



## 2026-2027 Pre and Post Test Policy Guidelines

Adult Education and Family Literacy Act

Adult Education & English Language Learning Programs

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## Executive Summary

This document outlines the **2026-2027 Pre and Post Test Policy Guidelines** for Adult Education and Family Literacy Act (AEFLA) funded programs within the Wisconsin Technical College System (WTCS). Its primary purpose is to fulfill the U.S. Department of Education (DE) requirement for states receiving Workforce Innovation and Opportunity Act (WIOA) Title II funding to annually develop, publish, and implement a written assessment policy.

The policy mandates that **AEFLA-funded programs use the National Reporting System (NRS) approved nationally standardized tests** to determine students' educational functioning levels or to place learners into programs through **alternative placement**. These assessments are crucial for measuring federally recognized student learning gains and for federal accountability reporting.

Key aspects covered in this policy include:

- **Eligible individuals** who can be served under AEFLA.
- A comprehensive list of **NRS-approved assessments** for English Language Acquisition (ELA) and Adult Education (AE)/Adult Secondary Education (ASE) programs, such as BEST Plus 3.0, CASAS, TABE, and ACT WorkKeys.
- Detailed **pre- and post-testing requirements**, including the mandatory use of locator tests, testing frequency, instructional hour requirements, and consistency in using the same assessment series for both pre- and post-tests.
- Specific **considerations for ESL & IELCE and AE & ASE students**.
- Guidelines for **retesting, mandatory retesting, and testing exemptions**.
- Policies on **ethical test administration and security**, covering test selection, material storage, confidentiality, copyright compliance, and the testing environment.
- Provisions for **accommodations for students with disabilities or other special needs**, ensuring accessibility and reasonable adjustments without altering what the test measures.
- **Data reporting requirements and staff training** mandates to ensure proper test administration and data collection.
- An **Alternative Placement Policy** that allows certain programs (e.g., GED/HSED, Workplace Literacy, Developmental programs) to exempt learners from traditional pre- and post-testing if they are designed to achieve other Measurable Skill Gains.
- The policy aims to provide clear guidance to local AEFLA providers in Wisconsin for developing and implementing their own assessment procedures, ensuring program integrity, quality, and student success.

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## Introduction and Context

Wisconsin Technical College System (WTCS) Adult Education and Family Literacy Act (AEFLA) funded programs are required to use United States Department of Education (ED) National Reporting System (NRS) approved nationally standardized tests to provide evidence of students' educational functioning level or place learners into the AEFLA funded program through alternative placement. This Assessment Policy fulfills the Department of Education (DE) requirement that each state receiving Workforce Innovation and Opportunity Act (WIOA) Title II funding annually develops, publishes, and implements a written assessment policy. That DE requires states to describe which assessments local programs will use, when they are to administer pre-tests and post-tests, as well as the assessment training, administration, and reporting requirements. The state assessment policy aims to provide guidance to each funded provider in developing a local written assessment policy and procedures that adheres to the state policy. It is expected that programs will adhere to the assessment policies identified in this document. Although there are several ways to demonstrate Measurable Skill Gain allowable within WIOA, this policy focuses on standardized pre- and post-testing only. This policy does not address other types of classroom- or program-based assessments. Programs are encouraged to continue to use multiple ways to assess progress and achievement and use this information to inform teaching and provide learners with feedback.

- **Note:** For the purpose of aligning the Assessment Policy with definitions used in NRS reporting:
- **Adult Education (AE)** = AE Educational Functioning Levels 1-4
- **Adult Secondary Education (ASE)** = ASE Educational Functioning Levels 5-6
- **English Language Acquisition (ELA) & Integrated Literacy and Civics Education (IELCE)** = English as a Second Language (ESL) Educational Functioning Levels 1-6

## Purposes and Uses of Assessment

Adult learners enter programs with a wide range of educational backgrounds, experiences, and proficiency levels. The purpose of educational assessment is to determine the skill levels of a learner. This determination establishes the learner's educational functioning level at the time of the assessment and after a period of instruction that is suitable for taking a post-test. These initial assessments are the basis for placing students in the appropriate educational functioning level, which is the baseline on which programs measure federally recognized student learning gains.

Consistent and accurate administration and interpretation of assessments are necessary to ensure placement of learners in appropriate instructional levels that encourage classroom engagement, student retention, and educational functioning level gains. Each assessment identified and outlined for use within Wisconsin has been selected because it meets the following criteria:

- It's appropriate for measuring literacy and language development of adult learners,
- It has standardized administration and scoring procedures,
- It has alternate, equivalent forms for pre- and post-testing, and
- It's aligned to the NRS educational functioning levels and is approved by the United States DE.

## Use of Informal Assessments

The WTCS encourages local AEFLA funded providers to use a variety of informal assessments and multiple measures to assist in informing instruction. The use of teacher-made tests, unit tests, portfolios, applied performance assessments, and teacher and learner observations are allowable, in combination with the approved assessments, to monitor learning and inform instruction regularly.

These assessments are not to be reported to the WTCS Office.

## Eligible Individuals & AEFLA

Only eligible individuals can be served under AEFLA. Eligible individuals served through AEFLA must be assessed or enter the program through alternative placement. Section 203(4) of WIOA defines eligible individuals as an individual:

- Who has attained 16 years of age;
- Who is not enrolled or required to be enrolled in secondary school under State law; and
- Who is:
  - Basic skills deficient which is defined by WIOA to mean, with respect to an individual who is a youth, that the individual has English reading, writing, or computing skills at or below the 8<sup>th</sup> grade level on a generally accepted standardized text; or who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society;
  - An individual who does not have a secondary school diploma or its recognized equivalent and has not achieved an equivalent level of education; or
  - An English language learner.

Wisconsin does have a state law requiring secondary school attendance. In Wisconsin, s.118.15(1), Wis. Stats., defines compulsory school attendance and requires, with limited exceptions, all persons between the ages of 6 and 18 years to attend a secondary public, private, or tribal school for the full period and hours that the school is in session until the end of the school term in which the person becomes 18 years of age, Wisconsin’s compulsory school attendance state law states that persons under the age of 18 can only be considered an eligible individual under WIOA and served by the WTCS AEFLA grant program under the following exceptions:

Exception	Statutory Reference	Statutory Language
At Risk	118.15(1)(b)	Upon the child's request of the school board and with the written approval of the child's parent or guardian, any child who is 16 years of age or over and a child at risk, as defined in s. <a href="#">118.153 (1) (a)</a> , may attend, in lieu of high school or on a part-time basis, a technical college if the child and his or her parent or guardian agree, in writing, that the child will participate in a program leading to the child's high school graduation. The district board of the technical college district in which the child resides shall admit the child.
Previously Justice Involved Juveniles	118.15(1)(cm)	Upon the child's request and with the approval of the child's parent or guardian, any child who is 17 years of age or over shall be excused by the school board from regular school attendance if the child began a program leading to a high school equivalency diploma in a juvenile correctional facility, as defined in s. <a href="#">938.02 (10p)</a> , a secured residential care center for children and youth, as defined in s. <a href="#">938.02 (15g)</a> , a juvenile detention facility, as defined in s. <a href="#">938.02 (10r)</a> , or a juvenile portion of a county jail, and the child and his or her parent or guardian agree under subd. <a href="#">2.</a> that the child will continue to participate in such a program.

To participate in an AEFLA grant, At Risk or Previously Justice Involved Juvenile students must be enrolled in at least one course in the program year they are served. The course must be approved by the state superintendent under s.118.33(3m), Wis. Stats., for the purpose of satisfying a high school graduation requirement.

## NRS Approved Assessments for Use in Wisconsin

English Language Acquisition Assessments approved for use in Wisconsin.

Test Series	NRS Approval Through June 20, 2027	NRS Approval Through July, 2030
<i>Basic English Skills Test (BEST) Plus 3.0.</i> Internet: <a href="http://www.cal.org">www.cal.org</a> .		Approved
<i>Comprehensive Adult Student Assessment System (CASAS) Listening STEPS.</i> Internet: <a href="http://www.casas.org/">www.casas.org/</a> .		Approved
<i>Comprehensive Adult Student Assessment System (CASAS) Reading STEPS.</i> Internet: <a href="http://www.casas.org/">www.casas.org/</a>		Approved
<i>Test of Adult Basic Education(TABE) CLAS-E Forms C &amp; D .</i> Internet: <a href="https://tabetest.com/">https://tabetest.com/</a>	Approved	

Adult Education and Adult Secondary Education Assessments approved for use in Wisconsin

Test Series	NRS Approval Through June 30, 2026	NRS Approval Through July 13, 2026	NRS Approval Through June 20, 2027	NRS Approval Through July, 2030	NRS Approval Through May 8th, 2032
<i>Comprehensive Adult Student Assessment System (CASAS) Reading GOALS Series.</i> Internet: <a href="http://www.casas.org/">www.casas.org/</a> .	Approved				
<i>Comprehensive Adult Student Assessment System (CASAS) Reading GOALS 2 Series.</i> Internet: <a href="http://www.casas.org/">www.casas.org/</a> .					Approved
<i>Comprehensive Adult Student Assessment System (CASAS) Math GOALS Series.</i> Internet: <a href="http://www.casas.org/">www.casas.org/</a> .				Approved	
<i>Test of Adult Basic Education(TABE) 11/12.</i> Internet: <a href="https://tabetest.com/">https://tabetest.com/</a> .	Approved				
<i>Test of Adult Basic Education(TABE) 13/14.</i> Internet: <a href="https://tabetest.com/">https://tabetest.com/</a> .			Approved		
<i>ACT WorkKeys Applied Math.</i> <a href="https://www.act.org/content/act/en/products-and-services/act-workkeys/act-workkeys-assessments/nrs-approval.html">https://www.act.org/content/act/en/products-and-services/act-workkeys/act-workkeys-assessments/nrs-approval.html</a> Levels 1-6		Approved			
<i>ACT WorkKeys Workplace Documents.</i> Levels 2-6 Internet: <a href="https://www.act.org/content/act/en/products-and-services/act-workkeys/act-workkeys-assessments/nrs-approval.html">https://www.act.org/content/act/en/products-and-services/act-workkeys/act-workkeys-assessments/nrs-approval.html</a>		Approved			

[Federal Register Notice 5.08.25](#)

## Testing Considerations

Standardized testing or alternative placement should be part of a program's process for assessing students' academic abilities. These assessments support goal setting and instructional planning aligned with each student's educational and/or employment objectives.

Each program must have written procedures for pre- and post-testing. These procedures should be shared with staff and available to the WTCS Office upon request.

## Using Standardized Test Data for Instructional Placement

Pre- and post-test data must be used as one factor in determining course placement and selecting instructional materials.

Programs are not required to use test scores as the sole basis for placement. Multi-factor assessment and instructor judgment are also valid indicators.

For NRS reporting, placement in educational functioning levels is determined by the lowest pre-test scaled score.

If local factors suggest a different instructional level than the pre-test score, programs should:

- Place the student at the appropriate instructional level.
- Report the standardized test score for NRS purposes.

*Example: If a Best or Tabc Clas E test places a student at level 4, but other indicators suggest Level 3, the student may be placed at Level 3 for instruction, while Level 4 is reported in Client Reporting and for NRS.*

## Locator Test Use

All programs are required to administer a Locator Test to determine the appropriate placement test. The Locator Test itself cannot be used for placement unless using alternative placement. Refer to the *Alternative Placement* section for more details

## Testing Frequency

Frequent testing or retesting is discouraged by test publishers. Follow the specific guidelines provided by each test publisher.

## Post-Test Targets

The state goal for post-testing is **57%**. WTCS staff monitor pre/post-test rates via the monthly AEFLA Data Reporting and Performance Accountability report.

Students placed through alternative placement are excluded from post-test calculations.

## Assessment Consistency

Programs must use the same assessment for both pre- and post-tests. Exceptions may apply if a student tests out of range—refer to the assessment-specific sections for details.

Post-tests must be in the same subject area(s) and use the same test series as the pre-test.

*Example: If TABE 11/12 is used for pre-testing, it must also be used for post-testing. Tabc 13/14 cannot be used as a post test*

## Pre and Post Testing ESL & IELCE-Specific Considerations

Post-tests should use alternative forms of the same test to measure progress, except for BEST Plus, which is computer-adaptive and varies with each administration.

It is best practice to assess both literacy and oral communication skills of English language learners. At least two pre-assessments (e.g., speaking and reading) **must** be administered to accurately determine educational functioning level. Topics should reflect the student's course of study.

At least **two post-tests** in the same areas as the pre-tests must be administered. In limited cases, a single post-test may be used if it aligns with the instructional focus.

## Testing Exceptions

Students should be pre- and post-tested with the same assessment. There are some test specific circumstances where students should be retested or given a different assessment. Follow test publisher guidelines.

*Example: If a student's BEST Plus 3.0 pretest score falls within the Exit Criteria range, they should either:*

- *-Be given another ELA assessment that reflects their need for continued ELA services, or*
- *-Be transitioned to ABE, ASE, or post-secondary education as appropriate.*

*In these cases, a post test on the original assessment is not required, as the second assessment will reflect the student's level.*

## Exit from ESL Instruction

Exit guidelines differ for ESL students in IELCE programs versus those not enrolled in IELCE.

### IELCE (Section 243)

If an IELCE student reaches ESL Exit Criteria on an NRS-approved assessment, the program may reassess using a different ESL test series (e.g., CASAS instead of TABE CLAS-E).

If the second test places the student below Exit Criteria, they may continue ESL instruction until they meet the criteria on the second test. If the second test confirms Exit Criteria, the student may fulfill the English instruction requirement through AE or ASE courses.

Federal IELCE funds may be used to support AE/ASE instruction, even if the student is no longer enrolled in an ESL course.

### English Language Acquisition (Non-IELCE)

ESL students who reach ESL Exit Criteria on an NRS-approved assessment should be transitioned to AE or post-secondary education, as appropriate.

Students may be concurrently enrolled in ESL and AE instruction if:

- They receive an NRS-approved test in both instructional categories.
- They are enrolled in classes that align with the Educational Functioning Level determined by those tests and or through instructor judgment.

## Pre and Post Testing AE and ASE-Specific Considerations

Refer to the specific approved assessment section in this handbook for additional guidance on pre and

post testing.

Students are required to be tested in at least two subject areas that are aligned with their program and educational goals. Exceptions to this requirement must be well documented. An example of this is if a learner's goal necessitates instruction in only one subject area.

For post-testing, programs are required to administer at least **two post-tests** in the same areas as the pre-tests. In limited cases, a single post-test may be used if it aligns with the instructional focus.

## GED/HSED Students

If not using alternative placement, administer the appropriate post-test before or at the time of the GED exams.

## Post-Testing of ABE Level 6 Students

Students placing into AE Level 6 are not required to take a post-test. Because these students' pre-test score is already high and therefore does not allow them to advance any further. The only educational outcome for students at this level is obtaining their high school equivalency credential.

# Testing Intervals & Exceptions

## Instructional Hour Requirements

Learners must complete a minimum number of instructional hours per content area before post-testing. Publishers often recommend more hours to ensure readiness for educational level gains. Refer to Appendix B for recommended instructional hours before post-testing.

## Exceptions to Testing Intervals

There are few acceptable situations when it is possible to posttest students who has received less than the recommended minimum instructional hours. If testing early, document the rationale and consult WTCS if needed.

Early testing is allowed under the following conditions.

- The learner is permanently exiting the program.
- There is clear evidence of readiness for measurable skill gain.

## High-Intensity Courses and Low- Intensity Courses

For courses exceeding recommended hours, post-test at the end of the instructional session. For courses meeting more than 15 hours/week, testing may occur at the end of a semester or term. For courses with less than 70 hours per term, post-testing may occur at the end of the instructional period.

## Re-Reporting & Retesting Carry-Over Test Results

AEFLA-funded providers may re-report valid test results from January 1 to June 30 of the previous fiscal year. These results count as pre-tests for the new fiscal year. Tests dated before January 1 of the previous fiscal year are expired.

## Mandatory Retesting

Retest is required when:

- Test versions change (old version scores cannot be correlated with new ones).
- A score is invalidated due to cheating.
- A score falls within the publisher’s retesting range.
- ESL learners complete “ESL 6” and must be retested using an ABE assessment (e.g., TABE).

## Testing Exemptions

Exemptions should be rare and documented in the student’s education plan. Learners should be informed of the expectation to take assessments. Cases may include:

Multilingual learners who do not receive a valid score may be placed at the lowest ESL level. A valid score must still be recorded.

Learners with disabilities who cannot be tested and have no suitable accommodation (e.g., visual loss without Braille fluency) may be exempted. Students with severe cognitive disabilities should not be required to test but may still receive service

## Disruption to Testing

In the event of a statewide or national emergency (e.g., COVID-19), programs must contact the WTCS Adult Education team to request permission to delay assessments.

## Data Reporting Requirements

Accurate data regarding students’ educational functional levels provides local programs with information to document learning gains. The data is also the basis for federal accountability reporting and is included in the Outcome-Based Funding formulas used to calculate funding.

All AEFLA-funded providers must report assessment and alternative placement data through the WTCS Client Reporting process. Please refer to the [WTCS Client Reporting Manual](#) for additional guidance on data reporting.

Student test data should be recorded within five (5) business days into the local program’s data system. Quarterly data submissions are required of all AEFLA grant recipients.

Quarterly submissions will be due on the following dates:

- By October 14, 2025 for reporting period July 1 – September 30
- By January 14, 2026 for reporting period October 1 to December 31
- By April 14, 2026 for reporting period January 1 – March 31
- By July 14, 2026 for reporting period April 1 – June 3

## Staff Training

All staff who administer standardized assessments must be properly trained in the administration practices specific to each instrument used by the program. Program administrators are responsible for implementing these testing policy guidelines and ensuring staff receive appropriate training.

Teacher and staff development plans should include required assessment training.

Staff involved in collecting, analyzing, and reporting National Reporting System (NRS) data must be trained in:

- NRS policy and accountability procedures.

- Definitions of WIOA measures, such as Measurable Skill Gains.
- Proper test administration per publisher guidelines.
- Securing test materials.

To become an assessor for Wisconsin-approved assessments, individuals must complete training—either online or in-person—provided by:

- The state,
- The product vendor, or
- The local program.

## Proof of Training

Programs must maintain documentation of training by authorized representatives from:

- CTB-McGraw Hill
- The Center for Applied Linguistics
- Data Recognition Corporation

## Training Coordination

The state office works with assessment trainers to ensure training is offered at least once per year for the assessment that is most commonly offered throughout the state.

Local providers should schedule additional training as needed based on staffing changes or needs.

Training should typically be delivered through:

- Local in-service or pre-service sessions,
- New employee onboarding.

## Recordkeeping

Programs must maintain records of which staff have been trained in pre- and post-testing, including who conducted the training.

Summary information must be available to WTCS Office staff for monitoring purposes.

## Resources for Assessment Information and Assistance

- BEST Plus: Center for Applied Linguistics, the publisher of the BEST Plus, has information available their [web site \(www.cal.org/aea/\)](http://www.cal.org/aea/).
- CASAS: CASAS, the publisher of the CASAS assessments, has information available at their [web site \(www.casas.org\)](http://www.casas.org).
- TABE: Data Recognition Corporation (DRC), the publisher of the TABE, has information available at their [web site \(www.tabetest.com\)](http://www.tabetest.com). To schedule a TABE training for staff, please contact the Assessment Solutions Representative for Data Recognition Corporation Michele Ruskowski, 1-224-407-0729 | [mruskowski@datarecognitioncorp.com](mailto:mruskowski@datarecognitioncorp.com)
- ACT WorkKeys. Information on training can be found at their [website](#).

## Ethical Test Administration and Security

AEFLA providers must maintain ethical standards in test administration. WTCS requires administrators and testing personnel to follow these practices and ensure all relevant staff are informed and compliant.

## Test Selection & Administration

Use the appropriate test level based on the student's ability—not based on potential for higher measured improvement.

Testing personnel must follow all administration directions and use only approved language during testing.

## Security & Storage of Materials

The local adult education program administrator is responsible for securing all assessment materials, including paper/pencil and online formats.

A written test security policy must be maintained, detailing proper handling and use of materials.

Store all testing materials in a locked, preferably fireproof, cabinet accessible only to authorized staff.

Unauthorized personnel must not access testing materials.

## Confidentiality & Copyright Compliance

Discussing specific test items or forms is strictly prohibited.

Copying entire assessments, individual questions, or answer choices is not allowed under any circumstances.

Test content must not be used for practice or made public.

Reproducing test materials violates federal copyright law.

## Testing Environment

Testing rooms must be quiet, orderly, comfortable, and have adequate seating, lighting, and temperature.

Remove or cover any visible content related to test topics or strategies.

Configure the room so proctors can monitor all test materials or computer screens.

## Proctoring Responsibilities

Testing personnel must remain in the room for the entire session and ensure all rules are followed.

Proctors must not disclose personally identifiable information about test-takers beyond what is required for their role.

## Paper Testing

The following guidelines apply to paper-based assessments:

- Providers must maintain an inventory of all assessment materials and provide information upon request.
- Marked or damaged test booklets (e.g., written in or torn) must be shredded.
- If transitioning to a new test series, agencies are required to shred old test booklets and destroy related materials, including CDs.
- Test materials may not be retained for use as practice tests or instructional tools.
- Destruction of unusable, defaced, or outdated materials must follow the test publisher's guidelines.

## Online Testing

The following guidelines apply to online assessments:

- Proctors must not start online assessments on registered machines before the test begins.

- Unused registered machines (e.g., due to student absence) must remain closed.
- After each test session, registered machines must be closed.
- Seating should be spaced approximately three feet apart to prevent screen sharing.
- All computer workstations must be set up before the scheduled test session.

## Accommodation for Students with Disabilities or Other Special Needs

Federal laws governing adult education programs for individuals with disabilities include:

- WIOA Title II
- Americans with Disabilities Act (ADA, 1990)
- Rehabilitation Act of 1973 (Sections 504 & 508)
- Family Educational Rights and Privacy Act (FERPA)
- Individuals with Disabilities Education Act (IDEA)
- Elementary and Secondary Education Act (ESEA)

These laws require programs to ensure accessibility, provide auxiliary aids and services, and offer reasonable accommodations at no cost to the student.

### Testing Accommodations

Testing accommodations must be readily available and tailored to individual needs. They modify the test administration process to allow students with disabilities to demonstrate their knowledge without altering what the test measures.

- Accommodations must be based on individual needs, not disability categories.
- Language or cultural differences and lack of educational opportunity alone do not justify accommodations.
- Do not assume or suggest accommodations unless a student formally requests them.

### Program Responsibilities

Providers must offer appropriate accommodations and have procedures to:

- Refer students to qualified staff or agencies for disability identification.
- Guide students through accommodation requests and documentation.

Accommodations must:

- Be specific to the documented disability.
- Minimize any unfair advantage or disadvantage.
- Be consistent across pre- and post-tests to ensure valid performance comparisons.

### Student Responsibilities

Students must provide documentation supporting their accommodation request. Acceptable documentation includes:

- Physician's report
- Diagnostic assessment from a certified professional
- Educational records

- Vocational rehabilitation report
- Reports from qualified service providers

## Restrictions & Recommendations

Test format may not be altered (e.g., enlarging text or converting to braille) unless approved by the test publisher.

Universal accommodations (e.g., extended time, quiet rooms) are recommended to reduce barriers for students with hidden disabilities or those without documentation.

The following accommodations (list is not exhaustive) do not affect the administration of the test and may be used by all students or be required for equal access to the tests.

- Magnifying glasses/lenses/sheet
- Clear and/or colored overlays
- Straight-edge (ruler), blank card or card with cutout window
- Blank adhesives note tags/flags
- Highlighters
- Visor
- Earplugs

Please see Appendix A for common accommodations approved by test publishers.

## General Principles

### Avoid Practice Effect

TABE forms must not be reused within six months; the WTCS Client Reporting System will reject such records.

This prevents inflated scores due to test familiarity, per Data Recognition Corporation guidelines.

### Reentry After Absence

Returning students must be tested with a different form unless six months have passed since their last test.

### Use of Spring Scores

Post-test scores from April or May may be used as fall pre-tests, based on individual student circumstances.

Consider possible skill regression over the summer if student is not actively enrolled in course work. .

### Advancing TABE Levels

Follow recommended instructional hours for alternate form testing.

### Instructor Judgment

Decisions about test level advancement should be based on the qualified instructor's understanding of the student's readiness.

### Educational Functioning Level (EFL) Tables

See Appendix B for general skill descriptions and comparative data on scale scores and NRS levels.

## Adult Education and Adult Secondary Education Approved Assessments for use in Wisconsin

The following assessments are approved for use in AEFLA supported Adult Education and Adult Secondary Education programs. Please refer to the [FAQ](#) for more information.

### CASAS Math Goals 2

#### Purpose and Scope

- Serves Adult Education (AE) and Adult Secondary Education (ASE) programs.
- Aligns with College and Career Readiness (CCR) Standards (2013) and NRS Educational Functioning Level (EFL) Descriptors.
- Measures academic math and higher-order thinking skills, with content grounded in CASAS Competencies and WIOA employment-related topics.

#### Calculator Use

- Students may use a calculator throughout the entire test.
- CASAS eTests provides an on-screen calculator; physical calculators (non-graphing) are also allowed.
- Paper-based test programs must provide calculators.
- Personal calculators and cell phone calculators are not permitted.

#### Approved models include:

- *Texas Instruments*: TI-30XS, TI-108, TI-503SV
- *Casio*: SL-300SV
- Other models approved for GED, HiSET, and TASC exams.

#### Placement Tools

##### Form 920M Locator:

- 15-minute test with 14 questions.
- Used only for placement into a pretest.
- Available in CASAS eTests and paper format (paper Locators require pre/post-test orders).

##### Form 919M Appraisal:

Can be used alone for placement.  
Not valid as a pretest or post-test.  
Available in CASAS eTests and paper format.

#### Pre- and Post-Testing

- Two parallel forms are available at each of five levels.
- Must use the same series for both pre- and post-tests to ensure reliability and validity.
- Do not mix Math GOALS and Math GOALS 2 series for pre/post-testing.

#### Retesting Guidelines

##### Inaccurate Range (Asterisk \*):

- No scale score is given.

- Retest with the next lower level to obtain valid results.
- For Level A, provide additional instruction before retesting.

#### Conservative Estimate Range (Diamond ♦):

- Indicates possible underestimation of ability.
- Retesting at the next higher level is recommended but not required.
- Agencies may choose to use the diamond score.

#### Post-Test Retesting:

- Students scoring in the diamond range may either use the score or retest at the next level for greater accuracy.

## Casas Reading GOALS 2 for AE Programs

Please refer to this [FAQ document](#) for more details.

### Purpose and Alignment

- Designed for Adult Education (AE) and Adult Secondary Education (ASE) instructional settings.
- Covers five test levels aligned with the College and Career Readiness (CCR) Standards for Adult Education (2016).
- Measures academic vocabulary and higher-order thinking skills.
- Content is based on CASAS Competencies, emphasizing employment-related topics required by WIOA.

### Placement Tools

#### Form 919R Appraisal

- 30-minute test available via CASAS eTests and paper format.
- Recommended for standalone placement (not followed by a pretest).

#### Form 620R Locator

- 20-minute test available only through CASAS eTests.
- Accurately places students into the correct pretest.
- Not available in paper format.

### Scoring Guidelines

#### Inaccurate Range

- Students scoring in this range do not receive a scale score.
- Retest with the next lower level to obtain a valid scale score and NRS level.

#### Conservative Estimate Scores

- May be used for pre- and post-testing.
- Retesting at the next level is optional but may yield a more accurate score.

## The Tests for Adult Basic Education (TABE 13/14)

Due to the wide variation in student skill levels entering AE programs, programs should aim to have all TABE levels available for use.

## Locator

- Programs must first administer the TABE Locator Test to accurately identify the most appropriate test level (L, E, M, D, A) for each student. The Locator results determine which TABE level should be used for the full assessment.
  - Note: This applies to the paper/pencil version of the test. The PC TABE and online versions automatically place students based on their performance.
  - If you're unsure whether a student can successfully complete the Locator test, you may use the TABE Word List to determine if they should be placed directly into Form L (not available online).
- TABE 13/14 includes one Locator test divided into four sections:
  - Reading
  - Mathematics
  - Language
  - Writing

The full Locator takes approximately one hour to complete. Each sub-test helps determine the appropriate content level for the student's full assessment.

## Pre- and Post-Testing

- TABE 13/14 covers Reading, Language, Mathematics, and Writing. Students must be tested in at least two subject areas that align with their educational goals and program focus.
  - Exceptions should be rare and well-documented. For example, a student whose goal involves instruction in only one subject area.
- Programs are required to post-test in at least one of the areas that were pre-tested. However, programs may choose to post-test in multiple areas, depending on instructional focus.
- For students preparing to take GED tests, if using TABE for pre- and post-testing (rather than alternative assessments), the appropriate TABE post-test (e.g., math, reading) should be administered at or before the GED Ready test or GED subtests.
  - Do not wait until students complete their GED tests to administer TABE post-tests.
  - If a student completes one or more GED subtests, they do not need to complete a TABE post-test in that subject.
- Programs should use alternate parallel forms of TABE when retesting the same students to ensure valid results.

Content Levels for the TABE tests:

Content Level	Correlating Grade Level Range
<b>L (Limited literacy)</b>	0-1.9
<b>E (Easy)</b>	2.0-3.9
<b>M (Medium)</b>	4.0-5.9
<b>D (Difficult)</b>	6.0-8.9
<b>A (Advanced)</b>	9.0-12.9

Please note that this table shows the content levels. TABE 13 & 14 no longer reports grade levels; however, it does report NRS levels (along with scale scores). The USED NRS content levels still make a grade level correlation.

- NRS content levels 1 – 4 are equivalent to grade levels 0.0 thru 8.9,
- NRS level 5 is equivalent to grade levels 9.0 – 10.9, and
- NRS level 6 is equivalent to grade levels 11.0 – 12.9.

## ACT WorkKeys

- WorkKeys assessments have **four forms at the same level**.
- When **post-testing**, use an **alternate form** each time until **all four forms** have been administered.
- If all four forms have been used, a **repeat form** may only be reused if **30 days have passed** since it was last administered.
- Using the **same form back-to-back within 30 days** is **not allowed** and constitutes a **test administration error**.
- Only use assessments with "**NRS**" in the title for adult education testing. If "**NRS**" is not in the title, the form is **not approved** for use.

Contact ACT WorkKeys for information on paper and online testing. Review the ACT WorkKeys Accessibility Supports Guide for information about accommodations and/or supports

- The following resources are available to learn more about NRS testing:  
<https://www.act.org/content/dam/act/unsecured/documents/ACT-WorkKeys-National-NRS-Quick-Start-Guide.pdf>
- [Occupational Profile database](#)
- [Matching your WorkKeys Foundational Skills to Jobs](#)
- [ACT WorkKeys Assessments NRS webpage](#)
- [ACT WorkKeys Site Administrators webpage](#)
- [Applied Math Assessment](#)
- [Workplace Documents](#)

Assessment ACT Customer Support is available Monday-Friday (7:00 AM - 7:00 PM) Central Time at 800.967.5539 or [workkeys@act.org](mailto:workkeys@act.org).

## English as a Second Language Approved Assessments for Use in Wisconsin

The following assessments are approved for use in AEFLA supported English as a second language programs.

### Best Plus 3.0

For information on BEST Plus 3.0: <https://www.cal.org/aea/bp/>

The BEST Plus is only administered as a face-to-face computer adaptive interview that assesses a student's oral proficiency. The student responds to questions asked by the tester. The items reflect everyday American life at home, at work, and in the community.

CAL created BEST Plus 3.0 with the following updates:

- Alignment to the 2016 English Language Proficiency Standards for Adult Education (ELPs) and the 2017 National Reporting System Educational Functioning Levels (NRS EFLs).
- A new multi-staged adaptive format underlying the test.
- A new Part B section of the test with new question types, and a new category in the rubric that measures higher proficiency performances.
- Updated question types and images that reflect contemporary life in the U.S.
- A brand new, user-friendly test platform application with cloud-based data storage.
- An easy-access, cloud-based portal to manage the program's test data.

### CASAS Reading Steps

Reading STEPS offers tests at five levels, thus enabling the series to cover in greater depth the full range of ability levels in the English Language Proficiency Standards (ELPS) for Adult Education (2016). Reading STEPS measures academic vocabulary and higher-order thinking skills contained in the ELP Standards. Test content continues to be based on CASAS Competencies to maintain relevance for adult learners, including an emphasis on employment-related topics required by WIOA.

### Locator

- Both the Form 620R Reading STEPS Locator and the Form 619R Reading STEPS Appraisal accurately place students into the correct pretest.
- Both the Locator and the Appraisal are available in CASAS eTests and as paper tests.
- Programs may use the Locator ONLY for placement into a pretest.
- Agencies will not be able to order paper Locators without having ordered paper pre/post-tests from the same series.
- Programs should choose the Appraisal if it will be used alone for placement and will not be followed up by a pretest. The Appraisal can never be used as a pretest or post-test.

### Pre and Posting

The series provides two parallel forms of pre- and post-tests at each of five test levels. These levels provide necessary placement opportunities to ensure the most accurate diagnostic information to guide reading instruction.

Students must be allowed up to the time listed to complete the test, but most students will finish the test in less time. Students may be given additional time as an accommodation under certain circumstances.

- It is essential that pre- and post-testing always occurs within the same series to ensure test reliability and validity.
- Pre test: If someone scores in the high-end conservative-estimate range marked with a diamond (◆), CASAS recommends but does not require retesting at the next higher level. Agencies may choose to use the diamond score. However, the conservative estimate score may underestimate the student's ability. The student can be retested at the next higher level to receive a more accurate score.
- Post-test: Examinees who score at this range on a post-test may choose to either use the diamond score or retest at the next highest test level.

## Retesting

Examinees who score at the inaccurate range do not receive a scale score. Those who score in the inaccurate range of a Level B, C, D or E test should take the next lower test form to receive a scale score and NRS level. If a student scores at the inaccurate range on a Level A test, CASAS suggests additional reading instruction before retesting the student on a Level A test.

See Reading STEPS scale score ranges in Appendix B.

## CASAS Listening STEPS for ESL

Listening STEPS offers tests at five levels, thus enabling the series to cover in greater depth the full range of ability levels in the English Language Proficiency Standards (ELPS) for Adult Education (2016).

Listening STEPS measures academic vocabulary and higher-order thinking skills contained in the ELP Standards. Test content continues to be based on CASAS Competencies to maintain relevance for adult learners, including an emphasis on employment-related topics required by WIOA.

Listening STEPS tests contain three test item types: photo prompt questions, comprehension questions, and next-response questions. Test items are multiple-choice with three response choices at each level. Level A requires a test booklet; however, Levels B through E do not. For examples of the test item types, please see the Listening STEPS Test Administration Manual (TAM). Sample listening items are also available at [www.casas.org](http://www.casas.org).

## Test Administration

For paper testing, administrators need test booklets (only at Level A), answer sheets, a CD player for students to hear the test questions, and pencils with erasers.

Tests at Levels B through E are administered by CD without a test booklet. For online test administration, students need access using a computer, laptop, Chromebook, or iPad, and headphones.

## Locator

Agencies have two placement test options. Both the Form 620L Listening STEPS Locator and the Form 619L Listening STEPS Appraisal accurately place students into the correct pretest. The Form 620L Locator is a 15-minute test with 14 questions. The Form 619L Listening STEPS Appraisal is a 30-minute test with 28 questions. Both are available in CASAS eTests and as paper tests.

Programs may use the Locator ONLY for placement into a pretest. Agencies will not be able to order paper Locators without having ordered paper pre/post-tests from the same series.

Programs should choose the Appraisal if it will be used alone for placement and will not be followed up

by a pretest. The Appraisal can never be used as a pretest or post-test.

### Pre and Post Tests

The series provides two parallel forms of pre- and post-tests at each of five levels. These levels provide necessary placement information and ensure the most accurate diagnostic information to guide English language instruction. Questions in Level A through D repeat the test item one time. Tests at Level E do not repeat test items, thus allowing a shorter testing time for completion of Level E tests.

It is essential that pre- and post-testing always occurs within the same series to ensure test reliability and validity.

### Retesting

Examinees who score at the inaccurate range marked with an asterisk (\*), do not receive a scale score. Those who score in the inaccurate range of a Level B, C, D or E test should take the next lower test form to receive a scale score and NRS level. If a student scores at the inaccurate range on a Level A test, CASAS suggests additional English language instruction before retesting the student on a Level A test.

Pretest: CASAS recommends but does not require retesting at the next higher level if someone scores in the high-end conservative-estimate range marked with a diamond (◆). Agencies may choose to use the diamond score. However, the conservative estimate score may underestimate the student's ability. The student can be retested at the next higher level to receive a more accurate score.

Post-test: Examinees who score at this range on a post-test may choose to either use the diamond score or retest at the next highest test level.

Level B does not give a scale score until item 13, and Levels C, D, and E do not do so until item 14. Students still need to answer enough questions to assess their listening levels reliably.

### TABE CLAS-E Forms C & D

Tabe CLAS-E Forms C & D is a standardized assessment that provides teachers with a reliable, easy-to-use system that accurately identifies the instructional needs of their ESL students. It assesses English proficiency levels to accurately measure students' reading, listening, writing, and speaking skills and is appropriate for all levels of adult ESL. Refer to <https://tabetest.com/> for more information on administering forms C & D. Forms C & D are aligned to the new educational functioning level descriptors. The test formats include multiple-choice and constructed-response items that address a wide range of language skills. TABE CLAS-E is offered both as paper/pencil and online versions.

### Test Administration

An examiner may repeat the prompt for an item only once. Repeating a prompt multiple times or stating the prompt in the student's native language would provide that student an unfair advantage.

See the Speaking Scoring Guide for more details.

### Forms C & D

Estimated times for each section are as follows:

- Reading—26 items, 30 minutes
- Listening—27 items, 30 minutes
- Writing—28 items, 55 minutes
- Speaking—21 items, 25 minutes

## Locator

It is required to administer the Locator Test for accurate initial placement. The Locator Test is not designed to determine NRS Level. Its only function is to point to the most appropriate TABE CLAS–E testing level, and it should not be used for any other purpose.

## Pre and Post testing

TABE CLAS–E offers separate forms (Form A and Form B and the new version Form C and D) for pre- and post-testing. You may alternate the order in which these forms are administered. More information can be found at <https://tabetest.com/tabe-clas-e-blueprint/#>.

## Exit from ESL program- TABE CLAS E Considerations

When deciding if an adult student is adequately proficient in English to transition from an ESL program to an Adult Education (AE) program, programs should consider two types of exit criteria, either one of which may be useful in any particular context. When these criteria have been met, consideration of the student for exit or transition is appropriate. However, no exit or transition should be made on the basis of a single test performance in isolation.

### **Recommended criterion for consideration for exit from ESL instruction**

A student who demonstrates Advanced ESL performance in at least 3 TABE CLAS–E subtests should be considered for exit from ESL instruction to adult basic education instruction.

### **Alternative ESL Exit Criteria Based on Individual TABE CLAS–E Subtests or Totals Forms C & D**

When individual subtest performances are considered, it is appropriate to use a higher criterion than the Advanced ESL performance level.

Under these alternative criteria, we recommend use of the following cut scores for performance on TABE CLAS– E Level 4:

#### **Forms C & D**

- Reading 527
- Listening 533
- Writing 536
- Speaking 568

A student can only achieve an NRS ESL Level 6 on a TABE CLAS–E Level 4 test. The language demands in lower level TABE CLAS–E tests are not sufficiently difficult to reach the “Advanced ESL” (NRS ESL Level 6) functioning level. If a student scores at NRS ESL Level 6 upon the first administration of the TABE CLAS–E Level 4 test, but has not reached the exit score, the student may still show gain if they meet the exit criterion on a second administration. However, if the student scores at the exit criterion or above on the first administration, a higher NRS ESL level could not be obtained on the second administration. In such cases, one should consult the relevant policy for transition to an AE instrument, such as TABE 13/14.

## Distance Education Policy

This policy defines distance education for WTCS AEFLA adult education programs in Wisconsin and provides guidelines for programs to record and report adult learners' distance education hours, including instruction and testing to the appropriate WTCS reporting system. This policy defines how programs can offer courses to distance education learners, defines proxy contact hours, identifies the methods to be used for recording contact hours and proxy hours, outlines information for reporting distance education activities to WTCS and specifies assessment options specifically for NRS- related pre/post assessments (including the TABE, CASAS and BEST/BEST-plus assessments) and does not apply to GED testing.

**WTCS AEFLA-funded adult education programs must follow the processes described in this document to report distance education participation.**

## Distance Education Definitions & Requirements

The federal Office of Career, Technical and Adult Education defines distance education for adult education programs as follows:

- *Distance education is a formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period.\* Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, webinars, videotape, television broadcasts, computer software, web-based interaction, and other virtual or online technologies. Teachers support distance learners through communication via mail, telephone, e-mail, or other web-based technologies or software.*
  - Completion of instructional activities in a computer lab for face-to-face classes does not qualify as distance education and should be reported as face-to-face instruction.

### Identifying Distance Education Learners

The WTCS Office will determine, through providers' reporting, if a participant will be identified for federal AEFLA reporting as a distance learner for the program period. Participant hours in both distance (proxy hours) and face-to-face classroom activities must be reported through the appropriate WTCS reporting system. WTCS will evaluate all participant hours and classify a distance education learner for federal AEFLA reporting as those participants whose overall contact hours, received as proxy hours, are greater than 50 percent.

### Distance Education Curricula

WTCS college providers should only use Adult Education Team-approved curricula for reporting distance education activities. **Submit curricula for course approval utilizing the standard WTCS approval process.**

### Contact Hours by Proxy

Attendance in adult education activities that occur in a distance education format will be recorded as "Proxy" contact hours in the WTCS reporting system. Proxy contact hours can be met in numerous ways including mail, email, telephone, video, web/teleconference, and other ways where participants and program staff can engage and where learner identity is verifiable. In distance education offerings, programs should compute and report the number of proxy hours equal to the number of contact hours a student would receive in a face-to-face delivery of the offering. **Providers should contact the WTCS staff if technical assistance or guidance is needed to ensure that program activities meet distance education guidelines.**

### Identifying and Reporting Distance Education Hours

AEFLA participants must have at least twelve contact hours with the adult education program before they can be counted as a participant for federal reporting purposes. Contact can be a combination of face-to-face and distance education. Learners with fewer than twelve hours of contact should still be reported through the appropriate WTCS reporting system. All contact hours must be documented and verifiable.

## Proxy Hours Record

NRS guidelines require that proxy contact hours be recorded using one of three specified models: clock time, instructor verification or learner mastery. These models are appropriate for different types of curricula, the WTCS Adult Education team has granted flexibility to programs to use more than one proxy hour model.

- **Clock-time:** This model assigns contact hours based on the elapsed time that a learner is connected to and engaged in an online or stand-alone software program that tracks time. The software must provide a mechanism to time-out or log out participants after a preset period of inactivity.
- **Instructor Verification:** This model assigns a fixed number of hours of credit for each assignment based on the instructor's determination of the extent to which a learner engaged in, or completed, the assignment. Contact hours for the instructor verification model are determined and established through a study conducted by the local program according to the following plan:
  - Distance learning materials/resources are chosen;
  - A sample of classes track how long they spend teaching the content, on a unit-by-unit basis;
  - Average times for each unit are calculated from sample classrooms and that time is assigned for proxy contact hours for that unit; and
  - Training is conducted for each new set of educational materials added.
- **Learner Mastery:** This model assigns a fixed number of hours equal to the number of face-to-face contact hours of credit based on the participant's demonstrated mastery of the content of a lesson. This model requires previous engagement by the participant on curriculum and materials related to the test. A high percentage of correct responses on the mastery test earn the credit hours attached to the material.

## Assessment of Distance Education Learners

Distance learners must be assessed under the same guidelines as all adult learners in Wisconsin. Eligible individuals must be pre-tested using any of the NRS compliant tests (i.e., CASAS, TABE 13/14, TABE Clas-E) or placed in AEFLA services through alternative placement. All participants must be post-tested after the appropriate number of hours of instruction specified by the test developer, at the end of the semester, or upon completion of defined curricula. The WTCS Pre- and Post-Testing Adult Education Assessment Policy applies fully to distance learning. Providers implementing **virtual test proctoring** must consult with test publishers to ensure compliance with test publisher guidelines including test administration and data security.

## Considerations for Distance Education

Distance education may not be the right solution for every adult education learner. Identifying the type of adult populations (e.g., AE, ASE, ELL,) to be served and their required minimum NRS-levels, as well as other required competencies, are essential first steps in offering an effective distance education program. For adults to be successful using distance education, they require the appropriate language,

reading, mathematics, and writing skills that will enable them to follow written directions, work independently, and communicate effectively. The selected distance education curricula must also be appropriate for the targeted learner population both in content, context, and level of technical complexity.

The following competencies should be considered when evaluating the appropriateness of distance education for adult learners. While these competencies are not as easily measured as reading, math, and language skills, they may be ascertained through a thorough and comprehensive intake and interview process.

- Motivation
- Self-direction
- Time management skills
- Organizational skills
- Network of support
- Telephone and Internet Access
- Technology knowledge

Technology access and skill should be considered when evaluating the appropriateness of distance education activities utilizing online/web technology.

- Email Account
- Demonstrated ability with basic technology use, such as sending and replying to e-mail; using a Web browser; downloading, opening, and saving electronic files; and filling out Web-based fields and forms.
- Regular access to computer technology with Internet access and use of a personal or publicly available computer.

## Distance Education Resources

WTCS is committed to supporting programs in developing and expanding distance education opportunities. Distance education delivery requires thorough planning and professional development as teaching in a distance education format requires different skills and competencies than face-to-face instructional programs. Program staff may request further technical assistance and training by contacting the Adult Education staff at WTCS.

## Alternative Placement Policy

The Wisconsin Adult Education and Family Literacy Act (AEFLA) program has a history of being a national leader in federal educational and employment outcomes. One way to document AEFLA educational success is the capturing of an educational functioning level gain measured by an NRS approved pre- and post-test assessment (e.g., TABE). Brought on by state and national advocacy efforts, the federal Office of Career, Technical, and Adult Education (OCTAE) has released guidance on the use of alternative placement. Alternative placement allows placement into AEFLA programming designed to result in a Measurable Skill Gain other than the pre- and post-testing gain. Learners in these programs may be exempt from pre- and post-testing. Learners placed in AEFLA through alternative placement will not be included within the state and provider pre-/post-test rate calculations. This policy provides the Wisconsin vision and guiding principles for alternative placement, identifies which programs alternative placement is allowable, and details how local providers of AEFLA services can obtain state approval for local implementation of alternative placement for the 2025-26 fiscal year.

### Vision Statement:

To increase Adult Education access while maintaining program integrity and quality.

### Guiding Principles:

- The following guiding principles govern Wisconsin AEFLA alternative placement.
- Providers must use NRS approved assessments for pre- and post-testing or alternative placement when serving learners under AEFLA.
- Alternative placement may be used in programs designed to reap a Measurable Skill Gain other than the pre- and post-testing gain. The WTCS has identified which programs can use alternative placement as specified in this document.
- Local alternative placement implementation must be monitored and managed through data-informed decision-making to support learner access and success.
- Local adoption of alternative placement must be approved by the WTCS Office prior to implementation.

### Programs Approved for Alternative Placement:

Alternative placement is allowed for programs designed to result in Measurable Skill Gain types other than gains based on pre- and post-testing using a state approved NRS assessment. It is at the state's discretion to identify programs that may use alternative placement. Alternative placement is allowable for the following programs.

**\*Preparatory programs for high school equivalency testing and diploma attainment such as the GED and HSED options.** In alignment with Wisconsin State Legislature [PI 5.03 Eligibility](#) for High School Equivalency Diplomas and Certificates of General Educational Development, learners are required to engage in an assessment of their reading level. Please refer directly to the state statute for more information on the reading assessment. However, programs should also administer placement exams in other competencies as is appropriate for the learners' goals and to inform instruction.

If a learner enters the program having already completed the GED reading subtest, then it is not necessary to administer an alternative assessment in reading. Instead, local providers should administer an alternative assessment appropriate to the GED subtest(s) the learner is striving to successfully pass. Providers may use alternative assessments to achieve this requirement. To align with the policy on NRS

approved assessments, alternative assessments can be carried over to the current fiscal year if the alternative assessment was administered in the previous fiscal year from January 1 to June 30 or if the learner was already being served through alternative placement in the previous fiscal year. Assessments prior to this timeframe are not eligible for alternative placement use. Approved alternative assessments that the provider may administer and use for alternative placement include:

- GED Ready( all subtests)
- GED Subtest ( all subtests)
- TABE Locator ( all subtests)
- STAR Reading
- Fast Bridge
- Scholastics Reading Inventory
- ACT
- SAT
- Next Generation Accuplacer
- Aztec Locator Test
- Edmentum Assessments
- TABE 13/14 ( all subtests)
- ALEKS ( for math placement)

\* The expectation is that all alternative assessments be administered in a proctored testing environment.

Providers should answer the following questions when determining which assessment they will use.

- Does the assessment produce valid and reliable information for instructional placement?
- Is the assessment sustainable, e.g., budget friendly, training on administration and use is available, staff administration expertise exists, etc.
- Is the assessment appropriate for the program and meets the Wisconsin State Legislature [PI 5.03 Eligibility](#) requirements for assessment of reading level?
- Is the assessment appropriate for the learner(s)?

**Workplace Literacy programs which are offered in collaboration with an employer or employee organization at a workplace or an off-site location and are designed to improve the productivity of the workforce.** Workplace Literacy program providers may administer assessments if it supports instructional planning needs and/or assists in determining eligibility of AEFLA services. Providers of AEFLA Workplace Literacy programs are required to engage with employers or employee organizations to determine: learner appropriateness to engage in the program based on AEFLA eligible individual requirements; training milestones the Workplace Literacy program aims to achieve; and instruction and services needed to support the Workplace Literacy program.

**Developmental programs which are offered to learners who are seeking college credential enrollment and who are placed in developmental programs through multiple-measures or who receive a placement test score result below the college cut score for college credential entry.** Multiple measures refer to the use of *various* indicators and sources of evidence to assess student learning and make placement decisions. Rather than relying solely on standardized test scores, multiple measures might include high school GPA, grades in specific courses, standardized test scores, diagnostic assessments, life experiences, and educator recommendations.

## Approval of Alternative Placement Adoption:

Providers of AEFLA services are required to complete a brief narrative via [MS Forms](#) prior to placing learners in AEFLA supported services through alternative placement. The WTCS Office will review the narrative and provide approval for alternative placement within two weeks of receiving the alternative placement narrative. Narratives should be supplied to the WTCS Office on an annual basis prior to local implementation. In addition, providers may make revisions within the fiscal year as necessary, and these revisions should be documented in a resubmission of the narrative.

Providers of AEFLA services who are approved for alternative placement are required to: (1) appropriately report learner data through WTCS Client Reporting; (2) Engage in any required alternative placement monitoring activities; and (3) Ensure staff representation on alternative placement community of practice calls during the 2025-26 fiscal year to share implementation experiences, challenges, and learned best practices with other Wisconsin providers approved for alternative placement. Programs will be required to answer the prompts below if submitting for alternative placement.

## GED & HSED Alternative Placement Prompts:

- Please provide the contact information for the staff who are responsible for local alternative placement implementation.
- As a program, what alternative assessment(s) will you use for your GED/HSED learners (see allowable list above)? Providers may select more than one from the allowable list.
- Will you use the alternative assessment for all your GED/HSED learners? If not, which group of learners will you target? Some examples might include: the alternative assessment will only be used with our GED bootcamp learners; GED and HSED 5.05 learners; GED/HSED Integrated Education & Training programs; Workplace Literacy programs with an employer milestone of achieving a GED/HSED; Family Literacy programs connected to GED/HSED programs; or GED/HSED programs in a correctional setting.

## Workplace Literacy Program Alternative Placement Prompts:

- Please provide the contact information for the staff who are responsible for local alternative placement implementation.
- What employer(s) or employee organization(s) are you partnering with to offer the Workplace Literacy program?
- Describe the employer training milestone(s) that you have identified in collaboration with the employer or employee organization? For example, improved English proficiency using job-related vocabulary and oral communication or the ability to read all plant safety protocols and communicate their meaning to plant management in the event of an emergency.
- Who will participate in the Workplace Literacy program and how will you ensure workplace literacy learners are eligible for AEFLA services ([See Section 3 – Eligible Individuals in the AEFLA Grant Guidelines](#))? For example, the local provider collaborates with an employer to determine the program is targeted for English Language Learners in the safety division of the company who need reading comprehension skill building.

## Developmental Program Prompts:

- Please provide the contact information for the staff who are responsible for local alternative

placement implementation.

- If your institution is using multiple measures to determine placement in developmental programs, what criteria (e.g., high school GPA, grades in specific courses, standardized test scores, diagnostic assessments, life experiences, educator recommendations, etc.) are you using?
- If your institution is using an assessment cut score to determine placement in developmental programs, what assessments are being used and what are the cut scores?
- Describe how the program will ensure that developmental program learners are eligible for AEFLA services. ([See Section 3 – Eligible Individuals in the AEFLA Grant Guidelines](#))

## Alternative Placement FAQs:

Can an alternative assessment be used to capture a pre-/post-test gain? For example, can we pre-test with the Next Generation Accuplacer assessment and post-test with the Next Generation Accuplacer assessment to capture a pre-/post-test gain?

*No. Pre-/post-test gains can only be captured through US Department of Education NRS approved assessments (e.g., TABE, CASAS, etc.) allowable in Wisconsin. Alternative placement is used in programs designed to reap gains other than the pre-/post-test gain.*

Is it all or nothing when it comes to alternative placement. For example, if we use the GED Ready as an alternative assessment for our GED students does that mean we cannot get a pre-/post-test gain if we also administer the TABE to the same GED students?

*No. Providers would still be able to pre-/post-test learners with NRS approved assessments within programs that also allow the use of alternative placement. If a learner is placed into a program using alternative placement and then pre-/post-tested with an NRS approved assessment, then the learner is eligible for a pre-/post-test gain.*

Are English Language Learning students included in alternative placement?

English Language Learning students can be included in alternative placement if they are participating in programs approved for alternative placement.

The WTCS Office evaluates our program each year through the AEFLA risk assessment process. If we do not achieve the state pre-/post-test rate goal, we are “dinged” for low performance. Won’t alternative placement negatively impact our program’s risk assessment outcome?

*No. Learners reported through WTCS Client Reporting as being placed in the AEFLA program through alternative placement will be removed from the denominator when calculating pre-/post-testing rates.*

What are the incentives to implementing alternative placement?

*There are various incentives to implement alternative placement that are beneficial to learners, the AEFLA program, and the community. Below are some examples:*

- *Reduced time to achieving student goals by removing the requirement of a pre-test.*
- *Program retention. Some learners may not return after orientation to complete assessments, some learners may walk out during assessments, some learners may complete assessments but become disgruntled and don’t return to engage in instruction.*
- *Reduction in test anxiety among learners.*
- *Some services don’t provide the amount of instructional time to meet testing companies’*

*recommended hours between a pre-/ and post-testing e.g., Workplace Literacy programs might be 20 hours of instruction to achieve training milestones but testing companies recommend 40 hours of instruction before post-testing.*

Does alternative placement apply to all HSED options?

*Yes. It is important to consider that the Measurable Skill Gain type of passing a GED subtest will only apply to GED programs and the HSED 5.05 which require successful completion of the GED subtests.*

If a learner is placed into the AEFLA program through alternative placement and does not complete an NRS approved assessment, such as the TABE, then what gains are they eligible for?

*Learners placed into the AEFLA program through alternative placement who do not complete an NRS approved assessment are eligible for each gain type with the exception of the pre-/post-test gain.*

*Below is a complete list of Measurable Skill Gain types.*

- *Pre-/Post-test gain*
- *Enrolled in postsecondary education within the program year*
- *Pass a high school equivalency examination subtest*
- *Obtain secondary school diploma/equivalent*

*Additional types for Integrated Education & Training and Workplace Literacy participants:*

- *Postsecondary transcript (pass 12 or more college credits in the program year)*
- *Satisfactory progress report towards milestones from an employer or training provider*
- *Passing technical/occupational knowledge-based exam*

## Appendix A: Accommodations Approved by Test Publishers (List is not exhaustive)

Instrument	<b>Note: Reasonable accommodations are not effectively addressed by a general policy; rather accommodations are best addressed only on a case-by-case basis.</b>
BEST Plus 3.0	Hearing aids Magnifying glass An organization’s disability coordinator may contact the Adult ESL Assessment Team for further assistance at 1-866-845-2378, or <a href="mailto:best-plus@cal.org">best-plus@cal.org</a>
TABE (and CLAS-E) TABE Online	<p>Visual magnifying equipment Large print edition of test Audio amplification equipment Markers to maintain place Mark responses in test book Mark responses on large print answer document Record responses on audiotape Use of sign language for selected response items Use of computer, typewriter, Braille writer or other communication board Use of a speech synthesizer Individual testing or in a small group Use of adaptive furniture Use of special lighting or acoustics Frequent breaks, flexible scheduling Have directions read aloud Use of directions that have been marked with highlighting Use of graph paper Use of a spell checker</p> <p>Untimed test accommodations Pause-test accommodations to allow breaks Font/background color and font size accommodations for students with visual disabilities Use of highlighter Use of screen-reader Online calculator</p> <p>Programs may refer to the Accommodations Classifying Table (2004) or the Guidelines for Test Administration published by CTB/McGraw- Hill LLC for more specific information. Please contact Mike Johnson for further assistance at 630-789-4586, or <a href="mailto:michaeld_johnson@ctb.com">michaeld_johnson@ctb.com</a></p>

<b>Instrument</b>	<b>Note: Reasonable accommodations are not effectively addressed by a general policy; rather accommodations are best addressed only on a case-by-case basis.</b>
<b>CASAS Steps Series and Math Goals</b>	<p>For learners who have documented disabilities, appropriately trained local assessment staff may provide accommodations in test administration procedures based on student documentation.</p> <p>Examples of testing accommodations for CASAS assessments:</p> <ul style="list-style-type: none"> <li>• Read aloud, sign, or translate test directions word-for-word</li> <li>• Read aloud or sign test display, question and answer choices, except when taking a test of reading comprehension. This would interfere with the construct being measured</li> <li>• Use a scribe</li> <li>• Use an adaptive input device to respond to the test</li> <li>• Use a magnifier for paper-based tests</li> <li>• Use large-print paper tests and answer sheets Use a reading tracker/highlighter tool</li> <li>• Use of screen reader assistive technology and tactile graphics test booklets where appropriate</li> <li>• Use a talking calculator for math tests</li> <li>• Allow breaks while testing</li> <li>• Extend test-taking time</li> <li>• Allow flexible test scheduling</li> <li>• Provide a distraction-free testing space</li> </ul> <p><a href="#">Casas Assessments Accommodations and Accessibility Guidelines</a> OR Email <a href="mailto:info@casas.org">info@casas.org</a> to be connected to an accommodations specialist.</p>
<b>ACT WorkKeys</b>	<p>Refer to this guide for information on accommodations and supports.</p> <p><a href="https://www.act.org/content/dam/act/unsecured/documents/WorkKeysAccessibilitySupportsGuide.pdf">https://www.act.org/content/dam/act/unsecured/documents/WorkKeysAccessibilitySupportsGuide.pdf</a></p> <p>Contact Information: <a href="https://www.act.org/content/act/en/contact-act.html">https://www.act.org/content/act/en/contact-act.html</a></p>

## APPENDIX B WI Approved Assessment Instruments and Testing Intervals

Instrument/ Publisher Contact	Approved Forms	Approved Tests	Appropriate NRS Levels	Pre- and Post-Testing Intervals (Publisher Recommended)
<p><b>[Basic English Skills Test] BEST Plus 3.0</b>            Publisher: Center for Applied Linguistics, 4646 40th Street NW, Washington, DC 20016–1859. Telephone: (202) 362–0700. Internet: <a href="http://www.cal.org">www.cal.org</a></p>	<p>Forms 1 and 2 are approved for use on paper and through a computer-based delivery format with adaptive (Part A) and fixed form (Part B) sections.</p>	<p>Oral proficiency only (paper and computer-adaptive delivery format)</p>	<p>All ESL NRS Levels</p>	<p>CAL recommends that BEST Plus 3.0 be given as a posttest after a minimum of 40 hours or one semester of instruction following pre-testing. Learner- and program-related factors may warrant varying from these recommendations</p>
<p><b>CASAS Math GOALS 2</b>            CASAS Support: Jane Eguez <a href="mailto:jeguez@casas.org">jeguez@casas.org</a> 800-255-1036 . 125            Marty Gustafson <a href="mailto:mgustafson@casas.org">mgustafson@casas.org</a> 800-255-1036 x146</p>	<p>Math GOALS Forms:            Level A 921M-922M            Level B 923M-924M            Level C 925M-926M            Level D 927M-928M            Level E 929M-930M</p>	<p>Math GOALS 900 series (e-test and paper)</p>	<p>All Adult Education/ASE NRS Levels</p>	<p>40 hours minimum, recommended after 70-100 hours completed.</p>
<p><b>Casas Listening Steps</b>            Publisher:            CASAS, 5151 Murphy Canyon Road, Suite 220, San Diego, CA 92123–4339. Telephone: (800) 255–1036</p>	<p>The Locator Test and Forms 621/622, 623/624, 625/626, 627/628, and 629/630</p>	<p>Approved for use through paper-based testing and CDs, and through a computer-based delivery format.</p>	<p>ESL 1-6</p>	<p>Administer post-tests, using alternate forms, at the end of a semester, term, quarter, or other substantial block of instruction to document learning gains.            Recommended to test after 70- 100 hours of instruction. Testing should not occur before at least 40 hours of instruction.</p>

Instrument/ Publisher Contact	Approved Forms	Approved Tests	Appropriate NRS Levels	Pre- and Post-Testing Intervals (Publisher Recommended)
<p><b>Casas Reading Steps</b>            Publisher: CASAS, 5151 Murphy Canyon Road, Suite 220, San Diego, CA 92123–4339. Telephone: (800) 255–1036.</p>	<p>The Locator Test and Forms 621/622, 623/624, 625/626, 627/628, and 629/630</p>	<p>Approved for use through paper-based testing and through a computer-based delivery format.</p>	<p>ESL 1-6</p>	<p>Administer post-tests, using alternate forms, at the end of a semester, term, quarter, or other substantial block of instruction to document learning gains.            Recommended to test after 70- 100 hours of instruction. Testing should not occur before at least 40 hours of instruction.</p>
<p><b>TEST OF ADULT EDUCATION: TABE 13/14)</b>            Corporate Owner of the TABE: Data Recognition Corp. (Ripp, Marcus <a href="mailto:MRipp@DataRecognitionCorp.com">MRipp@DataRecognitionCorp.com</a>)</p>	<p>Forms 13 &amp; 14            *Locator is required*</p>	<p>Subject areas:            Basic skills - Reading, Math, Language, Writing            Assessment Types:            Diagnostic, Summative, Formative            Delivery Format: Paper and Pencil, online (Insight)            Scoring: Hand, Local and Online Scoring</p>	<p>All ADULT EDUCATION/ASE NRS Levels</p>	<p><b>Alternate form testing</b>            - <b>AE levels 1-4:</b>            50 to 60 hours of instruction - minimum of 40 hours            - <b>AE levels 5–6.</b>            30 to 59 hours of instruction when post-testing students at  <b>Same form testing:</b>            - All AE levels            60 to 80 hours of instruction</p>
<p><b>TABE CLAS-E</b>            Mike Johnson <a href="mailto:MJohnson@DataRecognitionCorp.com">MJohnson@DataRecognitionCorp.com</a>            630-789-4586  <a href="mailto:mruszkowski@datarecognitioncorp.com">mruszkowski@datarecognitioncorp.com</a></p>	<p>Forms C &amp; D            *Locator is required*            *Seamless transition to TABE 13-14*</p>	<p>Reading            Listening            Writing            Speaking (paper)</p>	<p>All ESL NRS Levels</p>	<p><b>Alternate form testing,</b>            -ESL levels 1-6            50-60 hours of instruction minimum of 40 hours,  <b>Same form testing:</b>            -All ESL levels            60 to 80 hours of instruction</p>

Instrument/ Publisher Contact	Approved Forms	Approved Tests	Appropriate NRS Levels	Pre- and Post-Testing Intervals (Publisher Recommended)
<b>ACT WorkKeys</b> Internet: <a href="http://www.act.org">www.act.org</a> . Unless the assessment title shows "NRS," it is not an approved form to use.	Applied Math – Forms 014, 015, 016, 017  WorkPlace Documents: Forms 018, 019, 020, 021	Applied Math WorkPlace Documents Paper and computer-based	Applied Math – NRS 2-6 Workplace Documents : Levels 2-6	Recommended : 30 hours Minimum: 30 hours

## Appendix C: AE/ASE NRS TEST Benchmarks for Educational Functioning Levels

### CASAS Math GOALS 2 Series - EFL and Score Ranges

NRS Educational Functioning Level	A/B Forms	C/D Forms
1 Beginning Literacy	Enter and Complete	
2 Beginning Basic	Enter and Complete	
3 Low Intermediate	Enter and Complete	
4 Middle Intermediate	Entry into level 4	Enter and Complete
5 High Intermediate		Enter and Complete
6 Adult Secondary		Entry into Level 6

### Old to New NRS Math EFLS and Scale Score Ranges

NRS EFL	Old AE/ASE EFL	Life Skills Math Scale Score	NRS RFL	New AE/ASE EFLS for Mathematics	Math GOALS Scale Score Ranges
1	Beginning Literacy	200 & below	1	Beginning Literacy	193 & below
2	Beginning Basic	201-210	2	Beginning Basic	194-203
3	Low Intermediate	211-220	3	Low Intermediate	204-214
4	High Intermediate	221-235	4	Middle Intermediate	215-225
5	Low Adult Secondary	236-245	5	High Intermediate	226-235
6	High Adult Secondary	246 & above	6	Adult Secondary	236 & above

## ACT WorkKeys: Applied Math and Workplace Documents

Education Functional Level	WorkKeys Scale Scores on Workplace Document Forms 018, 019, 020, and 021	WorkKeys Applied Math Scores on Applied Math Forms 014, 015, 016, and 017
Level 1: Beginning ABE Literacy	N/A	71-73
Level 2: Beginning Basic Education	73-74	74-78
Level 3: Low Intermediate Basic Education	75-77	79-82
Level 4: High Intermediate Basic Education	78-80	83-85
Level 5: Low Adult Secondary Education	81-82	86-87
Level 6: High Adult Secondary Education	83-90	88-90

## TABE 13 & 14 EFLS and Scale Score Ranges

Educational Functioning Level	TABE Scores	TABE Scores
Beginning ABE Literacy (Level 1)	TABE L scale scores <ul style="list-style-type: none"> <li>• Reading: 300 - 441</li> <li>• Mathematics: 300 – 448</li> <li>• Language: 300 – 457</li> </ul>	TABE E scale scores <ul style="list-style-type: none"> <li>• Reading: 310-441</li> <li>• Mathematics: 310-448</li> <li>• Language: 310-457</li> </ul>
Beginning Basic Education (Level 2)	TABE L scale scores (grade level 2–3.9) <ul style="list-style-type: none"> <li>• Reading: 442-500</li> <li>• Mathematics: 449-495</li> <li>• Language: 458-510</li> </ul> TABE E Scale Scores <ul style="list-style-type: none"> <li>• Reading 442-500</li> <li>• Mathematics: 449-495</li> <li>• Language: 458-510</li> </ul>	TABE M Scale Scores Reading 442-500 Mathematics: 449-495 Language: 458-510
Low Intermediate Basic Education (Level 3)	TABE E scale scores (grade level 4–5.9): TABE E <ul style="list-style-type: none"> <li>• Reading: 501-535</li> <li>• Mathematics: 496-536</li> <li>• Language: 511-546</li> </ul> TABE M <ul style="list-style-type: none"> <li>• Reading: 501-535</li> <li>• Mathematics: 496-536</li> <li>• Language: 511-546</li> </ul>	TABE D <ul style="list-style-type: none"> <li>• Reading: 501-535</li> <li>• Mathematics: 496-536</li> <li>• Language: 511-546</li> </ul>

Educational Functioning Level	TABE Scores	TABE Scores
High Intermediate Basic Education (Level 4)	TABE M scale scores (grade level 6–8.9): <ul style="list-style-type: none"> <li>• Reading: 536-575</li> <li>• Mathematics: 537-595</li> <li>• Language: 547-583</li> </ul> TABE D <ul style="list-style-type: none"> <li>• Reading: 536-575</li> <li>• Mathematics: 537-595</li> <li>• Language: 547-583</li> </ul>	TABE A <ul style="list-style-type: none"> <li>• Reading: 536-575</li> <li>• Mathematics: 537-595</li> <li>• Language: 547-583</li> </ul>
Low Adult Secondary Education (Level 5)	TABE D scale scores (grade level 9–10.9): <ul style="list-style-type: none"> <li>• Reading: 576-616</li> <li>• Mathematics: 596-656</li> <li>• Language: 584-630</li> </ul> TABE A <ul style="list-style-type: none"> <li>• Reading: 576-616</li> <li>• Mathematics: 596-656</li> <li>• Language: 584-630</li> </ul>	
High Adult Secondary Education (Level 6)	TABE A scale scores (grade level 11–12): <ul style="list-style-type: none"> <li>• Reading: 617 – 800</li> <li>• Mathematics: 657 – 800</li> <li>• Language: 631 – 800</li> </ul>	

## Appendix D: ELA/IELCE NRS TEST Benchmarks for Educational Functioning Levels

Best Plus 3.0 and TABE Clas E Forms C & D

Refer to the TABE CLAS–E Technical Manual for score ranges for individual reading, writing, listening, and speaking tests for C & D. For a copy, email [mruszkowski@datarecognitioncorp.com](mailto:mruszkowski@datarecognitioncorp.com).

Educational Functioning Levels	Test Benchmarks
Beginning ESL Literacy	BEST Plus 3.0: 88-361 TABE CLAS-E forms C & D scale scores: <ul style="list-style-type: none"> <li>• Reading: 200-354</li> <li>• Listening: 200-348</li> <li>• Writing: 210-384</li> <li>• Speaking: 170-338</li> </ul>
Low Beginning ESL	BEST Plus 3.0: 362-427 TABE CLAS-E C & D scale scores: <ul style="list-style-type: none"> <li>• Reading: 355-388</li> <li>• Listening: 349-389</li> <li>• Writing: 385-414</li> <li>• Speaking: 339-402</li> </ul>
High Beginning ESL	BEST Plus 3.0: 428–452 TABE CLAS-E C & D scale scores: <ul style="list-style-type: none"> <li>• Reading: 389-427</li> <li>• Listening: 390-427</li> <li>• Writing: 415-437</li> <li>• Speaking: 403-436</li> </ul>

Educational Functioning Levels	Test Benchmarks
Low Intermediate ESL	BEST Plus 3.0: 453 – 484 TABE CLAS-E scale scores: <ul style="list-style-type: none"> <li>• Reading: 428-448</li> <li>• Listening: 428-457</li> <li>• Writing: 438-461</li> <li>• Speaking: 437-475</li> </ul>
High Intermediate ESL	BEST Plus 3.0: 485–524 TABE CLAS-E scale scores: <ul style="list-style-type: none"> <li>• Reading: 449-487</li> <li>• Listening: 458-488</li> <li>• Writing: 462-500</li> <li>• Speaking: 476-542</li> </ul>
Advanced ESL	Best Plus 3.0: 525–564 (exit 565 and higher) TABE CLAS-E scale scores: <ul style="list-style-type: none"> <li>• Reading: 488-580</li> <li>• Listening: 489-620</li> <li>• Writing: 501-670</li> <li>• Speaking: 543-760</li> </ul>
Exit Range	Best Plus 3.0 above 565 TabE Clas-E scale scores: <ul style="list-style-type: none"> <li>• Reading: 527</li> <li>• Listening: 533</li> <li>• Writing: 536</li> <li>• Speaking: 568</li> </ul>

<sup>1</sup> BEST = Basic English Skills Test

<sup>2</sup> TABE CLAS–E = Test of Adult Basic Education Complete Language Assessment System – English

<sup>3</sup> Refer to the TABE CLAS–E Technical Manual for score ranges for individual reading, writing, listening, and speaking tests. Table shows only total scores.

## CASAS Reading STEPS Series – EFL and Score Ranges For ESL

NRS Reading Educational Functioning Levels for ESL	Reading STEPS Scale Score Ranges
1 Beginning ESL Literacy	183 and below
2 Low Beginning ESL	184-196
3 High Beginning ESL	197-206
4 Low Intermediate ESL	207-216
5 High Intermediate ESL	217-227
6 Advanced ESL	228-238
Exit Advanced ESL	239 and above

## CASAS Listening STEPS- EFL and Score Ranges For ESL

NRS Educational Functioning Levels for ESL	Listening STEPS Scale Score Ranges
1 Beginning ESL Literacy	181 and below
2 Low Beginning ESL	182-191
3 High Beginning ESL	192-201
4 Low Intermediate ESL	202-211
5 High Intermediate ESL	212-221
6 Advanced ESL	222-231
Exit Advanced ESL	232 and above

## Assessment Forms and Test Times

### Casas Reading Steps

Level	Form Numbers	Number of Items	Test Time*
A	621R-622R	33	30 minutes
B	623R-624R	36	50 minutes
C	625R-626R	36	75 minutes
D	627R-628R	36	75 minutes
E	629R-630R	36	75 minutes

\*Students must be allowed up to the time listed to complete the test, but most students will finish the test in less time. Students may be given additional time as an accommodation.

### Casas Listening STEPS

Level	Form Numbers	Number of Items	Test Time*
Level A	621L-622L	33	28 minutes
Level B	623L-624L	36	45 minutes
Level C	625L-626L	39	52 minutes
Level D	627L-628L	39	56 minutes
Level E	629L-630L	39	38 minutes

\*Students must be allowed up to the time listed to complete the test, but most students will finish the test in less time. Students may be given additional time as an accommodation.