**Any accommodation regarding test time for ESOL students?**

Details on assessment accommodations can be found on each of the testing manufacturer’s websites. A hyperlink to each accommodation webpage has been added below.

[CASAS](https://www.casas.org/training-and-support/testing-guidelines/Assessment-Accommodations)

[TABE](https://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf)

[BEST Literacy](https://www.cal.org/aea/pdfs/BL-Test-Usage-Policy.pdf)

[BEST Plus 2.0](https://www.cal.org/aea/pdfs/BP2.0-Test-Usage-Policy.pdf)

**Theoretically, a student who has only 8 hours and completes their HSE tests (GED or HiSET) successfully would not count as an MSG because they do not have the required 12 hours, correct?**

Yes, that is correct.

**How can CBOs prove that a student entered into a post-secondary ed program? Is there anything we need to do beyond entering the info in AdvanSys?**

Currently, entering the info into ADVANSYS is all that is required.

**If an ESL student has a CASAS Life and Work test in the look-back window, and then takes a Math CASAS after June 30, would the new math test change the student's area of placement for the new program year?**

A student is placed based on the lowest of the tests within the 3-day window then looks back 90 days to see if that same test exists with a lower score.

**Are you saying there will be NO Assigned Placement for students?**

In the 2021-2022 program year, provisionally placed EFL scores will no longer be permitted. Each student needs to be assessed using an NRS-approved assessment to determine their EFL placement.

**If no provisionally assigned placements are allowed, will [we] be allowed to back out students without a placement. It does not happen often, but you might have a student place out of range on TABE, then they don't come back to retest.**

The definition of a Reportable individual is a person who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of the program. The person shows intent by providing identifying information, uses self-service systems, who receive information only services (OCTAE Memo 17-2).  Reportables are not included in our performance measures, but we do report them on our NRS Table 2A.  Collecting such information allows the Departments to identify the individuals who engaged with the system on an initial level but who do not complete the requirements to become participants.  Therefore, student data and attendance should be retained and reported.

**Can you show the minimum posttest hours again?**

BEST Literacy and BEST Plus 2.0 – 60 hours

CASAS – 40 hours

TABE 11/12 – 30/40 hours

TABE CLAS-E – 50 hours

**What if we find out a student is leaving the program and has over 12 hours, but less than the minimum hours required to test, we still cannot give them an assessment?**

That is correct; students may not be post-tested until they have reached the minimum number of hours required by the test manufacturers.

**If a CASAS Life & Work test is given during look-back window, then 1st test in new program year being a GOALs, will the GOALs change/set the students' placement for the new program year? In our experience, it will. Please clarify if there has been a change.**

A student is placed based on the lowest of the tests within the 3-day window then looks back 90 days to see if that same test exists with a lower score.

**Are there guidelines for students testing out of ESL in 2020-2021 who then try to come back through placement testing again in 2021-2022. Should we not let them take another placement test in ESL?**

For the example provided, you could administer an appraisal or locator test that is designed to accurately determine the appropriate pre-test level for students.

**Does the system still only look back 90-days from their 1st date of attendance in the new PY? (So, not all the way to April 2nd?)**

For continuing students, the intake is assumed as 7/1 and will look-back 90 days to 4/2.  For new students, it will lookback for any prior test that is not EXITESL and take the latest one.  This is true if the student does not have a test within the 3-day window from intake.

**For a 2nd POP should the test be the same as the last one taken in the 1st POP (if they did not posttest in the first)?**

Each student must have a valid initial placement for each program year. The initial placement remains the same for the entire program year regardless of the number of POPS a student may have. For students who separate and return within the program year, the student should not be given a new pre-test at the beginning of subsequent POPs unless the student does not have a valid pre-test for the program year.

**If an ESL student has a CASAS Life and Work test in the look-back window, and then takes a Math CASAS after June 30, would the new math test change the student's area of placement for the new program year?**

It places based on the lowest of the tests within the 3-day window then looks back 90 days to see if that same test exists with a lower score.  If so, then the student would place with the look back test and the new test within the 3-day window would become a post-test and potentially receive a gain.

**If the MATH CASAS were given during the look-back window as well (but more than 3 days after the CASAS Life and Work), would the area of placement be determined by the first test (Life and Work) given in the look-back period (i.e., ESL)?**

It places based on the lowest of the tests within the 3-day window then looks back 90 days to see if that same test exists with a lower score.  If so, then the student would place with the look back test and the new test within the 3-day window would become a post-test and potentially receive a gain.