes will occur with their given tests. Within each POP, post-testing should only occur once a student has accrued the minimum hours after pre-testing in the relevant test.

Manufacturer's Minimum Post-Testing Requirements	
CASAS	40 Hours
TABE 11 & 12 (NRS Lvl. 1-4)	40 Hours
TABE 11 & 12 (NRS Lvl. 5-6)	30 Hours
TABE CLAS-E	50 Hours
BEST Literacy 2.0/BEST Plus 3.0	40 Hours
ACT WorkKeys	30 Hours

For TABE 11 & 12, the minimum number of hours for retesting students at NRS level 5 or 6 (ASE) is 30 hours. For the minimum hours to be set at 30 instead of 40, students must have a **current** placement at the ASE Low or ASE High level.

General Testing Requirements

The minimum testing requirements as listed above serve as the manufacturers' estimated thresholds for when students may start seeing significant competency gains. Providers may post-test students once the minimum post-testing hours have been accumulated since those minimums are part of the manufacturer's guidelines. However, careful attention should be paid to informal assessment results when evaluating a student's readiness. Strong educational practices include the utilization of informal assessments to determine the post-test readiness of students. Providers should avoid over-testing, which may lead to testing fatigue and frustration. Striving to meet the recommended testing guidelines while utilizing the minimum testing guidelines, when applicable, serves to address this concern.

Lowest Score Determines Initial Placement

Each student receives one initial placement per POP based on their lowest valid score from any approved NRS pre-test. If more than one assessment is given, all assessments taken within three calendar days of the first assessment will be evaluated to determine the student's initial placement. For example, if a student takes both the TABE Math and Reading tests, scoring High Intermediate ABE (NRS Level 4) on Math and Low ASE (NRS Level 5) on Reading, that student should be placed in High Intermediate ABE based on the math test score. Although the lowest score determines initial placement, any of the assessments can be used to determine EFL gain in subsequent matching assessments.

Training for Administering Assessments

Training is essential for a quality assessment system. All staff who either administer or score any standardized assessment used to measure educational gain must be trained before administering the tests. Each provider must have a designated assessment contact for the standardized test that they use.

The North Carolina Community College System Office, College and Career Readiness Department provides professional development and training on NRS and accountability policies as well as on certain approved assessment instruments. During the fiscal year, local programs must designate personnel to participate in staff development related to NRS and accountability policies, administration of assessments, scoring, interpretation of the results, and placement of adult learners. All professional development sessions are recorded and provided on the College and Career Readiness Professional Development webpage.

All personnel who administer any NRS approved assessment must complete the test manufacturer's required training process. All Title II program staff who administer tests must have a refresher course every two years. A list of all staff trained on any assessment used must be maintained by the local providers including the name of individual trained, date of training, name of person conducting training, and name of assessment(s).

The training opportunities are designed to address the following:

• Developing rapport with learners to minimize test anxiety and develop test-taking skills.

• Providing foundational information on the definition of measures.

• Administering and interpreting the assessment instrument.

• Understanding cultural diversity and the implications for successful student performance.

• Providing accommodations for students with documented disabilities.

• Identifying the appropriate level for placement and completion.

• Selecting instructional strategies based on assessment results.

• Understanding NRS policy, implementing accountability procedures, and data collection processes.

Training of personnel who administer assessment instruments is required to ensure test security and appropriate testing procedures, including accommodations for students with disabilities. Adult educators and administrators designated to administer the state-approved assessments are required to abide by the assessment standards of the test publishers and NCCCS's established testing policies and guidelines for Title II providers.

Accommodating for Students with Disabilities or Other Special Needs Tests and Placement for Special Populations

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

Local test administrators may approve some accommodations in test administration procedures without approval from the testing manufacturer; however, the test manufacturer's guidelines for testing accommodations must still be followed. Examples include accommodations in test time, giving supervised breaks, or providing a sign language interpreter for test administration directions only. It is not an appropriate accommodation in test administration procedures to read a reading test to a learner with low literacy skills or blindness.

Students requesting accommodations for all assessments without diagnostician signed paperwork may be provided reading glasses, magnifying glasses, earplugs, and additional or reduced lighting. Students requesting accommodations other than those listed above should provide paperwork from a diagnostician indicating the requested accommodation.

To assist educators in providing accommodations for providers using TABE, DRC produces the CTB/McGraw-Hill Assessment Accommodations Guide--a decision-making tool for the consistent documentation and implementation of testing accommodations for student with disabilities.

The website for ordering the guide may be found at: [TABE Guidelines to Inclusive Testing Accommodations.](#)

Test administrators using CASAS assessments may provide accommodations in testing conditions for documented disabilities without contacting CASAS. Examples of accommodations in testing conditions are testing in a private room, using a colored overlay, allowing extended time, giving supervised breaks, or providing a sign language interpreter (for test administration directions only). Test administrators do not need to contact CASAS for permission to make these particular accommodations. It is not an appropriate accommodation to read a CASAS reading test or to allow use of a vocabulary pen.

For complete list of CASAS testing accommodations, please see: [CASAS Assessment Accommodations.](#)

Students who do not hear, speak, or see, should not be administered the BEST Plus 2.0 or BEST Plus 3.0 Test per the publisher guidelines and should instead be administered the BEST Literacy or BEST Literacy 2.0 Test. Students requesting accommodations should provide paperwork from a diagnostician indicating the requested accommodation. Students requesting accommodations without diagnostician signed paperwork may be provided reading glasses, magnifying glasses, and additional or reduced lighting.

SECTION 4: GUIDELINES FOR EACH ASSESSMENT

Test Administration Manuals

The North Carolina Community College System requires that each local Title II provider follow the test administration guidelines in each test administration manual. All local providers must maintain copies of the test administration manuals for all assessments used. The test administration manuals provide quality control guidelines to ensure proper test use, administration, scoring, and interpretation of results.

Information Regarding Assessments

Test	Students for Whom Assessment is Appropriate
CASAS GOALS/GOALS 2	ABE, ASE, AHS
CASAS Life and Work	ESL
CASAS STEPS	ESL
TABE, Forms 11 & 12	ABE, ASE, AHS
TABE CLAS-E	ESL
BEST	ESL
ACT WorkKeys	ABE, ASE

Alternate Forms/Use of Appraisal/Subtests

Test	Alternate Forms/Use of Appraisal/Subtests

CASAS	The majority of CASAS assessments require the use of an appraisal test. Multiple alternate forms are available. Subtests: reading, math, listening
TABE Forms 11 & 12	TABE has subtests in reading, mathematics, and language. The locator tests should be given first to determine what appropriate level of the TABE should be administered. The complete battery takes a maximum of seven hours.
TABE CLAS-E	TABE CLAS-E has subtests in Reading, Listening, Writing, and Speaking. The complete battery takes a maximum of one hour and forty-seven minutes.
BEST Literacy/BEST Literacy 2.0	The BEST Literacy Skills Section provides scores for Reading. The Literacy Skills section is 60 minutes. The content focuses on survival skills. The student completes a variety of reading/writing tasks in a consumable book.

BEST Plus 2.0/BEST Plus 3.0	BEST Plus 2.0 and BEST Plus 3.0 come in two versions - a computer-adaptive assessment or a semi-adaptive print-based version. Both versions are administered as a face-to-face oral interview. Skills in the following areas are assessed: • Oral English communication • Language from personal, community, and occupational domains • Real-life communication tasks such as providing personal information, describing situations, and giving and supporting an opinion
ACT WorkKeys	The Workplace Documents and Applied Math assessments are valid for pre- and post-testing. Both assessments are 55 minutes and can be delivered in either a paper-based or computer-based format. The Workplace Documents assessment measures proficiency in reading and comprehending documents that may be used in the workplace. The Applied Math assessment measures proficiency in critical thinking, mathematical reasoning, and problem solving in a workplace context.

Training Requirements

Test	Training Requirements

| CASAS | CASAS facilitates all training online through their Training and Resources site (link here). Implementation Training is required prior to administering any CASAS assessment to students. Once initial training is complete, staff should attend refresher sessions every two years.

The North Carolina Community College System requires all local agencies to comply with the CASAS training policy presented above. |
|---|---|
| TABE | All Title II program staff who assess students using TABE must complete certification. Certification for administering TABE 11/12 is available through DRC's TABE website (link here). Once initial training is complete, staff should attend refresher sessions every two years. Staff should review the test examiner's manual and follow the directions as printed.

The North Carolina Community College System requires all local agencies to comply with the TABE training policy presented |
| BEST Literacy and BEST Literacy 2.0 | The Center for Applied Linguistics (CAL) does not provide any formal training for the BEST Literacy 2.0 test but does provide a manual. Any staff member who has read the BEST Literacy 2.0 manual is permitted to administer the test.

The North Carolina Community College System requires all local agencies to comply with the CAL training policy presented above. |

BEST Plus 2.0 and BEST Plus 3.0	CAL requires that Title II program staff who use BEST Plus 3.0 to assess students must be trained in administering the test. Prospective test administrators may either participate in training workshops facilitated by CAL (link here) or by local certified trainers. Once initial training is complete, staff should attend refresher sessions every two years. The North Carolina Community College System requires all local agencies to comply with the CAL training policy presented above.
ACT WorkKeys	ACT requires that WorkKeys testing administrators follow a specific training sequence. After reading the Test Administration Manual and related documents, new administrators should view the WorkKeys on-demand webinar and access the training site. The WorkKeys training checklist can be accessed from ACT's website (link here).

Time When Post-Testing Should Occur

Test	Time When Post-Testing Should Occur
CASAS	Agencies should administer post-tests, using an alternate form, at the end of a semester, term, quarter, or other substantial block of instruction to document learning gains. CASAS recommends assessing after approximately 70-100 hours of instruction; however, the minimum number of hours between pre- and post-testing is 40. Programs may assess individual learners who indicate they are leaving the program before the scheduled post-test time to maximize collection of paired test data. However, testing cannot occur before 40 hours of instruction. Factors that affect learning gains include intensity and duration of instruction, motivation of learners, competence of instruction, the link

	between learner goals and instruction, and other instructional factors. Post-test scores obtained at the end of a semester or other reporting period may serve as a pre-test for the next semester or reporting period, provided that the interim does not exceed ninety days. Similarly, the most recent assessment results for "stop outs" returning to adult education classes may be used, provided that the last test administered does not exceed the same –three-month window. This policy is designed to reduce or eliminate unnecessary testing.
TABE	If the pre- and post-test are for the same level but using a different form (e.g., (TABE 11 Level M to TABE 12 level M): 60 hours for students at NRS Levels 1-4 and NRS ESL Levels 1-6, and 30 hours for students at NRS levels 5- 6.
	➢ Programs may assess individual learners who indicate they are leaving the program before the scheduled post-test time provided the student has accumulated the minimum required hours of instruction.
	➢ Programs may assess individual learners who may otherwise be unable to post-test before the end of the program year; provided the student has accumulated the minimum required hours of instruction.
	➢ Programs may assess individual learners who have shown proficiency via informal assessments provided the student has accumulated the minimum required hours of instruction.
	Data Recognition Corp (DRC) suggests the pre- and post-test guidelines as Best Practices recommendations based upon feedback and APA guidelines. The purpose for assessing with TABE will also have an impact on the implementation of these recommendations. DRC discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use

	of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.
	If a test is to be administered as a retest because the initial test session was invalid, there is not a prescribed length of time that needs to occur. However, DRC strongly encourages some instructional time in order to avoid a practice effect.
BEST Literacy/2.0 BEST Plus 2.0/3.0	40 hours minimum; 80-100 hours recommended
	If the hours for a course of instruction exceed the recommended number of hours, for post-testing then post-testing may most appropriately take place at the end of the instructional session.
	Because program-related factors such as intensity of instruction, class size, teacher training and experience, and use of appropriate curricula and materials will affect language learning proficiency gains, programs should consider these factors when determining timing for pre- and post-testing. The minimum number of hours between pre-and post-testing is 60 hours.
ACT WorkKeys	ACT recommends that learners participate in at least 30 hours of instruction between pre-testing and post-testing in WorkKeys. This is the time that an average learner should be engaged in the curriculum that can produce a measurable skill gain in taking the ACT WorkKey assessments. Obviously, there can be many factors that can influence the time between pre and post testing to produce a measurable skill gain in an individual. Diligence, discipline, effective use of time, and desire (to name just a few) in the individual can reduce the time for a measurable skill gain, or lack thereof can increase the time between pre and post test.

Guidelines for Raw Score Conversion to Scale Scores/Using Scale Scores to Place Learners into NRS Levels

Test	Guidelines for Raw Score Conversion to Scale Scores and Using Scale Scores to Place Learners into NRS Levels
CASAS	Each CASAS Test Administration Manual (TAM) provides charts and guidelines for converting raw scores to scale scores. The North Carolina Community College System requires adult education agencies to use these as reference points. The CASAS scale has been subdivided into ranges that correspond to the NRS levels. NRS guidelines prescribe that learners whose pre-tests place them in different instructional categories (for example, reading and math) be placed in the area with the lower score, if the learner is to receive instruction in the skill related to the lower instructional level. Placement at the lower instructional level should be the basis of determining which pre-test to administer.
TABE	See TABE Scoring Guides for information on scale scores.
BEST	See BEST Literacy 2.0/BEST Plus 3.0 manual for information on scale scores.
ACT WorkKeys	Scale score conversions are available on the ACT WorkKeys website (link here).

Quality Control Procedures

Testing data must be entered into ADVANSYS at least once each week. In order to ensure high quality data, ADVANSYS utilizes a system in which all data must be approved prior to final entry; all data approvals must be completed no later than one week from the initial entry date.

Quality control must be maintained for assessment procedures. Local program directors/coordinators may use the following assessment checklist to ensure correct assessment procedures have been followed.

1. Standardized Assessment Checklist

Standardized Assessment Checklist	
Assessment Procedures for Test Administrators	yes/no
1. The test administrator has been trained in giving the assessment(s).	
2. The test administrator has read the test manual(s).	
3. The test administrator follows all directions in giving the assessment(s) including strict adherence to time limits, etc.	
4. The testing facility is quiet, has adequate lighting, and adequate space for test-takers.	
5. The test administrator follows all directions, including strict adherence to time limits, etc.	
6. The tests are accurately scored, and raw scores are converted to scale scores.	
7. Tests results are kept confidential.	
8. Test results are shared with test takers and appropriate instructors in a timely manner.	
9. Test answers are not shared with test takers, but the type of questions missed may help test takers to understand what they need to learn.	
10. Tests results are available for instructors and program staff.	
11. Test results are recorded in ADVANSYS at least once per week and approved within a week of entry.	
12. Test materials are stored in a secure locked location when not in use.	

2. Information Regarding Purchasing of Assessments

CASAS	Agencies must receive training from a CASAS certified trainer before purchasing and administering most CASAS assessments. When agencies order CASAS materials, they must complete the training information section of the order form and sign the Training and Test Use Agreement. **Website Orders: CASAS ORDERS** CASAS allows most products to be purchased online. **Phone Orders:** CASAS does not allow orders by phone. **Email Orders: orders@casas.org** For more information on training requirements, email: **training@casas.org**. For more information on placing an order, contact Customer Service at 1-800-255-1036.
TABE	**Website Orders: Data Recognition Corp** DRC allows most products to be purchased online. **Phone Orders:** 800-538-9547 **Email Orders:** **shelfcustomerservice@datarecognitioncorp.com**
BEST Literacy/2.0	**Website Orders: CAL STORE**

BEST Plus 2.0/<mark>3.0</mark>	The Center for Applied Linguistics allows most products to be purchased online. **Phone Orders:** 855-543-9461 **Email Orders: calstore@brightkey.net** (All potential test administrators must be trained and registered to order the BEST Plus. Test Administration orders placed by non-trained individuals will not be processed.)
<mark>ACT WorkKeys</mark>	Please contact ACT for more information about ordering WorkKeys materials (link here).

SECTION 5: NRS LEVELS AND SCORE RANGES FOR ASSESSMENTS USED IN NORTH CAROLINA

There are twelve NRS levels, six levels for Adult Education and six levels for ESOL. A student's NRS level is determined by the pre-test score on one of the assessments approved in North Carolina.

Programs may design classes with students functioning at a range of NRS levels (for example, a Level 1 ESOL class may have students functioning at both the beginning ESL literacy level and low beginning ESL level), however, programs should be cautious to not have classes of students functioning at a wide range of NRS levels if possible.

To read the complete NRS level descriptors please see Appendix B of the Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act published by NRS.

NRS Levels and Score Ranges for ABE Assessments

CASAS GOALS (Scaled Scores)

NRS EFL	GLE Range	CASAS **Reading** GOALS
Beginning ABE Literacy (Level 1)	0-1	203 or <
Beginning Basic Education (Level 2)	2-3	204-216
Low Intermediate Basic Education (Level 3)	4-5	217-227
High Intermediate Basic Education (Level 4)	6-8	228-238
Low Adult Secondary Education (Level 5)	9-10	239-248
High Adult Secondary Education (Level 6)	11-12	249-262

NRS EFL	GLE Range	CASAS **Math** GOALS 2
Beginning ABE Literacy (Level 1)	0-1	192 or <
Beginning Basic Education (Level 2)	2-3	193-203
Low Intermediate Basic Education (Level 3)	4-5	204-213
Middle Intermediate Basic Education (Level 4)	6-7	214-224
High Intermediate Basic Education (Level 5)	7-8	225-235

Adult Secondary Education (Level 6)	9-12	236 or >

ACT WorkKeys (Scaled Scores)

NRS EFL	GLE Range	Workplace Documents	Applied Math
Beginning ABE Literacy (Level 1)	0-1	n/a	71-73
Beginning Basic Education (Level 2)	2-3	73-74	74-78
Low Intermediate Basic Education (Level 3)	4-5	75-77	79-82
High Intermediate Basic Education (Level 4)	6-8	78-80	83-85
Low Adult Secondary Education (Level 5)	9-10	81-82	86-87
High Adult Secondary Education (Level 6)	11-12	83-90	88-90

TABE 11/12 (Scaled Scores)

NRS EFL	GLE Range	TABE 11/12 Reading	TABE 11/12 Math	TABE 11/12 Language
Beginning ABE Literacy (Level 1)	0-1	300-441	300-448	300-457
Beginning Basic Education (Level 2)	2-3	442-500	449-495	458-510
Low Intermediate Basic Education (Level 3)	4-5	501-535	496-536	511-546
High Intermediate Basic Education (Level 4)	6-8	536-575	537-595	547-583
Low Adult Secondary Education (Level 5)	9-10	576-616	596-656	584-630
High Adult Secondary Education (Level 6)	11-12	617-800	657-800	631-800

NRS Levels and Score Ranges for ESL Assessments

BEST Literacy & BEST Plus 2.0

NRS EFL	BEST Literacy	BEST Plus 2.0
Beginning ESL Literacy (Level 1)	0-20	88-361
Low Beginning ESL (Level 2)	21-52	362-427
High Beginning ESL (Level 3)	53-63	428-452
Low Intermediate ESL (Level 4)	64-67	453-484
High Intermediate ESL (Level 5)	68-75	485-524
Advanced ESL (Level 6)	76-78	525-564

CASAS Reading & Life & Work Listening (Scaled Scores)

NRS EFL	CASAS Reading	CASAS

		Listening
Beginning ESL Literacy (Level 1)	180 or <	162-180
Low Beginning ESL (Level 2)	181-190	181-189
High Beginning ESL (Level 3)	191-200	190-199
Low Intermediate ESL (Level 4)	201-210	200-209
High Intermediate ESL (Level 5)	211-220	210-218
Advanced ESL (Level 6)	221-235	219-227

TABE CLAS-E (Scaled Scores)

NRS EFL	Reading & Writing Total	Listening & Speaking Total
Beginning ESL Literacy (Level 1)	225-394	230-407
Low Beginning ESL (Level 2)	395-441	408-449
High Beginning ESL (Level 3)	442-482	450-485
Low Intermediate ESL (Level 4)	483-514	486-525
High Intermediate ESL (Level 5)	515-556	526-558
Advanced ESL (Level 6)	557-600	559-600

TABE CLAS-E When Reporting Reading or Writing Separately (Scaled Scores)

NRS EFL	Reading	Writing
Beginning ESL Literacy (Level 1)	230-392	200-396
Low Beginning ESL (Level 2)	393-436	397-445
High Beginning ESL (Level 3)	437-476	446-488
Low Intermediate ESL (Level 4)	477-508	489-520
High Intermediate ESL (Level 5)	509-557	521-555
Advanced ESL (Level 6)	558-588	556-612

TABE CLAS-E When Reporting Listening or Speaking Separately (Scaled Scores)

NRS EFL	Listening	Speaking
Beginning ESL Literacy (Level 1)	230-389	230-425
Low Beginning ESL (Level 2)	390-437	426-460
High Beginning ESL (Level 3)	438-468	461-501
Low Intermediate ESL (Level 4)	469-514	502-536
High Intermediate ESL (Level 5)	515-549	537-567
Advanced ESL (Level 6)	550-607	568-594

BEST Literacy 2.0

NRS EFL	Reading	Writing	Composite
Beginning ESL Literacy (Level 1)	100-177	100-187	100-182
Low Beginning ESL (Level 2)	178-203	188-214	183-209
High Beginning ESL (Level 3)	204-233	215-254	210-244

Low Intermediate ESL (Level 4)	234-261	255-300	245-300
High Intermediate ESL (Level 5)	262-300		
Advanced ESL (Level 6)	n/a		

BEST Plus 3.0

NRS EFL	Computer-Based Test	Print-Based Test
Beginning ESL Literacy (Level 1)	600-677	600-677
Low Beginning ESL (Level 2)	678-702	678-702
High Beginning ESL (Level 3)	703-726	703-726
Low Intermediate ESL (Level 4)	727-752	727-752
High Intermediate ESL (Level 5)	753-785	n/a
Advanced ESL (Level 6)	786-849	n/a

CASAS STEPS (Scaled Scores)

NRS EFL	Reading STEPS	Listening STEPS
Beginning ESL Literacy (Level 1)	183 or <	181 or <
Low Beginning ESL (Level 2)	184-196	182-191
High Beginning ESL (Level 3)	197-206	192-201
Low Intermediate ESL (Level 4)	207-216	202-211
High Intermediate ESL (Level 5)	217-227	212-221
Advanced ESL (Level 6)	228-238	219-227

Exit Criteria from Advanced ESL

CASAS Reading - 236 and above

CASAS Life and Work Listening - 228 and above

TABE CLAS-E Reading - 589 and above

TABE CLAS-E Writing - 613 and above

TABE CLAS-E Total Reading and Writing - 601 and above

TABE CLAS-E Listening - 608 and above

TABE CLAS-E Speaking - 595 and above

TABE CLAS-E Total Listening and Speaking - 601 and above

(These TABE CLAS-E scores serve only as exit criteria. Students must retest to determine ABE or ASE placement.)

BEST Plus 2.0 - 565 and above
BEST Literacy does not have exit criteria.
CASAS Reading STEPS - 239 and above

CASAS Listening STEPS - 228 and above

BEST Plus 3.0 – 850 and above

SECTION 6: ASSESSMENT OF DISTANCE LEARNERS

Definition of Distance Learning Programs

Distance education is defined by OCTAE as "formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period." (*NRS 2021 Technical Assistance Guide*). In distance learning programs, students work alone, but have access to online, video, and/or print materials. Some distance programs are set up so that students work totally on their own; others are better described as *hybrid* or *blended* models, which combine face-to-face classroom learning with distance education methods.

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 learners through communication via mail, telephone, e-mail or online technologies and software. More information about the Title II Office's distance learning policies and procedures can be found in the CCR Distance Learning Manual.

Distance learners must be assessed under the same guidelines as all adult learners in the state. All components of the above assessment policy apply to distance education students. Students in distance education must have at least 12 hours of contact with the program before they can be reported to the NRS.

Pre- and Post-Testing of Students

All North Carolina CCR students who participate in distance education must be pre-and post-tested using an NRS approved assessments; any assessment listed in the Appendix may be used. For distance learners enrolled in a hybrid course, assessment will be scheduled as part of the classroom hours for the course. This activity will be scheduled so that it corresponds to the appropriate numbers of hours of instruction for post-testing as indicated in the North Carolina's assessment policy. All in-person assessments must occur in secure, proctored settings, but it

is permissible to arrange for remote testing locations that are more convenient for distance learners as long as all state requirements concerning assessment are met.

Administering Test Vendors' Virtual Testing

Local programs may implement virtual test proctoring using the assessments identified in this policy, in accordance with the test publisher's procedures for virtual testing. Program administrators must follow publishers' official guidance.

Providers may choose to develop procedures to implement virtual test proctoring. Providers that choose to use this flexibility must have procedures to ensure that (1) the student who is testing can be properly identified, (2) any NRS-approved test is properly secured, and (3) the virtual proctor can properly administer the test. Test security measures would require that only secure electronic versions of a test are administered by a virtual proctor and are deemed secure by the test publisher.

APPENDIX

NRS Approved Assessments for NC for Program Year ==2024-2025==

NRS Approved Assessments for ABE

Assessment	Forms	Format	Approval Period
CASAS			
Comprehensive Adult Student Assessment Systems (CASAS) – GOALS Series	Reading: 901A, 902A, 903B, 904B, 905C, 906C, 907D, 908D	paper and computer-based delivery format	Approved through February 5, 2025.
Comprehensive Adult Student Assessment Systems (CASAS) – GOALS 2 Series	Math: 921/922, 923/924, 925/926, 927/928, 929/930	paper and computer-based delivery format	Approved through July 13, 2030.
TABE			
Tests of Adult Basic Education (TABE)	Forms 11 & 12	paper and computer-based delivery format	Approved through ==June 30, 2025==.
==**WorkKeys**==			
==American College Testing - WorkKeys==	==Workplace Documents: 014, 015, 016, 017== ==Applied Math: 018, 019, 020, 021==	==paper- and computer-based delivery format==	==Approved through July 13, 2026.==

NRS Approved Assessments for ESL

Assessment	Forms	Format	Approval Period
CASAS			
Comprehensive Adult Student Assessment Systems (CASAS) Reading Assessments (Life and Work Reading for ESL, Reading for Citizenship)	27, 28, 81A, 82A, 81AX, 82AX, 83B, 84B, 85C, 86C,185C, 186C, 187D, and188D 951A, 952A, 951AX, and 952AX	paper and computer-based delivery format	==Approved through June 30, 2025.==
Comprehensive Adult Student Assessment Systems (CASAS) Life and Work Listening Assessments (LW Listening)	981L, 982L, 983L, 984L, 985L and 986L	paper and computer-based delivery format	==Approved through June 30, 2025.==
Comprehensive Adult Student Assessment Systems (CASAS) Reading Assessments (STEPS)	621/622, 623/624, 625/626, 627/628, 629/630	paper and computer-based delivery format	Approved through July 13, 2030.
Comprehensive Adult Student Assessment Systems (CASAS) Listening Assessments (STEPS)	621/622, 623/624, 625/626, 627/628, 629/630	paper and computer-based delivery format	Approved through July 13, 2030.
TABE			
Tests of Adult Basic Education Complete Language Assessment System—English (TABE/CLAS–E)	Forms A & B	Paper and computer-based delivery format	==Approved through June 30, 2025.==
BEST			
Basic English Skills Test (BEST) Literacy	B, C, & D	paper	==Approved through June 30, 2025.==

Basic English Skills Test (BEST) Plus 2.0	A, B, & C	paper and computer-adaptive delivery format	<mark>Approved through June 30, 2025.</mark>
Basic English Skills Test (BEST) Literacy 2.0	1, 2, and 3	paper	Approved through July 13, 2030
Basic English Skills Test (BEST) Plus 3.0	1 and 2	paper and computer-adaptive delivery format	Approved through July 13, 2030

Sources: Federal Register July 13, 2023; Federal Register March 18, 2024