

BASIC EDUCATION FOR ADULTS CURRICULUM GUIDE

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Place your hard copy here

Section 1

GOALS

AND

PHILOSOPHY

BASIC EDUCATION FOR ADULTS

Program Plan

In order to better serve adult learners and Washington State, the Basic Education for Adults system will follow the Workforce Innovations and Opportunity Act (WIOA) Guiding Principles as stated June 2015:

VISION

All Washingtonians, particularly those with barriers to employment, will have access to innovative, high quality 21st Century workforce training and education programs and support services that provide the knowledge, skills and credentials necessary for securing living-wage employment that strengthens the state and local economies.

MISSION

Washington state's workforce investment system improves the quality and labor market relevance of workforce investment, education and economic development to provide the state's workers with the skills and credentials necessary to secure and advance in employment with living-wages and provides the state's employers with the skilled workers needed to prosper in the global economy.

GOALS

Meet the needs of employers by implementing and scaling guided college and career pathways that provide targeted, accelerated workforce investment activities through state-wide workforce development system that increases the employment, retention, and earning of participants, and increases attainment of recognized industry and postsecondary credentials by participants, and as a result improves the quality of the workforce, reduces welfare dependency, and increases economic self-sufficiency.

Align investments in workforce, education and economic development to regional in-demand jobs by providing access to a high quality statewide system of one-stop centers which directly provide navigational and targeted employment services and connects customers to work-related training and education.

Expand opportunities for employers and participants to engage in integrated learning and work experience activities that provide internships, job shadowing experiences, apprenticeships, employer led class projects and training a part of workforce education experiences.

Washington State Minimum Basic Education for Adults Components Chart



PENINSULA COLLEGE BASIC EDUCATION FOR ADULTS ATTENDANCE AND PROGRESSION GUIDELINES

Basic Education for Adults Mission Statement

The mission of the adult education system is to provide research-proven instruction and college and career readiness pathways that allow adults to master academic and technical skills to attain their career and educational goals and successfully navigate education and employment opportunities.

I. Attendance

- A. Students are partners with Peninsula College in completing this mission.
- B. Attendance is the single biggest indicator of success in BEdA programs. Therefore, students are strongly encouraged to attend (in person or online) 100% of their classes.
- C. If students do not complete at least 50% of their assignments by Week Six of the quarter, they may be dropped from current instructional rosters and will need to register for the next quarter.
- D. Students are encouraged to discuss special circumstances with their instructors.

II. Progress Requirements

- A. Students are expected to make reasonable academic progress. Progress will be based on a minimum of one *CASAS* level achievement (5 point gain) or reading improvement of five points on the *CASAS* assessment within a maximum of 100 of instructions.
- B. Students who enter a class in the Basic Education for Adults program with no verified learning disabilities are expected to make ***reasonable academic progress***. Progress will be based on a minimum achievement of ***one CASAS level achievement (5 point gain) or reading improvement of five points on the CASAS assessment*** within a ***maximum of 100 hours of instruction***. Standardized tests, teacher-observations, portfolio assessment, and checklists may be used to document either progress or lack of progress. Regular attendance and effort are the responsibility of the student and do not influence the progress requirement or timeline for meeting the requirement.

- C. Students with verified and documented educational disabilities must demonstrate the same progress as other students with or without reasonable accommodation, such as additional time, etc. It is the **responsibility of the student** to provide documentation of an educational disability to the college.
- D. If a student enrolls and is placed in those classes or Basic Education for Adults programs which are deemed appropriate, but the student does not make progress as defined above, a meeting between Basic Education for Adults program staff and the student with his/her advocate will be held to apprise them of the problem and identify possible strategies or alternatives. A meeting to discuss possible options may also include the college's counseling staff and those agency personnel who are engaged in a particular individual's program. A referral to another education program that has a higher likelihood of success or another appropriate alternative service would be recommended. If there is no academic progress, the student would be dropped from the Basic Education for Adults program.
- E. Students who re-enter a Basic Education for Adults program after one or more quarters must reach their prior exit levels within 75 hours of instruction or they may be dropped from the program and referred to other community agencies or programs.
- F. Peninsula College does not currently have any special classes or sheltered workshops to serve students with developmental disabilities or extreme learning problems. Such classes are not consistent with the federal eligibility definitions of the Adult Education and Family Literacy Act. The staff training requirements, student-teacher ratios, learning materials and structured learning experiences in such special programs are dissimilar to those provided in Basic Education for Adults and HSE classes even though Basic Education for Adults and life skills may be taught in both settings.

Revised 8-2015

Peninsula College

Basic Education for Adults Program

Instruction in Basic Education for Adults (including reading, writing, mathematics, and communication) and in English for non-native speakers (including listening, speaking, reading, writing and math) is available in the Basic Education for Adults Center (MAIER HALL, E148) on the Port Angeles campus and in Forks, Sequim, and Port Townsend campuses. Basic Education for Adults/HSE classes are also offered to inmates at the Jefferson County Jail, Clallam County jail and tribal sites as requested. Instruction in Basic Education for Adults (also known as Adult Basic Education), preparation for the High School Equivalency Testing (General Educational Development-GED, High School 21+ Diploma and classes in English Language Acquisition (ELA) are offered to students who need help with Basic Education for Adults before starting their college experience or who simply want to upgrade their skills for employment, school, or personal goals.

BEa - Basic Education for Adults

Instruction is provided in fundamental academic and pre-occupational skills for adults with an emphasis on reading, math, writing skills and communication skills (listening and speaking). This program is for adults 18 years of age or older who do not have a high school diploma or who wish to upgrade their basic education. Students 16-18 years of age must have parent or guardian permission to enroll. A parent or guardian must verify that the student is no longer attending or is not enrolled in public school.

HSE - High School Equivalency

Washington State uses the GED (General Educational Development) Tests for any students who are 16 years of age or older and who do not have a high school diploma. Students may prepare to take the GED Tests at any class location. Students may participate in general classroom instruction, small group work, computerized instruction, individualized instruction with an instructor and/or self-paced independent work. Students prepare to take the four parts of the examination. In January, 2014, a new edition of the GED Tests went into effect. The 2014 GED Test series will include four subject area tests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. The test will be delivered and managed on computers. There is no print version of the new test. A certificate is given by the state upon successful completion of the exam.

The term "GED" outside of the testing arena is not applicable. GED is a trademark name. Washington State Board of Community and Technical Colleges (SBCTC) includes teaching to the GED test as part of the direction of High School Equivalency (HSE) programs.

HS21+ or High School 21+ Program

Effective program year 14-15, Peninsula College joined other colleges in Washington State, to provide the HS21+ program. Please go to [http://sbctc.ctc.edu/college_education_services/adult_basic_education_\(ABE\)/HS21+_web/links](http://sbctc.ctc.edu/college_education_services/adult_basic_education_(ABE)/HS21+_web/links) for general information. Contact Bunnie Hesington at bhesington@pencol.edu or 417-6512 for specific details.

**ELA - English Language Acquisition
(formally known as ESL - English as a Second Language)**

Adults for whom English is not the first language may benefit from classes in listening, reading, math, writing, speaking of English. Instruction that will lead to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education or training or lead to employment.

All programs are available in both Clallam and Jefferson counties. Contact one of the following centers for more information:

Port Angeles Campus (Maier Hall, E148)	417-6380
Sequim Education Center (Corner of Sequim Avenue and Spruce)	683-5023
Port Townsend Campus (Fort Worden) (298 Battery Way)	531-4112
Forks Campus (481 S. Forks Ave)	374-3223

BASIC EDUCATION FOR ADULTS CURRICULUM

I. INTRODUCTION

Basic Education for Adults (BEaA) instruction is offered to students interested in upgrading their Basic Education. BEaA is a separate focus of instruction from HSE instruction and is designed to serve the remedial needs of adults whose Basic Education for Adults are below secondary level. Students enter this course with a variety of needs which may include: to prepare to enter a HSE program, to improve reading, writing, math skills, and or communication (listening and speaking) skills to improve employability, for personal growth, and/or to meet entrance requirements of vocational programs and college level classes.

BEaA is a non-credit course which meets at various times at each program location. The program offers remedial work in reading, writing, math, and general life skills including use of community resources, consumer economics, and occupational knowledge. Instruction is provided on CANVAS or other electronic technology. Textbooks and other materials are provided for in-class use and the students are under no obligation to purchase their own books.

English Language Acquisition (ELA) is a second part of the Basic Education for Adults program. ELA classes are for adult learners who are non-native speakers of English. Classes are designed to take the learner from the very beginning to a knowledge and control of many of the essential structures of English.

Four basic language skills are emphasized in ELA. Speaking and listening are stressed in the ELA I and ELA II classes, and reading and writing skills are added in the ELA III, IV, and V classes. Classes and lessons are constructed with the principles of variety and development in mind with the development of basic vocabulary and English structure as essential components of instruction.

II. COMMENTS ON COURSE ACTIVITIES AND DESIGN

A variety of methods of instruction is used in each class depending upon the student's individual needs and learning style as well as the course offerings. These include, but are not limited to: general classroom instruction, small group work, individualized instruction with an instructor, computer-assisted instruction, and self-paced independent work. Volunteer tutors may be provided to assist the student in his/her work.

Each student is assessed upon entry using the CASAS appraisal, and then a CASAS pre-test. Each student's strengths and weaknesses are determined on the basis of the results of the assessments and the student is then placed in classes according to his/her level. Student needs, interests, and goals guide the teacher in the selection of materials and instructional strategies.

III. PREREQUISITE KNOWLEDGE AND SKILLS

There are no academic prerequisites for the Basic Education for Adults/ELA program; however, students must be at least 19 years of age, or, if 16 or 18 years of age have parent/guardian permission and verification that the student is no longer attending or enrolled in compulsory education. Students who are 16 to 20 years of age may also attend upon referral (in writing) from an area high school. A commitment to attend regularly is encouraged. Also, students must be able to demonstrate reasonable progress toward instructional objectives in order to stay in the program.

IV. EVALUATION

Each instructor is responsible for on-going monitoring, evaluation, and advising for each student to guide the students in their work. Exit and progress standardized assessments are used to determine movement to the next level of Basic Education for Adults/ELA or out of Basic Education for Adults/ELA.

V. INSTRUCTIONAL GOALS AND OBJECTIVES

Each program location has a copy of Peninsula College's Basic Education for Adults Curriculum Guide, and it is the responsibility of each instructor to familiarize him/herself with the course outlines and College and Career Readiness Standards for Adult Education. Each student's course of study and educational plan will differ and the instructor will choose objectives that fit the student's needs.

Transitions from Basic Skills : Successful Completions 0.7 or above

Source: IR/hr : Data Warehouse

Prepared: Aug 2015 Hal Royalty

All Basic Skills students

Cohort Year	Headcount	Transition Year					Total
	No Transition	2010/11	2011/12	2012/13	2013/14	2014/15	
2010/11	273	73	8	5	6		365
2011/12	179		75	7	2	1	264
2012/13	202			69	7	4	282
2013/14	171				28	6	205
2014/15	148					3	151

ABE/GED students

Cohort Year	Headcount	Transition Year					Total
	No Transition	2010/11	2011/12	2012/13	2013/14	2014/15	
2010/11	192	72	8	4	6		282
2011/12	135		75	6	2		218
2012/13	173			67	7	4	251
2013/14	150				27	6	183
2014/15	110					2	112

ESL students

Cohort Year	Headcount	Transition Year					Total
	No Transition	2010/11	2011/12	2012/13	2013/14	2014/15	
2010/11	81	1		1			83
2011/12	44			1		1	46
2012/13	29			2			31
2013/14	21				1		22
2014/15	38					1	39

Transitions from Basic Skills : Successful Completions 0.7 or above

Source: IR/hr : Data Warehouse

Prepared: Aug 2015

Cohort Year	Percentage	Transition Year					3 Year Total
	No Transition	2010/11	2011/12	2012/13	2013/14	2014/15	
2010/11	74.8%	20.0%	2.2%	1.4%	1.6%		23.6%
2011/12	67.8%		28.4%	2.7%	0.8%	0.4%	31.8%
2012/13	71.6%			24.5%	2.5%	1.4%	28.4%
2013/14	83.4%				13.7%	2.9%	16.6%
2014/15	98.0%					2.0%	2.0%

Cohort Year	Percentage	Transition Year					3 Year Total
	No Transition	2010/11	2011/12	2012/13	2013/14	2014/15	
2010/11	68.1%	25.5%	2.8%	1.4%	2.1%		29.8%
2011/12	61.9%		34.4%	2.8%	0.9%		38.1%
2012/13	68.9%			26.7%	2.8%	1.6%	31.1%
2013/14	82.0%				14.8%	3.3%	18.0%
2014/15	98.2%					1.8%	1.8%

Cohort Year	Percentage	Transition Year					3 Year Total
	No Transition	2010/11	2011/12	2012/13	2013/14	2014/15	
2010/11	97.6%	1.2%		1.2%			2.4%
2011/12	95.7%			2.2%		2.2%	2.2%
2012/13	93.5%			6.5%			6.5%
2013/14	95.5%				4.5%		4.5%
2014/15	97.4%					2.6%	2.6%

Section 2

ENROLLMENT

BEaA COURSE DESCRIPTIONS

BASED 001 1-8 credits (with a maximum eight credits per learner per year)

Educational Interview

Course for adult and family literacy students in all competency levels. A maximum of 4 credits per learner per year for course outcomes that include orientation to the program, its resources, and services; current student abilities, characteristics, styles, and readiness to learn; student's personal, educational, and employment background and interests; student's skill gaps, learning deficiencies, and difficulties; barrier identification with strategies, recommendations, and interventions for improvement; student's long-term and short-term goals; identification of the skills needed to reach those goals; and a plan of action for the student to achieve the goals (personal learning/action plan). An additional 4 credits for a maximum of 8 credits per student per year for course outcomes that include portfolio development for assessment of competency that integrates Basic Education for Adults instruction in reading, writing, listening, speaking, and/or math.

BASED 004 1-17 credits

Adult Basic Education I

Small groups, individualized instruction, tutoring, and hands-on learning experiences to provide Basic Education for Adults in reading, writing, mathematics, social studies, science, work-and-study skills, and computing. Permission of instructor required.

BASED 005 1-17 credits

Adult Basic Education II

Small groups, individualized instruction, tutoring, and hands-on learning experiences to provide Basic Education for Adults in reading, writing, mathematics, social studies, science, work-and-study skills, and computing. Permission of instructor required.

BASED 006 1-17 credits

Adult Basic Education III

Small groups, individualized instruction, tutoring, and hands-on learning experiences to provide Basic Education for Adults in reading, writing, mathematics, social studies, science, work-and-study skills, and computing. Permission of instructor required.

BASED 007 1-17 credits

Adult Basic Education IV

Small groups, individualized instruction, tutoring, and hands-on learning experiences to provide Basic Education for Adults in reading, writing, mathematics, social studies, science, work-and-study skills, and computing. Permission of instructor required.

BASED 008 1-17 credits

High School Equivalency (HSE) Preparation I

Introductory course for students to begin preparation to take the General Educational Development (GED) test. Individualized, computer, and small-group instruction is provided. Permission of instructor required.

BASED 009 1-17 credits

HSE Preparation II

Intermediate course to assist students in preparing for the General Educational Development (GED) test. Individualized, computer, and small-group instruction is provided. Permission of instructor required.

BASED 010 5 credits

HSE Reading

Prepares students to take Social Studies, Science, and Literature and Arts sections of GED Test. Permission of instructor required.

BASED 011 5 credits

HSE Writing

Prepares students to take writing skills section of GED Test. Includes sentence structure, spelling, punctuation, capitalization, and essay writing. Permission of instructor required.

BASED 012 5 credits

HSE Mathematics

Prepares students to take mathematics section of GED Test. Includes fractions, decimals, percents, algebra, and some geometry. Permission of instructor required.

BASED 013 1-16 credits

English Language Acquisition /English-as-a-Second Language I

For persons for whom English is a non-native language. Includes practice in reading, writing, speaking, listening, pronunciation, and interaction skills. Permission of instructor required.

BASED 014 1-16 credits

English Language Acquisition/English-as-a-Second Language II

For persons for whom English is a non-native language. Includes practice in reading, writing, speaking, listening, pronunciation, and interaction skills. Permission of instructor required.

BASED 015 1-16 credits

English Language Acquisition/English-as-a-Second Language III

For persons for whom English is a non-native language. Includes practice in reading, writing, speaking, listening, pronunciation, and interaction skills. Permission of instructor required.

BASED 016 1-16 credits

English Language Acquisition/English-as-a-Second Language IV

For persons for whom English is a non-native language. Includes practice in reading, writing, speaking, listening, pronunciation, and interaction skills. Permission of instructor required.

BASED 017 1-16 credits

English Language Acquisition/English-as-a-Second Language V

For persons for whom English is a non-native language. Includes practice in reading, writing, speaking, listening, pronunciation, and interaction skills. Permission of instructor required.

BASED 018 1-16 credits

English Language Acquisition/English-as-a-Second Language VI

For persons for whom English is a non-native language. Includes practice in reading, writing, speaking, listening, pronunciation, and interaction skills. Permission of instructor required.

S B C T C

Washington State Board for
Community & Technical Colleges

Written Processes and Procedures

Each Local Provider must have the following items documented:

- a procedure for requesting and collecting Social Security Numbers (including how to deal with missing numbers) and documenting informed consent to use the SSN for data-matching purposes
- written definitions for all data elements, including demographic measures and contact hours, and has provided them to all appropriate staff
- use of state-approved standard forms (electronic or paper) for collecting student information (e.g., intake, goals, attendance) that include all NRS and required state measures and have correct NRS and state definitions and categories
- that it has staff with clear responsibility for data collection, for data verification and analysis, and for data entry
- written procedures for correcting errors and resolving missing data with correct information

These documents should be kept on file and updated as changes in staff, responsibilities, and procedures occur.

3/29/11

S B C T C

Washington State Board for
Community & Technical Colleges

Admission and Registration Forms versus Intake Forms-Compliance Issues

Federal Civil Rights legislation prohibits using factors such as gender, marital status, family makeup, income, race, or ethnicity as admission eligibility criteria that discriminate against potential Basic Education for Adults students.

Regardless of the Admission or Registration forms a college or Community-based Organization (CBO) has for people to apply for admission to the program(s) or to register for classes, requests for race/ethnicity, gender, disability, income, family make-up, religious preference or other similar information must be clearly labeled as optional and not required for acceptance into the program. Otherwise, the perception is that these factors may be used as admissions requirements.

Recent Office for Civil Rights monitoring visits found some Basic Education for Adults providers appeared to be in violation of this rule because they use the same form for admittance to the program (Admission or Registration) and for intake into Basic Education for Adults classes, without clearly stating what information is required for admission and/or registration, and what the prospective student may choose not to provide. If the form is also used to determine tuition charges for college-students, they **cannot require Basic Education for Adults students** to answer questions about residency and immigration status.

The only criteria that may be used to determine admission into an Basic Education for Adults program are that the person is at least 16 years of age, is not enrolled in secondary school, is not in this country on a student visa, and either has educational needs below the high school completion level or lacks proficiency in English.

The sample "Intake Form" in WABERS+ assumes the individual already has been accepted into the Basic Education for Adults program and, therefore, requests demographic information we are required to report about participants in the program:

- | | |
|---|---|
| <input type="checkbox"/> Birth date (to calculate age) | <input type="checkbox"/> Disability Status |
| <input type="checkbox"/> Zip Code (to determine rural/urban status) | <input type="checkbox"/> Public Assistance Status |
| <input type="checkbox"/> Race/Ethnicity | <input type="checkbox"/> Employment Status |
| | <input type="checkbox"/> Educational Goals |

The National Reporting System (NRS) for Adult Education requires Basic Education for Adults providers to collect and report descriptive measures, including "student *demographics*, student *status* in several areas, and *goals* for attending." The demographics are optional for the student, but not for the Basic Education for Adults program! **If the student does not self-report the information, the program is required to make a determination for reporting purposes.** For example, the NRS definition for race/ethnicity is: racial or ethnic category to which the learner self-identifies, *appears to be*, or is assigned. ~~The original admission and registration forms together~~ The **Intake Form cannot be combined with any of these other forms** because of the different requirements for data collection and use. Because of this, it is important to maintain a clear separation between admissions or registration criteria and required Basic Education for Adults data.

3/29/11

STUDENT FORMS & THEIR USES

The student folder contains documents to help us maintain continuity of service for the student, to coordinate among various staff members' efforts, and to track the student's progress and history through the CASAS, HSE, HS21+ and WABERS+ processes. All instructors should use these forms. See "Student Form" folder list below, page 14. To obtain multiple copies of the most-recent version of each form, contact our office. With exceptions as noted, you may use copies of the forms in the Basic Education for Adults Curriculum Guide.

STUDENT'S GOALS FOR THIS QUARTER, Educational Interview

Required for every student for **every quarter** of enrollment. This form will be included in audits of our program's compliance with assessment and outcomes.

NOTE: There are different forms for Basic Education for Adults (P. 26-27) and ELA (P. 28), and Hispanic P. 29).

SBCTC

Washington State Board for
Community & Technical Colleges

Goal Setting (memo 3-2011)

Determine each new student's reason(s) for entering the Basic Education for Adults program, i.e. to Improve English language skills, to brush up math or writing skills to pass the college placement test, to get a better job, to earn a HSE, etc.

Programs should have a goal-setting process whereby students meet with teachers or an intake counselor to help identify and set goals for instruction. The best time for this process is to occur is when the learner first enters the program. The goal-setting should help learners set both a realistic timeline for attaining each goal and a means for determining whether the goal is achieved. Since learners often change their goals after they begin instruction, it is often advisable to extend goal setting over additional orientation sessions during the first few weeks of class. – *NRS Implementation Guidelines*

Establish an educational plan to help the students identify and achieve goals. This may involve setting short-term goals that are achievable within the program year. Detailed long-term and short-range student goals must be kept on-file in the student folder.

Setting the timeline and evidence of achievement will help the learner realize whether the goal is short of long term and whether it is achievable. For example, when learners enter a program, many of them state very broad goals, such as attaining a HSE or getting a job. Breaking the goal down into discrete steps—with short- and long-term milestones along the way—establishes a series of goals that help learners and teachers design instruction an identify the appropriate goals for NRS purposes. – *NRS Implementation Guidelines*

Enter the goals into WABERS+ so they can be date matched. Each program will be accountable for whether the learner achieves these goals, so the goal-setting process should consider whether there is a realistic change the student can achieve the goal during the current reporting period. Enrolling in post-secondary education and finding or keeping a job must happen within three quarters of the end of the program year (the following winter). Earning a HSE or high school diploma must happen within two quarters of the end of the program year (the following fall).

Goals are no longer entered into WABERS+, but SBCTC still expects us to have a goal setting process.

STUDENT ACTIVITY LOG

To keep a chronological records of staff actions and thoughts; intake information prompts the instructor for particular student situations (educational attainment, student situations which could help us access program funding, student medications). Forms: For Basic Education for Adults and ELA (P. 30)

STUDENT INFORMATION SUMMARY

To keep basic information about the student in the student folder; facilitate a full and complete transition student process; record the initial CASAS scores, dates, and placement levels; college placement scores, if known; a record of the student's progress on their GED testing; and a summary of levels completed (to help prevent registering a student again for a level which has been reported as completed).

NOTE: There are different forms for Basic Education for Adults (P. 22 & P. 23) and ELA (P. 24 & P. 25).

REGISTRATION FORM

Careful completion of the Student Registration form is important for two reasons, both of which have to do with **funding**. Keep a copy in the permanent student folder and submit the original to the Port Angeles campus Basic Education for Adults Office. The form (sample only-P. 16) is used to:

1. Calculate FTE's which translates into the **state funds** that the program receives. This calculation is based on the number of credits that a student enrolls in and not the total number of students. The state also uses the class Transition Planning information to track Basic Education for Adults students who move to another level or who move into a training program or other academic classes.
2. Report information for the **federal funds** the college receives for Basic Education for Adults. The feds are not interested in the number of credits a student enrolls in, but they are interested in the total headcount and specific information about the types of students the college has, i.e., **ethnicity, level, attendance hours, employment status, etc.** They also want to know how students are progressing and whether or not they are being retained in the program long enough to meet their goals and/or demonstrate progress.

LEGIBILITY ON THIS FORM IS IMPERATIVE.

REGISTRATION FORM - CONTINUED

Student responsibilities:

1. The student completes the top portion form (signature and above).
2. All underage students **must** obtain their Parent/Guardian signature.

Student signature (required as follows):

- a. Release of academic information, records, and/or school/work progress between the Basic Education for Adults Program of Peninsula College, its extension sites, and related personnel and the agencies or institutions who have access to these records, or who may require access to these records.
- b. The student reads the compliance wording.

Parent signature (required as follows):

- a. For all students ages 16-18 years (unless the 18 year olds class has graduated).

Instructor responsibilities:

1. Instructor circles/checks off the Quarter at the top right block.
2. The instructor reviews the top portion with the student, ensuring it is complete.
3. Per SBCTC policy memo (section 2, page 4), ensure an ethnicity is selected for entry into WABERS+.
4. **Fill in Level Placement (All Students)** Using WABERS+, insert last test levels in the "Level Placement-All Students" block. Leveling info is provided on the form. Speaking and or Writing levels may be submitted, only, for new students if CASAS is not completed in a timely manner.
5. **For ELA Students Only:** Determine whether the potential student has a STUDENT visa. We **cannot** enroll anyone with a student or tourist visa. If you have any questions, please contact Laura Brogden. There is a special circumstance for possibly letting them attend class, but not be enrolled.
6. **Tuition check-off Section:** When determination of Self Pay or Waiver/Scholarship is made, ensure the correct block is checked off. The registration form will be sent back if this is not completed.
7. **WABERS+ pre/post testing check-off section:** If you know pre/post testing is complete, check 'YES' (verify on WABERS+). Check 'NO' if special circumstances apply, such as, student didn't get test done first day and they disappeared.
8. **WABERS Educational Interview and Class-time hours.** Requirements are described in Section 5.
9. **End of Quarter.** Volunteer tutor sign-in sheet reminder

Office responsibility:

1. **Course enrollment:** From the quarterly course code sheet, the Office will enter the appropriate course codes and credits.

STUDENT INTAKE FORM

This form, section 2, page 17, complies with State and Federal regulations (See the SBCTC policy memo, Section 2, page 4).

Instructor responsibilities:

1. Ensure the forms are completed as instructions indicate.
2. The Intake and New Student Information form must be submitted to the office along with the registration form.
3. If none of the new forms are used, the old forms will be returned for completion of new forms.

Student responsibilities:

1. Complete the SSN, SID, Quarter, Name, and Instructor Name sections.
2. WABERS+ Intake. See chapter 5 for the WABERS+ Intake Form Definitions.
 - a. **Student entry status.** Select any that apply.
 - b. **Employment.** A required federally-reportable item. The definitions are provided in Section 5 "WABERS+."
 - c. **Degree or Level of School Completed, and Type of Schooling.** A required federally-reportable item effective Winter 2012.
 - d. **Social Security Number Disclaimer.** Release of information to the Washington State Board of Community and Technical Colleges for recording and reporting purposes. Student's social security number will be used for reporting personal information solely related to their academic progress to SBCTC. Student may revoke consent for use of their social security number at any time. By checking "No" the student stays off the state reports.

Social Security Number is needed from new students only. Returning students only need to supply their Peninsula College student I.D. number. Students interested specifically in obtaining their HSE must supply a SSN (if they have one) for WABERS+ reporting purposes. Currently the SSN is our only link for receiving state credit for student employment and obtaining their HSE. The office will contact the instructor to verify that the student does not have or won't provide a Social Security Number. Missing Social Security Numbers are reviewed quarterly and verified on WABERS+.

NEW STUDENT INFORMATION FORM (or a returning student after 1+ years)

NEW students, or returning students, after an absence of a year or more, answer the four demographic questions for the state goal setting requirements. This form, New Student Information form for ALL students is found on page 19 A Spanish version of the form, page 20, is available. The questions are an integral part of the College system especially if the student is planning on graduating with a certificate or degree.

ADULT LEARNER'S ATTENDANCE AGREEMENT FORM

Informs the student about our expectations of them while involved in the program. All students must read the agreement which includes programs, attendance, and progress expectations. Calls the student's attention to common strengths and challenges for adults returning to their education. Keep in form in the permanent student folder. The form is found below on page 20. Ask the BEdA Office for a Hispanic version (no sample provided).

WRITING SAMPLE

Completed at original student intake time. Not a WABERS+ placement although it is required for student files and monitoring purposes—Primary purpose is instructional. The form is found on page 21.

The writing sample provides a look at the student's writing abilities while also helping the student, and us, to focus on the student's goals (the writing sample subject suggestion).

Also use the writing sample to establish the program instructional level and ensure it is marked in the "Level Placement" block on the registration form.

INFORMATION-RELEASE AUTHORIZATION

The form is required in order for Peninsula College to send or request student information. Use the form for underage students, or students who have agencies requiring information, etc.. See form on page 31.

BASIC EDUCATION FOR ADULTS CLASS SCHEDULE

Can be presented to the student to help them remember which classes they are taking and when those classes meet. This schedule and form will vary from site to site. No sample provided.

HS21+ Forms

These forms are managed by the HS21+ Educational Planner. Students interested in the program need to meet with the Educational Planner. No samples provided.

S B C T C

Washington State Board for
Community & Technical Colleges

Tuition Waiver Policy & Procedures for Basic Education for Adults Programs

Tuition Fee & Waiver

- Basic Education for Adults, English as a Second Language and HSE Preparation students pay \$25.00 per student per quarter. Colleges may waive the \$25 charge for students who are unable to pay. This waiver is included in the 35% Legislative limit.

Coding

- Basic Education for Adults, English As A Second Language, And high school equivalency Preparation (fee pay status - payments - 92, waiver - 32)

Basic Education for Adults Waiver Policy Requirement

- All Basic Education for Adults providers are required to develop, implement and maintain an Basic Education for Adults Waiver Policy statement/document that details the process and requirements for students requesting a waiver.
- Students requesting a waiver will be required to complete and sign a program waiver form quarterly. No further documentation will be required unless specified in a program's individual Tuition Waiver Policy statement/document. Waivers will be submitted to the appropriate program designee for approval, and approved waiver forms will then be retained as described in the program's Waiver Policy statement/document for 7 years per federal requirements.

BASIC EDUCATION FOR ADULTS TUITION POLICY STATEMENT AND GUIDELINES

All Basic Education for Adults students are charged \$25 tuition per student, per quarter. For those students who are unable to pay, there is a tuition waiver or scholarship available. The "Application for Tuition Assistance" is found on page 15. Also screen for the Worker Retraining program. This form is updated annually and the form can be found on the PC Web site.

As part of the Transition Planning process, we must determine (on a student-by-student basis) how the \$25 tuition is to be paid each quarter. The options are as follows:

- A student self-pays the tuition.
- A student accesses BFET funding to cover the tuition.
- A student accesses WorkFirst funding to cover the tuition.
- A student is awarded a scholarship through the Peninsula College Foundation.
- A student is granted a tuition waiver.
- Access the Worker Retraining funds.

If a student identifies that they will be self-paying, they are given an addressed envelope to send the payment directly to the Business Office and the appropriate area is checked on the registration form. Self-paying students may also take their payment to the nearest office of Peninsula College (Port Angeles, Port Townsend, or Forks). It is **very important to ensure that the student name is accurate (matches the name on the registration form) and legible on the envelope.**

When using the APPLICATION FOR TUITION ASSISTANCE Form:

All students who are applying for tuition assistance must complete this form during intake.

- ✓ **Students** complete the top part (**Section 1**), printing their name and social security number clearly.
- ✓ **Students** must sign and date any of the "Student Agreement" Sections they complete (Sections 2, 3 or 4).

Section 2: Students who are receiving Basic Food (ex food stamp program) and are enrolled in the BFET (Basic Food Employment and Training) program can access BFET funds for the tuition. BFET staff determine eligibility for the \$25 tuition payment by BFET funds. While a new application is being processed during the first quarter, a waiver is applied. Approved BFET tuition payment occurs the second quarter a student enrolls. If either "No" block is checked, then one of the following Sections must be completed.

Section 3: Students who are parents receiving TANF financial assistance can access WorkFirst funds for tuition. WorkFirst staff determine eligibility for the \$25 payment by WorkFirst funds-not the instructors. Students must meet with the WorkFirst Coordinator to ensure they are following eligibility requirements including payment of the \$25 BEdA tuition fee

Section 4: If a student elects to apply for a scholarship or waiver, a financial statement from the student addressing why they are requesting a scholarship or waiver is required. The completed waiver form must identify the waiver requirement(s) met by the student, i.e., unemployed, live in public housing, on SSI, etc. The use of educational goals, medical condition or marital status are not financial reasons for waiver requests.

The following examples of FINANCIAL reasons for waiver requests was provided by the State Board of Community Colleges June 2013 (prior to the 2014 requirement to sign up for a Washington Health insurance program and permissible in section 4 of our tuition form):

- My children get free/reduced lunches at their schools (*not a marital status*)
- I get Medical Assistance from the state (*this is financial-not medical condition*)
- I live in public housing
- I am unemployed at this time

When the form is complete, the second page of the two-part carbon application must be kept in the student folder. Send the top page of the original application to the Basic Education for Adults Office along with the registration form for approval and determination of whether the student will receive a Foundation Scholarship or a tuition waiver. The original page will be kept for seven years.

New and consistently-attending students will not be denied access to Basic Education for Adults courses because of an inability to pay. However, if a student does not maintain regular attendance and participate in quarterly CASAS testing, he or she will not be eligible to receive a PC waiver or scholarship when they register for the next quarter (see the above option list for the rest of the funding available). For departmental consistency when discussing a denial of waiver or scholarship tuition assistance, use the wording in Section 4 of the form.

UNDERAGE STUDENTS

Underage students are defined as any student aged 16 (our minimum age for attendance) to 18 (under 19). Note, however, that any student whose normal graduating class has already graduated is no longer considered an underage student. Our programs may not serve any student under the age of 16 except during summer quarter. Students, 16-18 years old may attend summer quarter without a release form as long as they are not in a K-12 summer school district program.

To provide services to underage students who are not currently enrolled in public high school or a public alternative high school, students must provide a signed SBCTC Request for Approval to Test for Certificate of Educational Competence" release form (more description below and see Section 2, pages 35 and 36) from the school district in which the student resides. Without such authorization, we cannot provide services to the student. For this student, we also require the parent/legal guardian signature on the registration form.

REQUEST FOR APPROVAL TO TEST FOR CERTIFICATE OF EDUCATIONAL COMPETENCE

Underage students ready and wanting to take the GED test (not the pre-GED tests); need to be released from the Washington State school district they reside in. The student and guardian are responsible in acquiring this form. The Basic Education for Adults Department or Peninsula College Testing center can no longer provide the form per SBCTC. You can show the student the form, Section 2 page 32 and 33, so they know what it looks like and review the laws.

STUDENT FOLDERS

It is required that every student have a student folder and that each instructor maintain and update the information in the folder. Audits of our program can be expected to focus on the student folders and our continued funding depends upon the folders reflecting our instructional and assessment requirements.

Each student folder must contain originals of the following (forms below except as noted):

FROM THE REGISTRATION PROCESS:

<u>BEdA Curic Page</u>	<u>Form Title</u>	<u>Suggested Folder Filing</u>
P. 22-25	Student Information Summary Page 1 Only	Left
P. 26-29	Student's Goals For Each Quarter , Educational Interview	Left
P. 30	Student Activity Log	Left
P. 21	Writing Sample	Right
P. 31	Information-Release Authorization	Left
P. 32-33	Request For Approval To Test For Certificate of GED	Left

OTHER DOCUMENTS, as appropriate:

- ✓ Performance Tasks Used To Assess Writing Level Progress Right
- ✓ Correspondence Right
- ✓ School Records Right
- ✓ Referral For Disability Services (If Appropriate) Left
- ✓ Casas Information— Continue Logging Scores On P. 2 Of Student Information Summary Right (P.2 Only)
- ✓ Attendance Records (Including The Adult Learners Agreement) Left
- ✓ The Copy Of The Tuition Form If Used Left
- ✓ Any Screening for Special Funding (Worker Retraining Form for Example) Left
- ✓ A Copy Of The Registration Form Before Submitting
 - To The Office Left
- ✓ Anything Else That is Relevant (But Does Not Disclose
- ✓ Religious, Political Preferences or Significant Disciplinary Actions). Left



Application for Tuition Assistance

For the \$25 per quarter tuition

Section 1: STUDENT INTAKE *(Required of ALL Students)*

Date: _____ Quarter: Summer Fall Winter Spring

Name: _____ Social Security Number: _____
(PRINT clearly: LAST name, FIRST name)

Section 2: Are you receiving Basic Food? Yes No
If yes, are you enrolled in the BFET program? Yes No

The BFET program provides support services to students who are receiving Basic Food. To see if you are eligible, contact the BFET office at 417-6505.

Student Signature: _____ Date: _____

If NO to either question in Section 2 - **PLEASE READ AND FILL OUT ONLY ONE OF THE SECTIONS BELOW**

Section 3: I am receiving a DSHS TANF financial grant. (If NOT go to section 4).

By signing this form, I agree to attend 100% of my scheduled hours as agreed to with instructors and WorkFirst College Staff. I understand that failure to do so may jeopardize my future eligibility for tuition assistance.

Student Signature: _____ Date: _____

Section 4: STUDENT AGREEMENT (for all other students NOT receiving DSHS TANF financial grant).

I am requesting tuition assistance for the following FINANCIAL reason *(Required)*:

Attendance is very important to your success. **If you do not maintain regular attendance, and participate in quarterly CASAS testing, you will NOT be eligible to receive a waiver when you register for the following quarter.**

I verify that I have read and understand this agreement.

Student Signature: _____ Date: _____

OFFICE USE ONLY:					
Student ID _____					<input type="text"/> Initials
<input type="checkbox"/>					
WorkFirst Funds & Site	Scholarship Funds & Site		Waiver Funds & Site		



PENINSULA COLLEGE

Basic Education for Adults Department. 1502 East Lauridsen, Port Angeles, WA 98362, 360-417-6380
 Student Registration Form Location: **Port Angeles**, YEAR: 2015 – 2016 Summer Fall Winter Spring
 PLEASE PRINT LEGIBLY:

LAST/FAMILY NAME: _____ First: _____ Middle: _____
 Mailing Address: _____ City: _____ State: _____ ZIP: _____
 Previous Last Name: _____ DATE OF BIRTH (MMDDYYYY): _____ Female Male
 Phone Number 1: _____ Phone/Alternate: _____ Email: _____
 Hispanic/Latino? Yes No **If "No"** check any below:
 Two or more races (pick from list provided) American Indian/Alaskan Native Asian
 Black or African American Native Hawaiian/Pacific Islander White

DO YOU HAVE - H.S. Diploma? Yes No Name of High School: _____ GED Certificate? Yes No

Student signature _____ Parent/Guardian signature (if student is underage) _____

Date: _____ Date: _____

Peninsula College does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in its programs and activities. Peninsula College is in compliance with all Washington state and Federal laws and regulations concerning employment and admissions to programs and activities per Peninsula College Board Policy #501 and Title 132A of the Washington Administrative Code. Coordination of compliance is the responsibility of the Human Resources Officer, PC HR Office, and (360) 417-6212.

STUDENT IDENTIFICATION NUMBER ASSIGNED: _____						
COURSE PLANNING: Instructors provide ALL level placement for office calculations-Check WABERS+ for Returning Students						
ABE READING (Life & Work forms 81-188) Scaled Scores in relation to Levels, Effective 7/13		ABE MATH (Life Skills Forms 31-38) Scaled Scores in relation to Levels, Effective 7/14		LEVEL PLACEMENT (Mandatory All Students)		
				SUBJECT		LEVEL
Level 1 200 and Below		Level 1 200 and Below		READING		
Level 2 201-210 Level 3 211-220		Level 2 201-210 Level 3 211-220		MATH		
Level 4 221-235 Level 5 236-245		Level 4 221-235 Level 5 236-245		WRITING		
Level 6 246-255		Level 6 246-255				
ITEM #	COURSE #	CREDITS	DESCRIPTION	PROGRAM	INSTRUCTOR	TIME
7600	001		Educational Interview			
			Level of Program (Lec)	HSE	Hesington	Day
					Maitland	
					Lyons	
TOTAL CREDITS =						
Other info:						
RESIDENCY: Can't enroll on a STUDENT VISA			TUITION FEE: <input type="checkbox"/> Student Self Pay <input type="checkbox"/> WF/Scholarship/Waiver			
PRETESTING COMPLETE <input type="checkbox"/> YES <input type="checkbox"/> NO			POST-TESTING COMPLETE: <input type="checkbox"/> YES <input type="checkbox"/> NO			
WABERS Educational Interview Hours			Class-time hours (less Ed. Interview)			

WABERS+ INTAKE FORM

SID: _____

SSN: _____

First Name: _____

Qtrtr/Instructor: _____

Last Name: _____

Entry Status (Check all that apply)

- Disabled (any disability, including LD)
- Learning disabled (also check Disabled box above)
- On public assistance

Employment Status (Check one)

- Employed (currently working)
- Unemployed (currently looking for work)
- Not in the labor force (NOT working or looking for work)

Highest Level of School Completed (Check one)

- No schooling
- Grades 1-5
- Grades 6-8
- Grades 9-12 (no diploma)
- High School Diploma or alternate
- High School Equivalency Cert. (GED®)
- Some college, no degree
- College or professional degree
- Unknown

Type of Schooling (Check one)

- U.S. based schooling
- Non-U.S. based schooling

Student SSN Disclaimer

The Washington State Board for Community and Technical Colleges (SBCTC) pursuant to RCW 28B.50.090 authorizes this organization to ask you to provide your social security number. The number will be used for keeping records, research on students in general, and summary reporting. Your number also will be provided to the SBCTC. The SBCTC gathers information about students and programs to meet state and federal reporting requirements. It also helps to plan, research and develop programs. This information, which includes employment and wage information held by the Employment Security Department, helps to support the progress of students and their success in the workplace and other educational programs. When conducting research, your social security number will only be disclosed in a manner that does not permit personal identification. Your social security number will never be used to report personal information. By providing your social security number, you are consenting to these uses as identified. Provision of your social security number and consent to its use is not required and if you choose not to do so, you will not be denied any right, benefit, or privilege provided by law. You may revoke your consent for the use of your social security number at any time.

Consent Yes No

Student Signature

Date

Special Programs (For Staff use Only)

- English Literacy Civics
- High School Completion
- HS21 +
- I-BEST
- I-BEST at Work
- I-DEA
- On-Ramp to I-BEST
- Skill Link
- Volunteer Literacy Program

eLearning (indicate by type):

- Correspondence
- Hybrid
- Online
- Teleclass
- Telecourse
- Web-Enhanced

Revised 5-2015 st

ADULT LEARNER'S PROGRESS AND ATTENDANCE AGREEMENT

Welcome to Peninsula College's Basic Education for Adults program! We realize that this may be a big step and that you probably have many questions. As you think about going back to school, we believe that it helps if you are given a clear understanding of some of our expectations. Our goal is to help you learn.

Enrolling in the Basic Education for Adults program involves your commitment to attend, to make progress, and to learn.

Progress Requirement:

Students who enter a class in the Basic Education for Adults program are expected to make *reasonable academic progress*. Progress will be based on a minimum achievement of *one CASAS level achievement* within a *maximum of 100 hours of instruction*. Standardized tests, teacher-observations, or portfolio assessment may be used to document progress.

Attendance Requirement:

Each quarter, students **must attend 100% of their scheduled hours**. Students are partners with Peninsula College in completing this mission. Attendance is the single biggest indicator of success in Basic Education for Adult programs. If special circumstances arise the student should discuss their situation and their schedule with the instructor. **Students who not completed at least 50% of their assignments by the 6 week of the quarter may be dropped from the class.**

I have scheduled to attend _____ hours per week.

I have read and understand the attendance requirements and progress requirements as stated in the Adult Learners Attendance Agreement.

Student Signature

Parent Signature

Date

(When student is underage)

PENINSULA COLLEGE registration Requirement	NEW STUDENT INFORMATION FORM- or a returning student after 1 year	
Last name	First Name	Middle

**How long do you plan to attend
Peninsula College?**

- 11— 1 quarter
- 12— 2 quarters
- 13— 1 year
- 14— Up to 2 years, no degree planned
- 15— Long enough to complete a degree
- 16— Don't know
- 17— Other

**What is your current work status while attending
college?**

- 11— Full-time homemaker
- 12— Full-time employment
- 13— Part-time employment, off campus
- 14— Part-time employment on campus
- 15— Not employed, but seeking employment
- 16— Not employed, not seeking employment
- 90— Other

**What is your prior education at entry to Peninsula
College?**

- 11— Less than high school graduation
- 12— GED
- 13— High school graduate
- 14— Some post high school, but no degree or
certificate
- 15— Certificate (less than two years)
- 16— Associate degree
- 17— Bachelor's degree or above
- 90— Other

What is your family status?

- 11— Single parent with dependents in your care
- 12— Couple with dependents in your care
- 13— No dependents in your care
- 90— Other

THANK YOU FOR YOUR HELP WITH THIS INFORMATION!

NEW STUDENT FORM— LLENE UD. ESTE FORMULARIO SOLAMENTE LA PRIMERA VEZ QUE SE INSCRIBA EN PENINSULA COLLEGE

Apellidos	Nombre(s)	Fecha de nacimiento
-----------	-----------	---------------------

¿Por cuánto tiempo piensa Ud. asistir a Peninsula College?

- 11—Un trimestre
- 12—Dos trimestres
- 13—Un año
- 14—Hasta dos años, sin planes de obtener un título
- 15— El tiempo que sea necesario para obtener un título
- 16— No sé
- 90— Otro

¿Cuál será su estado laboral mientras asista a Peninsula College?

- (Seleccione el número que mejor le convenga.)
- 11—Ama de casa, tiempo completo
 - 12—Empleado, tiempo completo (incluye trabajo por su propia cuenta o trabajo militar)
 - 13—Medio tiempo, fuera del college
 - 14—Medio tiempo, en el college
 - 15—Sin empleo, pero buscando
 - 16—Sin empleo, y no estoy buscando
 - 90—Otro

¿Cuál es su nivel de educación al entrar a Peninsula College?

- (Seleccione el número que mejor le convenga.)
- 11 – Abajo del bachillerato

- 12 – Certificado de equivalencia al bachillerato
- 13 – Bachillerato
- 14 – Algunos estudios pos-bachillerato, sin grado ni certificado
- 15 – Certificado (menos de dos años)
- 16 – Título de dos años
- 90 – Otro

¿Cuál es su estado familiar?

- (Seleccione el número que mejor le convenga.)
- 11—Solo/a con hijos, u otros que dependen de
 - 12—Pareja con hijos, u otros que dependen de
 - 13—Sin hijos, u otros que dependen de
 - 90—Otro

WRITING SAMPLE

NAME: _____ Today's Date: _____

Please write freely about the following topics. Don't be too concerned with spelling, grammar or punctuation, as this will only be shared with the instructor. Please use the back if necessary.

Paragraph 1. What are your reasons for attending this class?

Paragraph 2: What would you like to pursue upon completion of this class?

Paragraph 3. Tell us about your interests and values.

ABE-HSE STUDENT INFORMATION SUMMARY

Permanent Student File - Instructor _____

Student Name: _____ Social Security # _____

Mailing Address: _____ Student ID # _____ Telephone/Message #: _____

City: _____ State: _____ Zip: _____ Birth date: _____

Has HS diploma?: Yes No

Has GED?: Yes No

1 st TIME REGISTRATION CHECKLIST		
	√	DATE
BEEdA Student Registration form:		
• Signed & Dated by Student		
• Signed & Dated by Parent/Guardian if < 19		
• Ethnicity selected? (Federally reportable)		
Underage Authorization (high school/school district) If under 19 – and class has not graduated.		
Student Intake Forms:		
• WABERS Intake Form completed		
• New Student Information Form completed		
Attendance Agreement Signed and Dated		
Tuition: Self pay envelope or waiver/scholarship form provided to student and submitted to office.		
EDUCATIONAL INTERVIEW		
• Student's Goals for This Quarter form		
Completed HS21+ inquiry section		
CASAS Pretesting (both math and reading)		

INTAKE LEVEL – Writing				CASAS PRE POST TESTING (Continue on P. 2)				
First Date		Second Date		Date	Reading	Math	Reading	Math
Score		Score		Form				
FYI -	Writing Sample – Level determined by Writing Rubric			Score				

PRACTICE-GED TESTING					PRACTICE-GED TESTING				
	1st Date	1st Scores	2nd Date	2nd Scores	3rd Date	3rd Scores	4th Date	4th Scores	
Lang/Arts									
Math									
Science									
Soc Stu									

OFFICIAL GED TEST SCORES						COMPASS SCORES			ACT/ASSET SCORES		
	1st Date	1st Scores	2nd Date	2nd Scores	Pass ed		Date	Score		Date	Score
Lang/Arts						Reading					
Math						Writing					
Science						Math					
Soc Stu											

CASAS PRE-POST TESTING SECTION					
	Reading	Math		Reading	Math
Date			Date		
Form			Form		
Score			Score		

	Reading	Math		Reading	Math
Date			Date		
Form			Form		
Score			Score		

WRITING LEVEL COMPLETION SECTION					
Date/Qtr					
Level					
Complete					

SPEAKING LEVEL COMPLETION SECTION					
Date/Qtr					
Level					
Complete					

LISTENING LEVEL COMPLETION SECTION					
Date/Qtr					
Level					
Complete					

ELA STUDENT INFORMATION SUMMARY

Permanent Student File – Instructor _____

Student Name: _____ Social Security #: _____

 Mailing Address: _____ Student ID # _____
 Telephone/Message _____
 City: _____ State: _____ Zip: _____ Birthdate _____
 Has HS diploma?: Yes No Has HSE?: Yes No

REGISTRATION AND INTAKE CHECKLIST	√	DATE	COMMENTS
ELA Student Registration form			Submitted every quarter
• Signed & Dated by Student			
• Signed & Dated by Parent/Guardian if < 19			
Student Intake forms			
• WABERS+ Intake Form competed			Submitted every quarter
New Student Information Form Completed			
Tuition: Self Pay envelope or waiver/scholarship form provided to student and submitted to office			Pay every quarter.
Underage Authorization (high school/school district)			Use as needed, if student previously attended public school in the USA
Educational Interview			
ELA Student's Goals for this Quarter form			Review every quarter
Cannot enroll if using a Student VISA			

INTAKE LEVEL-Oral Screen, Forms 27/28 only					CASAS PRE/POST TESTING Continue on Page 2			
DATE	CASAS	FORM	SCORE	LEVEL	DATE	FORM	SCORE	
	Oral Screen				Reading			
	Reading				Listening			
	Listening				Reading			
	Writing				Listening			
	Speaking							

7/8/15

**CASAS PRE-POST TESTING FOR READING & LISTENING,
COMPETENCY COMPLETIONS FOR SPEAKING, WRITING AND MATH.
L=Level Column**

	Date	Form	Score	L		Date	Form	Score	L
Reading					Reading				
Listening					Listening				
Speaking					Speaking				
Writing					Writing				
	Date	Form	Score	L		Date	Form	Score	L
Reading					Reading				
Listening					Listening				
Speaking					Speaking				
Writing					Writing				
	Date	Form	Score	L		Date	Form	Score	L
Reading					Reading				
Listening					Listening				
Speaking					Speaking				
Writing					Writing				

MATH LEVEL COMPLETION SECTION					
Date/Qtr					
Level					
Complete					

ABE/HSE Student's Goals for this Quarter

EDUCATIONAL INTERVIEW

Student Name _____ Quarter: Su F W Sp Year _____
Instructor _____ Date _____

Please check any of the following goals:

- Get a job Keep current job Earn HSE (GED) certificate
- Enter post-secondary education or training Improve basic literacy
- Earn high school diploma (HS21+ See instructor 1st)

You are encouraged to let your instructor know if you have or think you might have a physical or learning disability, ADD/ADHD, or a mental health concern. You may be entitled to accommodations in instruction and testing. This information is confidential and will be used only to assist you in meeting your academic goals.

1. Please describe any difficulties or concerns you have about your learning.

2. What grade in school did you last attend? _____ What year? _____

3. What is your education/training/employment or other main goal beyond this classroom?

4. Are you interested in reading about/applying for worker retraining funds? _____

5. Identify the steps you will take to meet your goals. _____

Complete this question with your instructor —

6. What do you want to accomplish in this class this quarter?

ETraining: CANVAS Keyboarding Word GED 2014

ABE-GED—include specific goal details

Reading: Pre-GED Soc. St. Sci Lit/Art Improve COMPASS Score Take COMPASS Test

Math: Pre-GED GED Improve COMPASS Score Take COMPASS Test

Writing: Pre-GED GED Improve COMPASS Score Take COMPASS Test

7. Are you interested in a High School 21+ diploma? Yes/No (if yes, complete reverse side also).

EDUCATIONAL INTERVIEW (Continued)

Review and Adjustment of Goals:

Questions for Students Interested in HS21+

1. Do you have a preference between getting your GED or diploma?

2. Do you have a computer and internet available for long periods of time? Yes/No

3. How comfortable are you using a computer for work purposes (not social media)?

- Have you taken Keyboarding? Yes/No
- Have you used a laptop or notebook before? Yes/No
- Do you have prior experience working with Microsoft Word since 2007? Yes/No
- Do you feel you will need assistance or tutoring with your computer skills? Yes/No

4. Do you have an email account? Yes/No

Email address:

5. Thoughts/feelings on completing work at home, without direct contact with an instructor?

6. How many years did you spend in high school? _____

7. Are you able to get your transcripts? _____

(Continued from the front page)

Why do you want to improve your English Skills?

- Watch and understand English TV or Radio
- Listen and understand English
- Telephone conversations
- Asking directions
- Read Instructions
- Talk to the doctor or nurse
- Talk to my children's teachers'
- Insurance forms
- Fill out an application form
- Write letters of complaint
- Job applications
- Bank/financial vocabulary
- (other)_____

PENINSULA COLLEGE

Los Objetivos del Estudiante de ELA para este Trimestre
ENTREVISTA EDUCATIVA

Apellido del Estudiante Nombre
Trimestre: Verano Otoño Invierno Primavera Año
Instructor Fecha

1. Cual aspecto del inglés es

Más Difícil

- Lectura
Escritura
Hablar
Escuchar
Habilidades de Computadora
Matemáticas

Más Fácil

- Lectura
Escritura
Hablar
Escuchar
Habilidades de Computadora
Matemáticas

2. ¿Cuál es su futuro objetivo de educación/formación/empleo o su objetivo cuando usted se hace más cómodo con el inglés?

- GED - General Education Development (Desarrollo de Educación General)
La educación del colegio para hacer un (sueños grandes)
Certificación para hacer un/a
Trabajar independiente como un/a
Trabajando para (nombre de una compañía o negocio o una persona)

3. Identifique los pasos que usted tomará para encontrar este objetivo.

4. Complete esta pregunta con su instructor

¿Qué quiere usted llevar a cabo en esta clase este trimestre?

ELA []Lectura []Escritura []Escuchar []Hablar [] Habilidades de Computado

¿Qué vocabulario inglés específico es el más importante para usted para aprender en este tiempo en su vida? ESCOJA HASTA TRES.

- Mirar y comprender la televisión en Ingles
Conversaciones en el teléfono
Leer instrucciones
Hablar con los maestros de mis niños
Llenar una aplicación o forma
Llenar aplicaciones para trabajar
(otro)
Oír y comprender Ingles
Preguntando direcciones
Hablar con un doctor o enfermera
Formas de seguridad
Escribir una carta de queja
Vocabulario de banco/financiar
(otro)



PENINSULA COLLEGE

RELEASE OF INFORMATION

Student Name: _____

SID _____

DOB: _____

Signature: _____

Date: _____

Parent/Guardian Signature _____

Date _____

I authorize Peninsula College to release my student information as specified below. I understand that in the future I may request, in writing, that the college discontinue any student information dissemination per the Privacy of Information Act.

Release information to: _____

- Release all of my student information to any requests made.
- Release student information as identified below:

- Other information/directions (explain):

This release is in effect until (date): _____



Request for Approval to Test General Educational Development (GED) Certificate

TO BE COMPLETED BY APPLICANT (print in blue or black ink)		
Applicant Name (Last, First, Full Middle) DO NOT USE - STUDENTS MUST GET THIS FROM THE HIGH SCHOOL IN THEIR CURRENT DISTRICT. Just show students the form so they know what to ask for.	Social Security Number	Birth Date
Home Street Address		Home Phone
City	State	Zip
Last School Attended		
Parent/Guardian Name		
Signature of Applicant	Signature of Parent/Guardian (if available)	
I grant permission for my GED testing data to be released to the school district for statistical purposes.		
INSTRUCTIONS		
Applicants 16 years of age and under 19 years applying for a release to take the GED test and to receive a Certificate of Educational Competence may do so by contacting their home school district; they will be referred to the designated employee(s) for that district. The designated employee(s) must determine if the applicant has substantial and warranted reason for leaving the regular high school program per the Washington Administrative Code (WAC). Applicant is released to take GED preparatory instruction upon his/her request.		
TO BE COMPLETED BY DESIGNATED EMPLOYEE(S)		
APPLICATION APPROVAL (must check one box)		
<input type="checkbox"/> APPLICATION APPROVED. As the designated employee, I certify that the applicant is eligible for the Certificate of Educational Competency by reason of age and residence, and that she/he meets one of the required criteria per WAC.		
<input type="checkbox"/> APPLICATION DISAPPROVED. Comments:		
Signature of Designated Employee(s)		
Printed Name	Date	
School District Name		

Submit completed application form to testing center where GED testing will take place.

Do not return directly to SBCTC.

SBCTC/GED1000 (Revised 11/2007)

Applicable Washington Administrative Codes (WACs)

WAC 180-96-035 DESIGNATED EMPLOYEE-DEFINITION. As used in this chapter “designated employee” means that individual or individuals empowered by the board of directors of the district to determine eligibility to take the GED test.

WAC 131-48-100 ELIGIBILITY TO TAKE GED TEST. The following individuals shall be eligible to take the General Educational Development test in official testing centers, provided they are not enrolled in a public, private, or home-based high school or high school completion program at the time the test is administered:

- (1) Any person age nineteen or over who has not graduated from a public or private high school.
- (2) Any person between the ages of sixteen and nineteen who has not graduated from a public or private high school and who has been adjudged by a school district in accordance with rules of the State Board of Education to have a substantial and warranted reason for leaving the regular high school education program.
- (3) Any student age sixteen or over who has completed an Education Center individual student program in accordance with the provisions of chapter 392-185 WAC.
- (4) Any person between the ages of sixteen and nineteen who has not graduated from a public or private high school, and who has completed a program of home-based instruction in compliance with RCW 28A.225.010(4) as certified by the written and notarized statement of the parent(s) or legal guardian(s) who provided the home-based instruction.
- (5) Any person who is an active member of the military, national guard, or reserves.
- (6) Adjudicated youth under the director prisons, jails, detention centers, parole and probation offices, and other corrections facilities while enrolled in school if so ordered by a court or officer of the court.

WAC 131-48-110 ELIGIBILITY FOR AWARD OF CERTIFICATE OF EDUCATIONAL COMPETENCE. The Certificate of Educational Competence shall be awarded by the State Board for Community and Technical Colleges and the Superintendent of Public Instruction to persons who achieve the minimum proficiency level on the General Educational Development test and who meet the following:

- (1) Are residents of Washington State; and
- (2) Are nineteen years of age or older on the date of issuance; or
- (3) Have been adjudged by a district as possessing a substantial and warranted reason for leaving the regular high school program, or
- (4) Have completed a program of home-based instruction in compliance with RCW 28A.225.010(4) and chapter 28A.200 RCW, or
- (5) Are active members of the military, national guard, or reserves, or
- (6) Are adjudicated youth under the director of prisons, jails, detention centers, parole and probation offices, and other corrections facilities and so ordered by a court or officer of the court.

WAC 180-96-045 SUBSTANTIAL AND WARRANTED REASON FOR LEAVING THE REGULAR HIGH SCHOOL EDUCATION PROGRAM — DEFINITION. As used in this chapter, the term “substantial and warranted reason for leaving the regular high school program” means one or more of the following:

- (1) Personal problems which seriously impair the student’s ability to make reasonable progress toward high school graduation.
- (2) A financial crisis which directly affects the student and necessitates the student’s employment during school hours.
- (3) The lack of curriculum and instruction which constitutes appropriate learning experiences for the student.
- (4) The inability or failure of the school of attendance to adjust its program for the individual or otherwise make arrangements for enrollment in an educational program in a manner which enables the student to advance toward graduation with reasonable progress and success.
- (5) A determination by the designated employee that it is in the “best interest” of the student to drop the regular high school program for one of the following purposes:
 - (a) Enter a post secondary institution.
 - (b) Enter the military.
 - (c) Engage in employment.
- (6) PROVIDED, That no person under eighteen years of age (i.e., minor) shall be adjudged to have a substantial and warranted reason for leaving school unless the minor’s parents, guardian, or legal custodian, if available, agrees that dropping school is in the best interest of the minor.

WAC 131-48-050 MINIMUM PROFICIENCY LEVEL — DEFINITION. “Minimum proficiency level in Washington state is that set by GED Testing Service, part of the American Council on Education.” Currently the minimum proficiency level is a standard score of at least 410 on each of the five portions on the General Educational Development test AND an average score of at least 450 on the entire test.

WAC 180-96-040 REGULAR HIGH SCHOOL EDUCATION PROGRAM — DEFINITION. As used in this chapter, the term “regular high school education program” means a secondary education program operated pursuant to chapter 180-50 and 180-51 WAC leading to the issuance of a high school diploma.

WAC 180-96-050 RIGHT TO APPEAL. The following shall govern the finality of decisions of the designated employee:

- (1) If the decision of the designated employee is that the applicant has a substantial and warranted reason for leaving the regular high school program, the decision of such designated employee shall be final.
- (2) If the decision of the designated employee is to deny the existence of a substantial and warranted reason for leaving the regular high school program, the applicant shall have the right to appeal the decision to such board of directors in accordance with procedures adopted by the board of directors. The board of directors shall issue a decision within thirty calendar days of receipt of any appeal.
- (3) If a decision has been made by the board of directors of the district, such decision shall be final subject to an appeal to a court of law pursuant to RCW 28A.645.010.

Family Education Records and Privacy Act (FERPA)

ALL FACULTY AND STAFF SHOULD WATCH THE VIDEO AVAILABLE ON SHAREPOINT UNDER HR/SKILLPORT TRAINING (including new employee training).

From the Faculty Handbook, Page 8, 2012-13.

FAMILY EDUCATION RECORDS AND PRIVACY ACT (FERPA)

The Vice President for Student Services is the college's official student records officer. The college FERPA policy on release of information is in the college catalog or the complete [Confidentiality of Student Records](#) policy is available on the college Web site in the [Student Center](#). Do not post student grades by name, student number, or social security number (even just the "last four"). **Graded work and information on grades should not be emailed to students' personal mail accounts.** Emailing grades through an online course management system like Angel is acceptable as long as the student has to log in with a password in order to see the email. Delete emails that contain SID numbers; if "maintained" they become part of the official education record.

Do not leave student papers, tests, and assignments in places in which students go through them to get their own. Hand them back individually to students. Do not discuss student grades or attendance with parents, employers, or other persons outside the college unless you have written permission signed and dated by the student to do so. If a student wishes a reference or recommendation, the student must also provide written and dated consent.

Safeguard student records on your terminal. Don't let unauthorized people view or have access to information on your screen. Shred any student record information you print—don't just throw it away.

Please refer questions to Pauline Marvin in the Enrollment Services office (pmarvin@pencol.edu; 417-6596).

FERPA POLICY:

Subject: CONFIDENTIALITY OF STUDENT RECORDS (FERPA POLICY)

Board Policy Number: 407

Date Adopted: December 19, 1979

Date Revised: January 19, 1983; January 9, 1996, April 13, 1999

In compliance with the Family Educational Rights and Privacy Act of 1974 ([20 U.S.C. ' 1232g](#)), Peninsula College is committed to safeguarding appropriate access to student educational records as well as to maintaining individual student privacy. As a result of this commitment the following rules are enforced:

Review and Copy Education Records: Generally, students have the right to review and copy their education records. Students also have the right to challenge the content of, the release of, or denial of access to their educational records.

1. **Access or Release of Education Records.** The college normally will not permit access to or release of the student's education records to the public without authorization by the student, though some exceptions exist. Please see below for a complete description of the policy.
2. **Directory Information.** The college may release directory information concerning a student unless the student requests in writing that directory information not be released.
3. **Disciplinary Records.** Disciplinary records shall be kept separate from academic records, and transcripts or a student's academic record shall contain no notation of any disciplinary action. Special precautions shall be exercised to ensure that information from disciplinary or counseling files is not revealed to unauthorized persons. Provision shall be made for periodic review and routine destruction of inactive disciplinary records by offices maintaining such records.
4. **Other Records.** No records shall be kept that reflect a student's political or ideological beliefs or association.

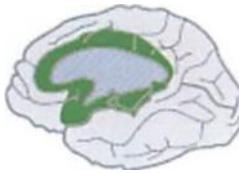
Section 3

UNIVERSAL DESIGN FOR LEARNING

UDL Guidelines: Theory & Practice Version

This is an alternate version of the UDL Guidelines found in the new book UDL Theory and Practice. The principles, guidelines and research basis are the same, however the order of the principles and the guidelines have changed.

Universal Design for Learning Guidelines



Provide Multiple Means of Engagement

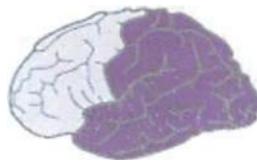
Purposeful, motivated learners

Provide options for self- regulation

- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize



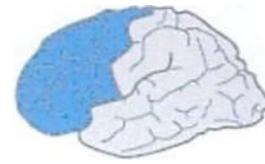
Provide Multiple Means of Representation

Resourceful, knowledgeable learners

Provide options for comprehension

- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

Provide options for language, mathematical expressions, and



Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition

challenge

- + Foster collaboration and community
- + Increase mastery-oriented feedback

Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions

symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information

- + Build fluencies with graduated levels of support for practice and performance

Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

National Center On Universal Design for Learning

Published on *National Center On Universal Design for Learning* (<http://www.udlcenter.org>)

Home > What is Universal Design for Learning

What is Universal Design for Learning

What is UDL?

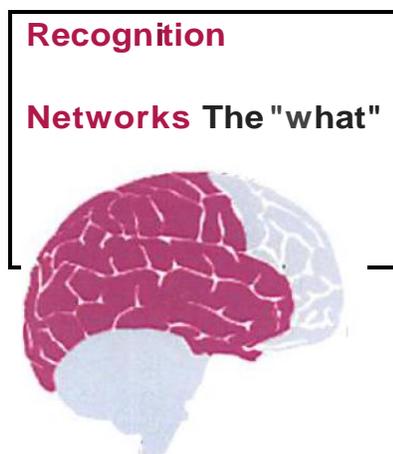
Universal Design for Learning

is a set of principles for curriculum (11) development that give all individuals equal opportunities to learn.

UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

Why is UDL necessary?

Individuals bring a huge variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as our DNA or fingerprints. Three primary brain networks come into play:



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



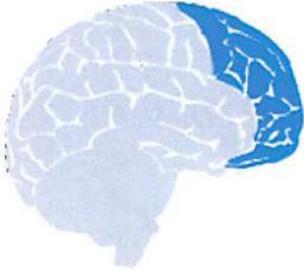
Present information and content in different

ways

More ways to provide
Multiple Means of Representation (2)

Strategic Networks

The "how" of learning



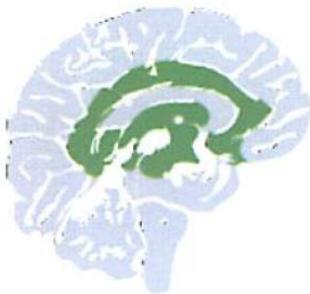
Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

- ✓ *Differentiate the ways that students can express what they know*

More ways to provide
Multiple Means of Action and Expression (3)

Affective Networks

The "why" of learning



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions

- ✓ *Stimulate interest and motivation for learning*

More ways to provide
Multiple Means of Engagement ¹⁴¹

Source: CAST - What is UDL? (<http://www.cast.org/research/udl>) [SJ]

Learn more about UDL:

- *Learn about the UDL concept*
^[6]
- *Learn about the principles*
^[7]
- *Go to UDL Online Modules*⁽⁸⁾

Source URL: <http://www.udlcenter.org/aboutudl/whatisudl>

Links:

- [1] <http://www.udlcenter.org/aboutudl/udlcurriculum>
[2] <http://www.udlcenter.org/aboutudl/udlguidelines/principle1>
[3] <http://www.udlcenter.org/aboutudl/udlguidelines/principle2>
[4] <http://www.udlcenter.org/aboutudl/udlguidelines/principle3>
[5] <http://www.cast.org/research/udl>
[6] <http://www.udlcenter.org/aboutudl/whatisudl/conceptofudl> [7]
<http://www.udlcenter.org/aboutudl/whatisudl/3principles>
[8] <http://udlonline.cast.org/home>

Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation

- 1: Provide options for perception
 - 1.1 Offer ways of customizing the display of information
 - 1.2 Offer alternatives for auditory information
 - 1.3 Offer alternatives for visual information

- 2: Provide options for language, mathematical expressions, and symbols
 - 2.1 Clarify vocabulary and symbols
 - 2.2 Clarify syntax and structure
 - 2.3 Support decoding of text, mathematical notation, and symbols
 - 2.4 Promote understanding across languages
 - 2.5 Illustrate through multiple media

- 3: Provide options for comprehension
 - 3.1 Activate or supply background knowledge
 - 3.2 Highlight patterns, critical features, big ideas, and relationships
 - 3.3 Guide information processing, visualization, and manipulation
 - 3.4 Maximize transfer and generalization

II. Provide Multiple Means of Action and Expression

- 4: Provide options for physical action
 - 4.1 Vary the methods for response and navigation
 - 4.2 Optimize access to tools and assistive technologies

- 5: Provide options for expression and communication
 - 5.1 Use multiple media for communication
 - 5.2 Use multiple tools for construction and composition
 - 5.3 Build fluencies with graduated levels of support for practice and performance

- 6: Provide options for executive functions
 - 6.1 Guide appropriate goal-setting
 - 6.2 Support planning and strategy development
 - 6.3 Facilitate managing information and resources
 - 6.4 Enhance capacity for monitoring progress

III. Provide Multiple Means of Engagement

- 7: Provide options for sustaining interest
 - 7.1 Optimize individual choice and autonomy
 - 7.2 Optimize relevance, value, and authenticity
 - 7.3 Minimize threats and distractions

- 8: Provide options for sustaining effort and persistence
 - 8.1 Heighten salience of goals and objectives
 - 8.2 Vary demands and resources to optimize challenge
 - 8.3 Foster collaboration and community
 - 8.4 Increase mastery-oriented feedback

- 9: Provide options for self-regulation
 - 9.1 Promote expectations and beliefs that optimize motivation
 - 9.2 Facilitate personal coping skills and strategies
 - 9.3 Develop self-assessment and reflection

Resourceful, knowledgeable learners

Strategic, goal-directed learners

Purposeful, motivated learners

Section 4

VOLUNTEER TUTOR SERVICES

Volunteer Literacy Program

The role of the Volunteer Literacy Program (VLP) is to enhance the delivery system of Peninsula College's Basic Education for Adults Program by providing additional educational support to the Basic Education for Adults/ELA student population enrolled in Peninsula College's Basic Education for Adults and English as a Second Language Programs.

The mission of the Volunteer Literacy Program is to provide tutorial support to adult learners so that they may acquire the necessary basic literacy skills to meet their identified educational, employment, and/or family goals.

Services

Service provided by the volunteer tutor program focuses on two instructional models: one-to-one instruction and small groups.

Peninsula College's Basic Education for Adults and ELA programs are administered at ten separate locations in seven communities, and two counties. The goal of the Volunteer Literacy Program is to provide Basic Education for Adults and ELA students access to trained and qualified tutors regardless of remoteness of location.

Program Volunteer Goal

The VLP goal is to recruit, train, support, and maintain a base of active tutors who support classroom instruction.

Tutor Recruitment Strategies

- Poster/Flyers
- Presentations to community clubs and organizations
- Partnership with Clallam County Literacy Council
- Presentation to Tribal Councils
- Brochures
- Distributing bookmarks to new/used book stores and libraries throughout Clallam and Jefferson Counties
- Public service announcements on radio/TV
- Newspaper ads
- Inclusion in Peninsula College quarterly class schedule

Volunteer Tutor Qualifications

- Good basic literacy skills - no previous teaching experience necessary
- Enjoy working with people
- Display a sensitivity to the needs of an adult learner
- Have an understanding and tolerance of cultural and social differences
- Possess a sense of humor and patience
- Be flexible and adaptable
- Enjoy learning as well as teaching
- Dependable and punctual
- Commit two or more hours per week for a three month period (one academic quarter)

Selection Process for Volunteer Tutors

The selection process for any prospective volunteer involves a multi-step screening process. The program coordinator conducts initial screening by phone to determine a prospective volunteer's interests, goals, and compatibility with program objectives. A face-to-face interview is then scheduled and conducted by the program instructor. It is during the interview process that the prospective volunteer's motivation, expectations, attitudes, background experience, and preferences are identified, and volunteer opportunities in the program, both tutoring and non-tutoring are described. An information packet containing tutor job descriptions, volunteer tutor agreement, and general information about Basic Education for Adults students, literacy, and orientation is provided. Upon the return of the completed application, the applicant's references are checked, verified, and documented by the program coordinator, and, if appropriate, an orientation session is scheduled.

Orientation Process

Orientation procedures include an individual orientation for prospective volunteers. This meeting may be conducted in person or by phone or it may be conducted in the classroom with the instructor. This is dependent on the location of the tutor and the class site where they will be placed. Orientation includes a program overview, information about working with adult learners, an introduction to the Washington State Adult Learning Standards' concepts and philosophy, a student goal-setting preview, and how tutor/student partnerships might work.

Matching Students and Tutors

The instructor matches classes and tutors based on logistics, experience, schedules, and interests.

Section 5

WABERS+

S B C T C

Washington State Board for
Community & Technical Colleges

DATA COLLECTION: Social Security Number (SSN)

During the intake process, it is required that program staff request the student's SSN. It is not required that the student give his/her SSN.

The SSN is important because we data match four performance measures on the SSN. The four performance measures are:

- Get a job
- Keep a job
- Earn a HSE or High School Diploma
- Enter Postsecondary

Our providers and our state have set performance targets around these measures which cannot be met without the SSNs needed to data match completions. For example, for a provider to receive "credit" for helping a student earn his or her HSE, that completion must be data matched by SSN. Because of this, the program staff must have written procedures for requesting and collecting SSNs, and must follow those procedures. Staff cannot decide for students not to provide the Social Security number. The program also must have written procedures for working with students that do not provide a SSN.

Again, **providers are required** to request the Social Security Number and have written procedures for doing so, but **students are not required** to give it.

3/29/11

S B C T C

Washington State Board for
Community & Technical Colleges

Reporting Student Contact / Attendance Hours (Compliance Issue for funding)

Please remember the definition of Basic Education for Adults student “attendance” or “contact” hours includes the **actual hours** of instruction or instructional activity the learner receives from the program and/or under the direct supervision of program personnel, including: classroom instruction, goal-setting, orientation, pathway and transition planning, assessment, tutoring, participation in an Basic Education for Adults or ELA learning lab.

All such hours paid for with Basic Education for Adults funding or used to justify part of the required match, including all student assessment time, must be documented and reported in WABERS+. This means that attendance must be taken, recorded, and reported for Educational Interviewing/Orientation.

The original attendance sheet where the instructor manually or electronically marked the student attendance each day is the source document and must be kept. **If the instructor is marking the attendance electronically each day, the instructor will need to print and sign the spreadsheet before turning it in. This attests to the fact that the instructor did not edit the spreadsheet attendance data.** These hard copies must be kept in accordance with state and federal record retention regulations. The current length of time for retention of these records is six years.

3/29/11

WABERS+

Washington Basic Education for Adults Reporting System (new "+" version 2008)

The Washington State Board for Community and Technical Colleges (SBCTC) developed and revised the WABERS+ program to facilitate data collection and reporting for Community and Technical Colleges and for Community-Based Organizations providing adult education services. WABERS+ information will help us plan, research, and develop programs, and will help to support the progress of students and their success in the workplace and other educational areas. WABERS+ meets all current state and federal data collection and reporting requirements and was designed with an eye toward future reporting requirements as they develop.

The Basic Education for Adults Student Registration and Intake forms are specifically constructed to gather crucial information for WABERS+ reporting purposes. It is important that students fill them out completely. **Review all sections completed by the student for completeness and clear legibility.**

You can also refer to Section 2 of the Curriculum Guide for more information about the separate Student Registration and Intake forms.

FROM THE REGISTRATION FORM:

DEMOGRAPHIC SECTION-Student Responsibility

- Full Legal Name (No nicknames) / Previous Name if applicable
- **Birth date** Month/Day/Year (**Mandatory WABERS+ entry**)
- Address information
- Phone
- **Gender (Mandatory WABERS+ entry)**
- Have HSE/HS Diploma (Mandatory Peninsula College registration entry)
- Name of Last High School Attended and indicate state. ELA can just say "foreign country" (Mandatory Peninsula College registration entry)
- **ethnicity/race section. Mandatory WABERS+ entry.** Definitions under "WABERS+ and NRS Definitions" later in chapter). Even though the form says "optional" per Federal guidelines, it is not optional for the State WABERS+ guidelines. Per State Policy (See Section 2, Page 7 "Admission and Registration Forms versus Intake Forms-Compliance Issues"), the instructor must make a determination if the student doesn't.

FROM THE STUDENT INTAKE FORM:

ENTRY STATUS SECTION

An Optional WABERS+ entry. Disability/Income section. Definitions under "WABERS+ and NRS Definitions" later in chapter).

EMPLOYMENT SECTION

A mandatory WABERS+ entry. Definitions under "WABERS+ and NRS Definitions" later in chapter).

SCHOOL SECTION

A mandatory WABERS+ entry. Effective Spring 2012.

- The last grade attended prior to enrolling in their current class.
- US or Non-US based Schooling.

STUDENT SSN DISCLAIMER

See the SBCTC memo on page 1 of this section.

ATTENDANCE REPORTING

Attendance hour records are vital for calculation of pre/post testing timeframe requirements. **Twelve hours make a student federally-reportable if a CASAS is submitted during the program year. Instructions as follows:**

1. **Monthly** during the quarter, report class hours to WABERS+ entry person in the Basic Education for Adults Office.
2. **At the end of the quarter:** If you do not receive your electronic WABERS+ roster to complete, then on the back of the Student Enrollment form, record total hours for the quarter. The Office will request this information from the instructor at the end of each quarter. Include: hours of instruction or instructional activity the learner receives from the program (contact hours, attendance hours, and assessment). Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum, such as, classroom instruction, assessment, tutoring, or participation in a learning lab.

Practice-Testing hours in the classroom do count.

Official GED testing time does NOT count.

- a. Educational interview hours are separate from class hours and are collected separately for WABERS+ input. Though collected separately, Educational Interview hours are included in the total attendance hours.
- b. Educational interview hours include: filling out permanent student file paperwork (see Section 2), goal setting and taking the CASAS appraisal/Pre-Test. Hours are requested each quarter, because goals must be reviewed each quarter (Educational Interview Form- Sec. 2 forms).

NOTE: For Federal Reporting, WABERS+ hours do not follow students across program years (zeroed out each program year). For hours to "next test," the hours do follow the student across program quarters within a program year. Check "Student Testing" screen for the last test and date, and the "Student Hours" screen for monthly & quarterly attendance. Also use your timekeeping system to track hours between tests.

3. **Volunteer hours:** Report hours to the Volunteer Coordinator. In-Class tutoring hours are included in classroom instructional hours and are not recorded in WABERS+ beginning Program Year 10/11.
4. **Distance Learning hours (eLearning):** Effective January 2015 WABERS+ separates Distance Learning Hours from Face to Face (F2F) hours. See next page "Ways to Count Online Distance Education Hours".

Note: Working on CANVAS in the classroom is considered F2F time and should be included in Acculite or attendance spreadsheets.

Ways to Count Online Distance Education Hours

(Mainly HS21+)

The **Clock Time Model** assigns contact hours based on the elapsed time that a learner is connected to, or engaged in, an online or standalone software program that tracks time. The curricula tracks the time students spend interacting with the instructional material and disconnects after a preset period of activity.

For both **Teacher Verification and Learner Mastery models**, instructors must predetermine and document how they count hours for completed assignments and assessments. This determination must be included in the course syllabus and made transparent to students.

The **Teacher Verification Model** which assigns a fixed number of hours of credit for each assignment, based on teacher determination of the extent to which a learner engaged in or completed the assignment. Proxy contact hours are assigned for each type of curriculum used prior to assignment to students.

Learner Mastery Model which assigns a fixed number of hours of credit based on the learner passing an assessment on the content of each lesson. Learners work with the curriculum and materials and when they feel they have mastered the material, take an assessment. A high percentage of correct answers (typically 70% - 80%) earns the credit hours attached to the material. Proxy contact hours are assigned for each lesson prior to the learner attempting it.

Note: the above is from the State Board for Community and Technical Colleges for the purpose of reporting on-line class hours to WABERS staff.

Nancy/Staff will provide separate columns on the end of quarter WABERS spreadsheets.

COMPETENCIES/COMPLETIONS

To meet Federal Reporting requirements, WABERS+ will automatically match ELA and Basic Education for Adults Post-testing scores.

Level completions are automatically based on CASAS Post-testing. (The last post-test then becomes the pre-test for the next level of enrollment and instruction.) Score information (hand scored and/or eTest Reports) should be logged in the permanent student folder on the ELA or Basic Education for Adults first and second pages of the "Student Information Summary" form. Check WABERS+ Student Test History screen to make sure hand scores **MATCH** the **OFFICIAL** WABERS+ scores. Check all years in WABERS+ for test history.

WABERS+ REPORTS

Instructors can find their status reports under the Provider Management tab via the following directions:

- Select a report (from the first and second menu selections) Click on View Report link.

- Select a year from the drop down box.

- Select your name from Instructor drop down box.

- Click on View Report button top right screen. Click on "Maximize Screen" ICON to find it.

The following factsheets from SBCTC, August 2010, will help you understand federal gains, significant gains, and momentum points.

Gains Fact Sheet

The [WA State Adult Education 5-year Plan – 2014-2019](#) ABE/EL Civics funding formula is 50% performance-based (10% Transitions, 20% Total Student Achievement Points, and 20% SAI points-per-student) and 50% FTE Enrollment. Student records must be federally reportable for gains to count. Gains based on test records only appear after post-tests enter WABERS+.

What makes a student record federally reportable in WABERS+?

- Demographic and Intake data – includes ethnicity, gender, date of birth, employment status, highest level of schooling, and type of schooling.
- Program data – includes at least one pre-test (Test Type = P) and 12+ hours of attendance.
- The “Federally Reportable” indicator displays “Yes” when all necessary data enter correctly. The indicator displays “No” when data are missing or incorrect.

When do students achieve a state Significant Gain?

- Students can only achieve one (1) significant gain in a program year.
- If pre-test is 210 or less, and scored 5 or more points higher on post-test in the same subject.
- If pre-test is 211 or higher, and scored 3 or more points higher on post-test in the same subject.
- Earned* High School Equivalency (HSE – includes GED®) certificate or high school diploma.

**Based on SSN data match process.*

How are state Student Achievement Initiative (SAI) points calculated?

SAI points are calculated using pre-test scores and the highest post-test scores in the same subject. SAI points can increase throughout the program year as the student continues to post-test. Additionally, students earn 1 SAI point for earning their HSE or high school diploma.

- *Highest* post-test score minus pre-test score in the same subject = score difference.
- If pre-test is 210 or less, divide the score difference by 5.
- If pre-test is 211 or higher, divide the score difference by 3.

Sample Scenario

Sally Smith has pre-tests with a score of 208 in Math and 215 in Reading. Sally post-tests *after at least 45 hours of instruction* and scores 220 in Math and 230 in Reading.

Test Subject	Score Difference	Score Range	Divide	Result
Math	220-208 = 12	< = 210	by 5	2 SAI points
Reading	230-215 = 15	> = 211	by 3	5 SAI points

In this sample scenario, Sally achieved seven (7) total SAI points.

When does a student achieve a Federal Level Gain?

A student's lowest pre-test score determines their *entering educational functioning level*. The student earns a level gain if their last post-test in the same program year is at a higher level than their entering educational functional level. Students can only earn one (1) federal level gain in a program year.

Applied to the Sample Scenario Above

- Sally Smith's pre-test scores are 215 in Reading and 208 in Math.
- These scores place Sally at ABE 3 in Reading and ABE 2 in Math.
- Since Math is lowest, ABE 2 is Sally's entering educational functioning level.
- Sally needs to score 211 or higher on her Math post-test to move out of ABE 2 to get a federal level gain.

How do the federal educational functional levels compare to CASAS levels?

Entering Educational Functioning Level Federal Levels		CASAS Listening Levels	CASAS Reading & Math Levels	
				Exit GED >=256
	ASE High			GED 2 246-255
	ASE Low	Exit ESL >=228	Exit ESL >=236	GED 1 236-245
ESL Advanced	ABE Intermediate High	ESL 6 219-227	ESL 6 221-235	ABE 4 221-235
ESL Intermediate High	ABE Intermediate Low	ESL 5 210-218	ESL 5 211-220	ABE 3 211-220
ESL Intermediate Low	ABE Beginning Basic Education	ESL 4 200-209	ESL 4 201-210	ABE 2 201-210
ESL High Beginning	ABE Beginning Literacy	ESL 3 190-199	ESL 3 191-200	ABE 1 <=200
ESL Low Beginning		ESL2 181-189	ESL2 181-190	
ESL Beginning Literacy		ESL 1 <=180	ESL 1 <=180	

*ESL= English as a second language;
ABE=Adult Basic Education; ASE=Adult Secondary Education*

SBCTC WABERS+ Intake Form Administration and Definitions

The **WABERS+ Intake Form** is administered to every student in a BEdA-funded program at the time they enter the program. As students continue into a new program year, they will complete a new form. Intake status reflects a student's situation at the time they entered the program, or for continuing students, their status at the beginning of a new academic year. The WABERS+ Intake Form includes all of the NRS required information that must be reported in WABERS+ and includes the Attorney General's approved wording for requesting the use of student SSNs for data matching purposes. Providers cannot create a form that combines college registration and BEdA intake information as the federal funding is clear that there is certain registration information that BEdA providers are not allowed to ask. To be in compliance with federal funding regulations, providers must collect all of the required NRS data on students for reporting purposes.

Providers choosing to make any changes to the official SBCTC WABERS+ Intake Form are required to submit the form to the WABERS+ Helpdesk, wabers@sbctc.edu, for approval.

Entry Status

Select none or all that apply

Learning disabled is a subset of disabled, so students marked learning disabled should also be marked disabled.

- **Disabled** - Student has a record of, or is regarded as having, any type of physical or mental impairment, including a learning disability, that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning and working.
- **Learning Disabled** - Student with an IQ in the low-average and above (70+ to any level) who has deficits related to neurological impairments in capacity in defined limited areas related to learning, including dyslexia (reading disability), dysgraphia (writing disability), dyscalculia (math disability), and who has a history of previous educational efforts.
- **On Public Assistance** - Student is receiving financial assistance from federal, state or local government agencies, including Temporary Assistance for Needy Families (TANF) or equivalent general assistance, food stamps, refugee cash assistance, old-age assistance, and aid to the blind or totally disabled. Social Security benefits, unemployment insurance and employment-funded disability are NOT included.

Employment Status

MUST select one

- **Employed** – Student works as a paid employee or in his/her own business. Also included is the student who is not currently working, but has a job from which he/she is temporarily absent.
- **Unemployed** – Student is not working, but is seeking employment. Student has made specific efforts to find a job and is available for work. This category does NOT include persons who have given up looking for a job, or who otherwise are not available for work, including inmates of correctional facilities.
- **Not In Labor Force** – Student is not employed and is not seeking employment.

Highest Degree or Level of School Completed

MUST select one

The highest number of years of formal schooling the student has completed or the highest credential or degree the student has achieved.

Type of Schooling

MUST select one

Select either U.S. Based Schooling or Non- U.S. Based Schooling.

Special Programs

English Literacy/Civics – ESL instruction influenced by the English Literacy/Civics grant that:

- Enables participants to develop a sense of how things work, why things happen, what behaviors are acceptable, and how their personal actions can affect decisions and policies;
- Assists participants in understanding and learning to maneuver through governmental, educational, community and workplace systems as well as key American institutions, such as banking and health care;
- Integrates English literacy and civics education into contextual and experiential teaching and learning; and
- Provides students with opportunities to hone their skills in addressing their real-life civics issues and concerns.

This program can only be selected after at least one ESL pre-test is entered in WABERS+.

High School Completion – A program designed for students to achieve sufficient skills and credit hours to earn a state accredited secondary diploma that is funded with local, state, and/or federal ABE funds.

Note: As students near completion, a 16-20 Credit Equivalence box also needs to be marked in WABERS+. This will set the record up to be data matched with your SMS records.

HS 21+ – A competency-based high school equivalency program for adult learners 21 and older who do not have a high school diploma or equivalency.

Note: As students near completion, a 16-20 Credit Equivalence box also needs to be marked in WABERS+. This will set the record up to be data matched with your SMS records.

I-BEST – *This program is automatically selected based on proper I-BEST course coding.* Integrated Basic Education and Skills Training pairs ESL/ABE instructors with professional-technical instructors in the classroom to provide students with literacy education and workforce skills at the same time. I-BEST challenges the traditional notion that students must first complete all levels of basic education before they can begin workforce training. Courses are required to be team-taught with a minimum of 50% overlap of basic skills instruction.

Accurate course coding is crucial to the success of I-BEST and for colleges to receive the enhanced FTE funding that comes with I-BEST programming. In conjunction with program planning, please consult the [I-BEST Course Coding and Enrollment Reporting Instructions](#).

I-BEST at Work – I-BEST at Work is a collaboration of ABE/ESL providers, employers and supervisors. Funded projects will provide ESL/basic skills instruction that is delivered primarily at the work site and includes eLearning resources.

I-DEA – The Integrated Digital English Acceleration (I-DEA) project target learners at the lowest three levels of ESL and serve as an “on-ramp” to prepare students for entry into I-BEST. Using the “flipped classroom” model, participants will use eLearning resources for 50% or more of their learning experience.

On-Ramp to I-BEST – On-Ramp to I-BEST serves ABE/ESL Levels 1-3 students who seek to enroll in ABE programs on community college campuses or at Community Based Organizations in Washington State or are interested in attending college, but test at too low a basic skills level to enter and succeed in I-BEST or college-level programs. Courses must be contextualized in academic content areas and are required to be team-taught with a minimum of 50% overlap of instruction.

Skill Link – This is an “on-ramp” to I-BEST program targeted at young adults, funded by the Gates Foundation, and administered by Skill Up Washington.

Volunteer Literacy Program – Volunteer tutor instruction that:

- Meets the quality standards for volunteers identified in the [Volunteer Literacy Principles](#)
- Provides at least 1,000 student contact hours annually and increase student contact hours over time; and
- Utilizes volunteers in a variety of tutoring models, including one-on-one tutoring, small group instruction, and as a part of classroom instruction offered by the funded organization or another identified provider.

eLearning – Formerly known as “Distance Education.” Select one or more of following sub-types as it applies to eLearning in any of the classes in which a student enrolls:

- *Correspondence* – A course which uses mailed information between instructor and student. There is limited or no face to face time with instructor.
- *Hybrid* – A course that replaces some, but not all face-to-face class time with web-based tools.
- *Interactive Television (ITV)* – A course which uses the K-20 or network-based video conferencing tools to distribute the course materials in real (synchronous) time.
- *Online* – A course that uses web-based tools and where 100% of the instruction and interaction between instructor and student is done online. (Proctored exams still allow for this classification).
- *Tele-Class* – A distance class which uses satellite, cable, streaming video over the internet, or other broadcast technology to distribute a predominant portion of course material in real (synchronous) time.
- *Telecourse* – A course which uses videotapes, CD’s, DVD’s or other portable modalities of video/audio delivery to deliver the course content. There is limited or no face-to-face time with instructor.
- *Web Enhanced* – A face-to-face course that does not replace any face-to-face seat time, and access to web-based tools is required.

SSN Disclaimer Consent

This element is not required for a record to become federally reportable. It is necessary for data matching so every adult education provider is required to ask students for social security numbers and consent to use them as stated below.

All students **MUST** check "Yes" or "No" when signing the SSN Disclaimer. Only Social Security Numbers for students who check "Yes" are data matched. The student, not the BEdA provider, must decide whether to supply a Social Security number.

A BEdA provider’s performance rates may be significantly understated when student Social Security numbers are not available for matching. Data for several of the mandatory NRS reporting criteria (earning a GED® or high school diploma, getting or retaining employment, and/or enrolling in further education or training) are based solely on matching student Social Security numbers with other state agency databases).

The disclaimer may not be altered in any way on the WABERS+ Intake Form. Although, you may assist students by explaining it in plain talk or their native language.

***NRS Implementation Guidelines*—Measures and Methods for the National Reporting System for Adult Education (See above WABERS+ Definitions also) February 2015**

Demographic and Status Measure Definitions

Adult education programs always collect NRS demographic and status measures. Program staff either collects these measures from the student at intake into the program, or the student directly reports these measures, as defined below.

Demographic Measure #1: Race/Ethnicity

Definition: Racial or ethnic category to which the learner self-identifies, appears to belong to, or is regarded in the community as belonging. The racial/ethnic categories for Program Year 2009-10 are:

- **American Indian or Alaskan Native**—A person who has origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian**—A person who has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent (e.g., China, India, Japan, and Korea).
- **Native Hawaiian or Other Pacific Islander**—A person who has origins as a native of the Hawaiian Islands or the other islands of the Pacific, such as the Philippine Islands and Samoa.
- **Black or African-American**—A person who has origins in any of the Black racial groups of Africa but not of Hispanic culture or origin.
- **Hispanic or Latino**—A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White**—A person who has origins in any of the original peoples of Europe, North Africa, or the Middle East but not of Hispanic culture or origin.

In 1997, the U.S. Office of Management and Budget (OMB) published *Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity* in the Federal Register, Volume 62, Page 58782 (October 30, 1997). The new categories separate race and ethnicity and include two categories for data on ethnicity. ED released *Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education* in the Federal Register, Volume 72, Page 59266 (October 19, 2007).

Beginning July 1, 2010, programs are required to collect and report race/ethnicity data differently. When collecting data, they will first ask about a student's ethnicity (i.e., Hispanic/Latino or not) and then select one or more races with which the student identifies. Programs will then report data by counting students in only one of the following seven aggregate racial/ethnic categories beginning with program year 2010-11:

- **American Indian or Alaska Native**—A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.

- **Asian**—A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American**—A person having origins in any of the Black racial groups of Africa.
- **Hispanic/Latino of any race**—A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic/Latino or Latino."
- **Native Hawaiian or Other Pacific Islander**—A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White**—A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- **Two or more races**—A person having origins in two or more race categories and not Hispanic/Latino.

Students who identify themselves as Hispanic/Latino are reported only in that category.

For more information on how to implement these new race/ethnicity data collection and reporting requirements, please refer to the following resources.

- "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity, Notice of Decision." Federal Register 62 (30 October 1997): 58782-58790.
- "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education, Final guidance." Federal Register 72 (19 October 2007): 59266-59279.
- National Forum on Education Statistics, Race/Ethnicity Data Implementation Task Force. (2008). *Managing an Identity Crisis: Forum Guide to Implementing New Federal Race and Ethnicity Categories* (NFES 2008-802). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.
<http://edpubs.ed.gov/productcatalog.aspx>.

Applicable Population: All learners.

Federal Reporting: Total number of learners by racial/ethnic group is reported.

Demographic Measure #2: Gender

Definition: Whether the learner is male or female.

Applicable Population: All learners.

Federal Reporting: Total number of learners by gender is reported.

Demographic Measure #3: Age

Definition: Years since learner's date of birth.

Applicable Population: All learners.

Federal Reporting: Total number of learners by age is reported using the following age categories: 16–18 years, 19–24 years, 25–44 years, 45–59 years, and 60 years and older.

Student Status Measure #1: Labor Force Status

Definition: Whether the learner is employed, not employed, or not in the labor force at time of entry into the adult education program, according to the following criteria:

- **Employed**—Learners who work as paid employees, work at their own business or farm, or who work 15 hours or more per week as unpaid workers at a farm or business operated by a member of their family. Also included are learners who are not currently working but who have jobs or businesses from which they are temporarily absent.
- **Unemployed**—Learners who are not working but are seeking employment, make specific efforts to find a job, and are available for work.
- **Not in the Labor Force**—Learners who are not employed and are not seeking employment.

Applicable Population: All learners.

Federal Reporting: Total number of learners by category is reported.

Student Status Measure #2: Public Assistance Status

Definition: Learner is receiving financial assistance from Federal, State, or local government agencies, including Temporary Assistance for Needy Families (TANF) or equivalent general assistance, food stamps, refugee cash assistance, old-age assistance, and aid to the blind or totally disabled. Social Security benefits, unemployment insurance, and employment-funded disability are not included in this definition.

Applicable Population: All learners.

Federal Reporting: Total number of learners receiving assistance is reported.

Student Status Measure #3: Disability Status

Definition: Learner has a record of, or is regarded as having any type of physical or mental impairment, including a learning disability that substantially limits or restricts one or more major life activities (e.g., walking, seeing, hearing, speaking, learning, and working).

Applicable Population: All learners.

Federal Reporting: Total number of disabled learners is reported.

Student Status Measure #4: Rural Residency Status

Definition: Learner resides in a rural area; that is, a place with a population of less than 2,500 that is not near any metropolitan area with a population greater than 50,000, or in a city with adjacent areas of high density.

Applicable Population: All learners.

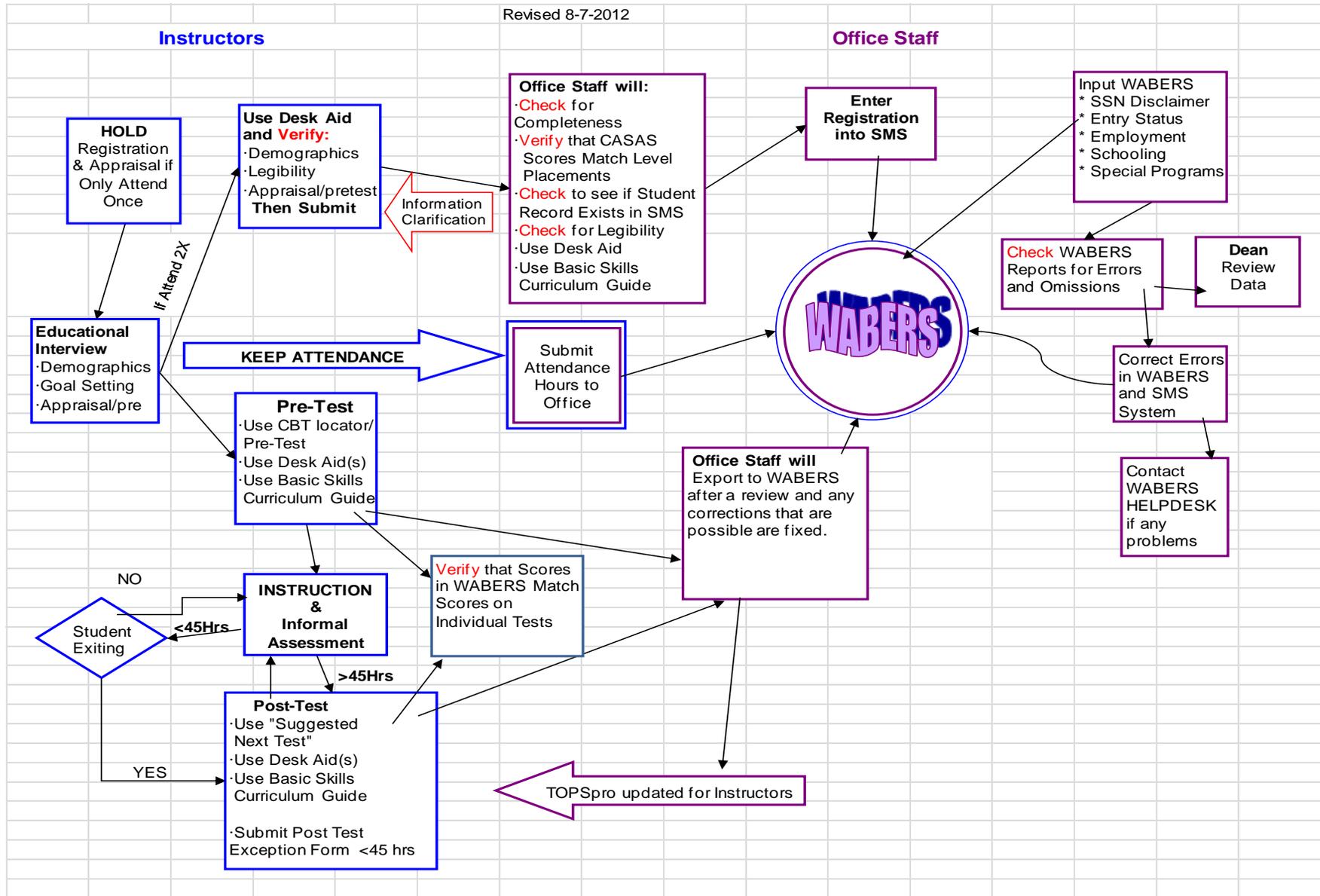
Federal Reporting: Total number of learners living in rural areas is reported.

Student Status Measure #5: Highest Degree or Level of School Completed

Definition: The highest number of years of formal schooling the learner has completed or the highest credential or degree the learner has achieved. Schooling in the U.S. or abroad is included.

Applicable Population: All learners.

Federal Reporting: Total number of learners completing the highest grade level or credential is reported for schooling either in the U.S. or abroad.



Section 6

CASAS

ASSET

COMPASS

CASAS FOR BASIC EDUCATION FOR ADULTS

Basic Education for Adults/HSE and HS21+ Students: All students enrolling in Basic Education for Adults classes are to be assessed for placement using the CASAS (Comprehensive Adult Student Assessment System) Appraisal instrument. This tool is used to determine student placement in reading and math and to identify the federally-defined level at which the pre-tests are to be administered.

ELA Students: All students enrolling in ELA classes are to be assessed for placement using the CASAS Appraisal for ELA and the flow-chart on a following page, titled "CASAS ELA Intake Process."

Please Note: Anyone who enters with a Form 27/28 as their pre-test never takes the Form 80R or Form 80L. Remember that Form 80 is an appraisal, and is only given for those who score 6 or more on the oral screen. We only appraise once, so a student who goes the route of a Form 27/28, the oral screen is their appraisal.

An appraisal instrument is for placement only; it is not designed to provide instructors with diagnostic information. Pre-tests provide the diagnostic information necessary to inform instruction and to identify those competencies which a student has already mastered and those competencies which need additional work.

During instruction, instructors are encouraged to continue to use informal assessments to monitor student progress. However, after the completion of a minimum of 45 hours of instruction, learners may take a post-test based on their pre-test scores. The post-test becomes the learner's next pre-test, and the cycle of instruction begins again.

Once the pre-tests have been completed, a student does not have to post-test in all subjects every time a test is given. If a student has "tested out" of a particular subject or has not been studying a particular subject during a quarter, then there is no reason to test in that subject area. For example: an ELA student has tested out of Listening by scoring at the top of the highest form. Listening is considered "done" and there would be no more testing in listening. Another example: If a HSE student has been preparing for the writing test and maybe some of the reading tests all quarter and is "saving" the math until they finish the other tests, then the student doesn't post-test in math.

[Assessment Process Summary Online eTests continued on page 2.](#)

Proctor a Session



CASAS eTests Login

1. Under Favorites, go to **CASAS eTests Online** (<https://etestsonline.org>)
2. Click **Sign in**

Application Management

1. Enter credentials, and then click **Login**
 - a. ***Agency (665)**
 - b. **User** (your e-mail address)
 - c. **Password**
2. Click **Testing Sessions**

A session can exist in one of the following states:

- **Inactive:** session is new and not yet started or has been stopped
- **Pending:** session is started, but not yet active (sessions can be started 30 minutes before start time)
- **Active:** session is started and active
- **Suspended:** session is suspended due to proctoring supervise hours end time
- **Expired:** session is expired (end date of the session is lower than current date)

Start a Session

1. Click **Start** for the session you are assigned to proctor
2. Set **Max Supervise Hours** (1-8 hours) (*Over-estimate your time; it will turn off students' tests if you have run out of supervisory time*)
3. Click **Start** to acknowledge responsibility for proctoring the session

Getting Students Started

1. Under Favorites, go to **CASAS eTests Online** (<https://etestsonline.org>)
2. Click **Start Test Session**
3. Click **Run** when the pop-up window asks if you want to run or save [CASAS tests.exe](#)
4. Using the **student's 895#** verify that they are in the system
5. Verify that the test CASAS suggests is the test that you have determined is the one that they should be taking

What to Tell Students

1. Explain which test they will be taking, and, if taking a **locator test**, explain what that is
2. Give the option to take a **practice test**
3. Offer scratch paper and pencils for math tests
4. Point out **the retractable Toolbar** in the upper left-hand corner (*this allows them to keep track of remaining items, remaining time, change test display size*)
5. **Review Page** at the end gives the test-taker a chance to review items before they end the test
6. Remind students to **Print** their report at the end of the test

Monitor Session Activity

To access Session Activity from the Sessions List:

1. Click **View** from the Sessions List

For active sessions, the Session Activity window tracks progress throughout test administration.

1. Click **Add Stations** if additional testing stations are needed to accommodate all test-takers.
 - a. A pop-up window will appear to select any available testing stations
 - b. You may need to remove an unused testing station from another active session so it becomes available to select and add to a session where an additional testing station is needed
2. Click **Move** test administration to another available testing station (if needed)
3. Click **Abort** to cancel the test without scoring (if needed)
4. Click **Manage** to stop, suspend, continue, or cancel your action
 - a. Click **Suspend** to suspend your testing session
 - i. Only available when current testing session is active
 - b. Click **Continue** to continue your testing session
 - i. Only available when current testing session is not expired (e.g. session's end date < current date)
 - c. Click **Cancel** to leave the testing session in its current state
5. Click **Stop** to end the testing session

Don't forget to STOP your testing session. This is very important for test security!

Exit CASAS eTests Online

1. Click **Back** at the upper-right corner to return to the menu
2. Click **Logout** at the upper-right corner to exit the application
3. Close **Web browser**

Testing Irregularities

1. Any testing irregularity must be reported to the Coordinator, **Mark**, on the day of occurrence by phone or e-mail
2. Examples of testing irregularities include but are not limited to:
 - a. Administering a test to the wrong student
 - b. Cheating
 - c. Illness during testing
 - d. Computer malfunction
 - e. Internet connectivity issues
 - f. Any occurrence that requires interrupting a test in progress (*sudden, urgent, usually unexpected occurrence requiring immediate action*)

Important Things to Know

1. When you are navigating CASAS eTests Online, be sure to use the links located at the upper-right corner of the Application Management window. If you inadvertently click the Web browser back-button or arrow, you are automatically kicked out of the application. If this happens, simply log back on.
2. **Refresh Error** – If the testing session is not started before initializing the testing stations the **Refresh** button appears in place of the Student Code field until the session is started. After the session is started, click the **Refresh** button for the Student Code input field to appear. If the Student Code input field does not appear after the testing session is started and the Refresh button is clicked, the testing station is not associated with the testing session, and you will need to contact the coordinator.

For CASAS Help-Desk Call 417-6243

Exceptions for Post-Testing with Fewer than 45 Instructional Hours

No one with fewer than 45 instructional hours is to be post-tested. Any exceptions are to be limited and rare and need prior approval from the local director and the SBCTC/Basic Education for Adults Office. The State Basic Education for Adults Office will monitor the use of exceptions including taking appropriate actions with program providers for excessive use or misapplication of exception provisions.

Only when there is a valid reason that a student will not reach 45 hours of instruction **AND** there is documented evidence of a possible gain, will an exception to post-test the student be approved.

Examples of valid reasons that a student will not reach 45 hours of instruction:

- Student is ready to take his/her last GED test and has stated that he/she will not return to class after completing the test
- Student has a Planned Release Date (PRD) from prison as shown in the Offender Management Needs Inventory (OMNI) before 45 hours of instruction will be acquired
- Student is completing an I-BEST program and has accrued less than 45 hours of instruction since his/her last test
- Student has accrued 45 or more hours between program years and since last test
- Other reasons may be approved on an individual basis

Examples of possible documented evidence of a possible gain:

- A GED Official Practice Test with a significant increase from the initial score to a score of 450 or higher
- Classroom assessments that indicate a significant gain
- Other evidence based on assessments may be approved on an individual basis

The documented reason for post-testing and the evidence of a possible gain must be kept in the student file. If a valid reason exists that a student will not persist for 45 hours of instruction, but has not taken an assessment to show evidence of a significant gain, that student should not be tested.

When seeking an exception the following steps must be followed:

1. Identify need for exception,
2. Complete the "Basic Education for Adults Post-Testing Exception" form and e-mail as an attachment to the Associate Dean,
3. The Associate Dean will request approval for an exception in WABERS+ using your submitted information,
4. Place the evidence and the documented reason for post-testing in the student file,

Once approved, proceed with normal testing procedures, and place the Associate Dean's **signed** Exception Form in the student's file.

Post-Test Exception Request Procedure

When seeking an exception to post-test before 45 hours of instruction, first update attendance hours in the WABERS+ program, then follow these steps:

1. Identify a valid reason for the exception (see examples below).
2. Document any evidence of a possible gain (see examples below).
3. Complete the paper copy of the Post-Test Exception Request Form and attach your evidence. Send to your director for initial review and signature.
4. Once the director has signed the form, make the official request for an exception utilizing the WABERS+ program (the WABERS+ Specialist at your site must complete this step).

*Note- The documentation, including the reason for the exception, the evidence and the **signed** Post-Test Exception Form, must be retained in the student's file.*

5. The WABERS+ Helpdesk will reply to your request either officially approving it or asking for additional information.
6. Once approved, proceed to administer the post-test.

Examples of valid reasons* that a student will not reach 45 hours of instruction

- Student is ready to take their last GED® test and has stated they will not return to class after completing the test.
- Student has a Planned Release Date (PRD) from prison as shown in the Offender Management Needs Inventory (OMNI) before 45 hours of instruction will be acquired.
- Student has accrued 45 or more hours between program years and since taking their last test (*applies to spring and summer only*).
- Other reasons may be approved on an individual basis, such as, "Student is transitioning to credit classes," or "Student needs post-test to enter into I-BEST program," or "Student completing HS 21+ program and will not return to class."

- Here are some examples of **invalid** reasons that would not be approved:

Not Valid = "Student will not return to Basic Education Dept." or "Class is only 2 credits so it is not possible to accrue 45 hours."

**If a valid reason exists that a student will not persist for 45 hours of instruction, but has not taken an assessment to show evidence of a significant gain, that student should not be tested.*

Examples of documentation for evidence of a possible gain

- An official GED® 2014 Practice Test with a significant increase from the initial score to a score of 158 or higher.
- Classroom assessments that indicate a significant gain.
- Other evidence based on assessments may be approved on an individual basis.
 - This may include HS 21+ portfolios and assignments.

Post-Test Exception Request Form

A signed copy with the director's signature must be kept in the student file for monitoring and/or auditing purposes.

Provider Information

Date: _____

Provider Name: _____

Person Submitting: _____

Student Information

Student SID: _____

Student Name: _____

Student's number of attendance hours: _____

Reason for Request documented in student file

- Student is ready to take their last GED® test and has stated they will not return to class after completing the test.
- Release from prison as shown in the Offender Management Needs Inventory (OMNI) with a Planned Release Date (PRD) before 45 hours of instruction will be acquired.
- Student has accrued 45 or more hours between program years and since last test.
- Other, please explain: _____

Evidence of possible gain that has been placed in student file

- An official GED® 2014 Practice Test with a significant increase from the initial score to a score of 158 or higher.
- Classroom assessments that indicate a significant skill gain.
- Student has accrued 45 or more hours between program years and since last test, so evidence is not required.
- Other, please explain: _____

Director's signed approval with evidence has been placed in student file

- Director approval. Signature _____ Date _____

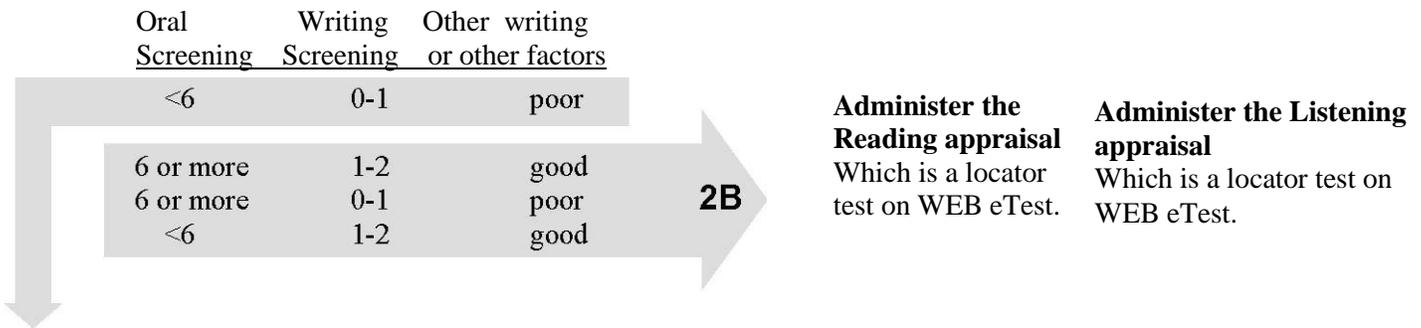
CASAS ESL INTAKE PROCESS (2008 CASAS)

Guidelines for determining class placement and pretest level

1 Assess student's basic English language proficiency

- observe how well student communicates and fills out forms
- consider number of years of formal schooling and other information on demographic records
- administer oral screening from the CASAS Appraisal
- administer CASAS writing screening or other writing assessment
- consider other factors affecting class placement

Scores on Oral Screening and CASAS Writing Screening or other writing assessment:



2A Skip the appraisal and administer the five practice items from Form 27 one-on-one information and determine next step.

<u>Results</u>	<u>Test form to administer</u>
some difficulty	Administer Form 27 or 28 as pretest
little or no difficulty	Administer Level A Reading pretest or Listening retest

3. Place student in instructional level according to the lower of the two appraisal scores. The pretest score serves as the initial point of comparison for progress testing. The appraisal score (alone) provides accurate placement information.

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GUIDELINES FOR PROVIDING ACCOMMODATIONS USING CASAS FOR LEARNERS WITH DISABILITIES

PURPOSE

The accountability standards in the 1998 Workforce Investment Act include the Rehabilitation Act Amendments of 1998 to improve access to adult programs and achieve employment outcomes for learners with disabilities. Other legislation addresses provisions related to testing accommodations for learners with disabilities, including the ADA Amendments of 2008, Section 504 in the Rehabilitation Act of 1973, the Individuals with Disabilities Education Improvement Act of 2004, and the No Child Left Behind Act of 2001. These laws ensure equal access for all learners in education programs, including learners with disabilities. Accommodations provide an opportunity for all test takers to demonstrate their skills and ability. The accommodations may alter test administration procedures without changing what the test is intended to measure.

The following guidelines address methods for administering CASAS assessments using accommodations for learners with documented disabilities. The suggested accommodations for disability categories consist of the provisions below.

1. Accommodations in test administration procedures.
2. Use of appropriate CASAS test forms.

LOCAL AGENCY RESPONSIBILITY

Local test administrators must consider the individual needs of the learner when they provide accommodations. The responsibility of fulfilling the learner requests for accommodations is that of the local agency following state guidelines, not of CASAS. However, CASAS will work with state and local agencies to develop additional tests that are in a format reflecting the manner in which learners acquire and report information needed to function in everyday life. For example, if a learner is legally blind and reads information using Braille, then a standardized reading test in Braille format is appropriate for testing. CASAS has developed a life and work skills assessment in Braille format that reflects functional literacy situations in the life and work of a person who is blind.

Local agencies are responsible for providing fully accessible services and have the responsibility to ensure that these services meet reasonable criteria. In addition, the agency administering the test must provide any necessary accommodations at no cost to the learner. Costs are negligible for most of the common accommodations that learners will request. The agency may wish to contact district or state rehabilitative or health and human welfare agencies for diagnostic services such as for learning disabilities.

Local agency, district, and state accountability data collection systems should include CASAS test results for learners with disabilities. However, all public reports of test results must follow confidentiality laws and report scores with our references to name, address, or Social Security number of the learner. Local and state agencies may also want to collect accountability data on which and how many accommodations or alternate test forms are provided during test administration for program improvement purposes.

Adult learners with disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after diagnosis. The need to use an accommodation should be documented in official learner records, such as the Individual Educational Plan (IEP), Individual Program Plan (IPP), or Individualized Plan for Employment (IPE). The information could come from a doctor's report,

a diagnostic assessment from a certified professional, and other clinical records. Adult agencies can often contact the local division of vocational rehabilitation or a secondary school to request documentation of a disability. The documentation must show that the disability interferes with the learner's ability to demonstrate performance on the test.

Local agencies should provide the same accommodations when they administer CASAS assessment as they do for the learner during instruction and as documented in annual plans such as the individual education plans. For example, if the learner acquires information and receives instruction with the assistance of a sign language interpreter, then an interpreter is also necessary to provide directions for standardized testing. However, interpreters *do not sign the test questions themselves* because the purpose of the assessment is to determine level of basic reading literacy skill.

It is important that a learner practice using the appropriate accommodation during instruction *before* using the accommodation during the assessment. Also, it is important to *ask learners* what accommodations will work best in their situation.

CASAS has a variety of standardized performance-based assessment instruments to use with learners who do not demonstrate their skills well on multiple-choice tests. Standardized performance-based instruments are available for special purposes such as demonstration of writing and speaking skills and functional life skills for adults who have intellectual disabilities.

ACCOMMODATIONS IN TEST ADMINISTRATION PROCEDURES

Local test administrators may provide or allow some accommodation in test administration procedures or environment for documented disabilities without contacting CASAS. Test administrators often use these same strategies as *test taking strategies* for other learners who do not have documented disabilities. Students may request to take only one test per day or to test in an alternate quiet room. Learners may also use a variety of strategies when they take a test, such as plain straight-edge ruler, magnifying strips or glass, colored overlays, ear plugs, and other devices as deemed appropriate¹.

Sample accommodations in test administration procedures or environment are shown in Table 1. Examples of these accommodations are extended time, supervised breaks, or sign language interpreter *for test administration directions only*. The accommodations listed are suggestions only. Accommodations are based on needs of individual learners and *not* on a disability category. Any testing accommodation must be consistent with documentation in the annual plan, such as an IEP. These strategies do not alter the validity of the test results. The local test administrator does not need to contact CASAS when providing these accommodations.

It is *not* an appropriate accommodation in test administration procedures to *read a CASAS reading test* to a learner simply because of low literacy skills. The purpose of a reading test is to assess reading skill level, to determine the learner's appropriate instructional level, and to document progress. Agencies may call CASAS to provide information on additional accommodations in test administration procedures and formats not listed in Table 1 or about documentation of accommodations on individual records.

¹ www.acenet.edu/calec/ged/

USE OF APPROPRIATE CASAS TEST FORMS

It is important to use an appropriate test form that best meets the learner's goals and manner of receiving and reporting information. Most learners with a disability can take some form of a CASAS test. CASAS provides large-print versions of all tests. Large-print tests and CASAS eTests® are examples of test forms often used for learners with documented disabilities based on need as well as for *all* learners. The POWER performance-based assessment series, Forms 301-307, and the Tests for Adult Life Skills, Forms 312 through 352, are available specifically for learners who have intellectual disabilities.

CASAS is currently expanding development of other test forms to measure basic literacy skills of learners with specific documented disabilities. Please contact CASAS if you are interested in participating in a national validation of other appropriate assessment for specific needs. The CASAS test development process always includes field-based specialists who help design, develop, and field test assessment instruments to ensure appropriateness for assessment of the specific population.

WHEN APPROPRIATE CASAS TESTS ARE NOT AVAILABLE

Please contact CASAS to obtain permission *before* changing the test format locally, if the test form is not currently available from CASAS. CASAS requires approval because changes in test format affect the standardization and statistical measures for the test. CASAS will provide advice regarding appropriate accommodations that are not currently available to test administrators.

Contact CASAS at 1-800-255-1036 for further information on appropriate accommodations for using CASAS tests.

TABLE 1. PROVIDING ACCOMMODATIONS USING CASAS ASSESSMENT

DISABILITY	TEST ADMINISTRATION PROCEDURES	CASAS TEST FORMS AVAILABLE	FORMS FOR DEVELOPMENT
Specific Learning Disability and/or ADHD such as dyslexia, dyscalculia, receptive aphasia, hyperactivity, written language disorder, attention deficit disorder	Extended time (1.5) Alternate schedule Frequent breaks Scribe/writer/alternate room Computer—spelling and grammar check disabled Simple calculator for <i>Level A/B only</i>	Large-print forms and Answer Sheet for all CASAS tests Oral assessment for Citizenship Interview Test Large-Print Answer Sheets for Reading for Citizenship Casas eTests®	Low-level Literacy Forms in CASAS eTests® (with touch screen)
Deaf or Hearing Impairment	Sign language interpreter for <i>test directions only</i> Head phones for those taking a listening test		
Blind or Visual Impairment	Magnifier/Template Text to speech software Video magnifiers Scribe/reader	Level A/B Reading test in contracted Braille format Large-print CASAS tests CASAS Listening test series (Levels A, B and C)	
Mobility Impairment	Extended time Alternate site/equipment Scribe/writer/communication board		
Emotional/Mental Disability such as bipolar disorder and major depression	Extended time Supervised breaks Private room Limit testing per day		
Intellectual Disabilities such as traumatic brain injury, autism, cerebral palsy, epilepsy, mental retardation	One-on-one administration Extended time	Adult Life Skills Color-Photo Forms 312-352 POWER Forms 301-307 Beginning Literacy Forms 27/28	Low-level Literacy Forms in CASAS eTests® (with touch screen)

Note: The accommodations listed above are suggestions only and in addition to use of regular CASAS tests. Accommodations are based on needs of individual learners and not on a disability category. Any testing accommodation should be consistent with documentation in the annual plan, such as an IPP. Alternate test forms developed by CASAS do not modify test standards.

MODIFICATIONS IN CASAS TEST ADMINISTRATION

(Summarized from the SBCTC BEdA CASAS Assessment Policy Guide)

Instructors may provide or allow some modifications in CASAS Test administration procedures or in the test environment for documented disabilities without contacting the SBCTC/Basic Education for Adults Office.

Modifications are allowed that modify the environment in which the test is given (use of a writer, providing a sign language interpreter for test administration directions only, extended time, supervised breaks, large print tests, communication board, etc.), but the test format itself cannot be altered (using a copy machine to enlarge the print, for instance, or reading the test onto an audio tape is not allowed).

It is not an appropriate accommodation in test administration procedures to read a CASAS reading test to a learner with low literacy skills or blindness. Doing so would convert the assessment to a test of listening and/or memorization, not of reading.

For students who do not have disability documentation, testing strategies may be utilized when and where appropriate. These test-taking aids do not affect the administration of the test.

Test aids include:

- Magnifying glasses/lenses/sheet
- Clear and/or colored overlays
- A straight-edge
- Adhesive notes/flags
- Highlighters
- Visor
- Earplugs

Documented disabilities means that the individual can present a formal document provided by a qualified professional (physician, educational counselor, psychologist, special education teacher, or a rehabilitation counselor) such as a doctor's report, a diagnostic assessment, an Individual Education Plan (IEP) or other formal record of disability.

All documentation of the student's needs for specific testing accommodations must be maintained in the student's confidential records and must not be revealed without proper authorization as outlined in the Family Educational Rights and Privacy Act (FERPA). Basic Education for Adults program staff should work with Laura Brogden, Learning Disability Specialist, to ensure that student records are handled appropriately.

There are no longer any forms to complete or keep on file to use test aids/modifications.

Section 2 Page 12

CASAS ASSESSMENT PROCESS

General Testing Information

1. Remember that these are standardized tests.
 - ✓ All scratch paper must be collected and shredded. **Only give scratch paper for math.**
 - ✓ You may not go over the test with students nor use any test item for instruction.
 - ✓ No copy of the paper answer sheet may be kept by the instructor or in the student folder. **Only scores are to be recorded** on the Information Summary Forms for Auditors.
 - ✓ Tests may not be copied for any reason.
2. Tests may be done in groups or individually. In CASAS eTests, the testing time is set to 10 minutes for a locator and 50 or 60 minutes for an appraisal or test.
3. Accommodations may be used for the appraisal and pre-/post-testing if the student has official documentation on file or if they have requested accommodations (See Section 6 pages 8-12).

Testing Process - Returning Students

1. Continuous attending student: **The last test taken will be pulled forward on the WABERS Test History Screen. Even from a prior program year. The key is "attendance hours".**
2. Students who return but skipped attending a quarter: **Should be given a pre-test if they have not attended for one quarter and the last test taken was not pulled forward on the WABERS Test History Screen.**

Testing Process - New Students

1. The appraisal/locator and the pre-test must be **given prior to the student completing 12 hours of instruction.**
2. For ELA students, the CASAS ELA Intake Process provides guidelines for assessing student's basic English proficiency and selecting the appropriate appraisal and pre-tests. Some lower level students may skip the appraisal and be administered the appropriate pre-test.
3. Pre-test all Basic Education for Adults and HSE students in reading and math. The only exception is if a student has college entrance exam scores that document functioning above Basic Education for Adults level in either reading or math. In such cases, pre-testing may be done just in the subject for which the student was referred to Basic Education for Adults.
4. Test scores must be in the valid range of scores for the test given. Scores below the valid range for a test are invalid and cannot be used (raw score of 4 or below). In that case, the student must be retested using the appropriate assessment to determine a valid score. Scores above the accurate range are estimated and should be used with caution.

For paper testing (the rare occurrence):

1. Only CASAS answer sheets, including large print answer sheets, can be hand entered into TOPSEnterprise and WABERS+. All pre/post tests for students have to be recorded on these answer sheets and forwarded to campus. We will keep the original answer sheets here on campus for six years. The answer sheet will then be shredded.
2. Once the raw score has been transferred to an answer sheet, test booklets for 27/28 should be shredded. **(You do not bubble in answers.)**
 - a. **Do not use raw scores on any test other than 27 and 28 or for Large Print tests.**
- 3 A student identification number, should not be left blank or temporarily filled with a fake number . Do **not use a** social security number but the student's identification number issued by the college. Check your student records or call the Port Angeles, Forks or Port Townsend sites to obtain a student ID number before testing.
- 4 Record the testing information in the student's file (date, form, score) on the Student Information Summary Form (see section 2-forms)

CASAS eTest Process:

1. Refer to your "Washington State Basic Education for Adults Assessment Policy User Guide" and your "Proctor a Session" reference sheet (Section 6 pages 2 & 3).
2. Using the student's identification number to verify that they are in the system.
3. Verify that the test CASAS suggests is the test that you have determined is the one they should be taking.
4. Explain which test they will be taking, and, if taking a locator test, explain what that is
 - Give students the option to take a practice test
 - Offer scratch paper and pencils for math tests only
 - Point out the retractable Toolbar in the upper left-hand corner (*this allows them to keep track of remaining items, remaining time, change test display size*)
 - Review Page at the end gives the test-taker a chance to review items before they end the test
 - Remind students to Print their report at the end of the test
5. Log ALL scores into permanent student file on the Student Information Summary form.
6. After a minimum of 45 hours of instruction (attendance hours) or at the end of the quarter, if they have at least 45 hours, administer the suggested next test post-test.
7. The post-test score becomes the student's new pre-test score, and the cycle begins
8. again.

Details You Need to Know

1. Official assessment (reportable) is in reading and math for Basic Education for Adults/HSE/HS21+/WorkFirst/I-BEST, and in listening and reading for ELA. You should continue to do other assessments in any other appropriate subject area and track those in the students file, but it is only the results for the above CASAS tests that are turned in to the office for WABERS+.
2. Students do not need to be post-tested in subject areas that they are not studying.
3. Students taking CASAS tests may be provided test accommodations if there is a documented disability. Do not document on any answer sheet that the test was taken with accommodations.
4. You may share test results (but not specific test items) with students, and use the pre- and post-tests as diagnostic tools to inform instruction.
5. You **MUST** use a different form of the test for pre- and post-testing if you are using paper versions or online testing. If the student has already pre-tested in the online eTests, the computer will choose the correct form for the student.
6. You may continue to use performance task-based or other locally-developed assessments for instructional purposes, but they are not federally reportable. GED Practice Tests, Official GED Tests, ASSET, COMPASS or TOEFL scores are not valid post-tests. Remember, this is a standardized testing system, which means that CASAS must be used as a post-test since it was used as a pre-test.
7. **No one with fewer than 45 instructional hours is to be post-tested.** Any exceptions are to be limited and rare and need prior approval from the local director and the SBCTC/Basic Education for Adults Office. Only when there is a valid reason that a student will not reach 45 hours of instruction **AND** there is documented evidence of a possible gain, will an exception to post-test the student be approved. (see Section 6 pages 4 and 5)

WASHINGTON/CASAS CORRELATION CHART

Correlations between Washington Adult & Family Literacy Competencies, NRS Educational Functioning Levels and CASAS levels and test score ranges are listed below:

Basic Education for Adults				
Competency Levels				
WA Basic Education for Adults Competency	NRS Basic Education for Adults Level Name	CASAS Basic Education for Adults Level & Name		CASAS Basic Education for Adults Score Ranges
Basic Education for Adults 1	Beginning Basic Education for Adults Literacy	A	Beginning Literacy/Pre-Beginning Basic Education for Adults	200 and below
Basic Education for Adults 2	Beginning Basic Ed.	B	Low Basic Education for Adults	201 – 210
Basic Education for Adults 3	Low Intermediate Basic Ed.	B	Intermediate Basic Education for Adults	211 – 220
Basic Education for Adults 4	High Intermediate Basic Ed.	C	Advanced Basic Education for Adults	221 – 235
HSE 1, HSC 1	Low Adult Secondary Ed.	D	Adult Secondary	236 – 245
HSE 2, HSC 2	High Adult Literacy Ed.	E	Advanced Adult Secondary	246 and higher

ESL Competency Levels- Reading				
WA ESL Competency	NRS ESL Level Name	CASAS ESL Level & Name		CASAS ESL Score Ranges
ESL 1	Beginning ESL Literacy	A	Beginning Literacy/Pre-Beginning ESL	180 and below
ESL 2	Low Beginning ESL	A	Low Beginning ESL	181 - 190
ESL 3	High Beginning ESL	A	High Beginning ESL	191 – 200
ESL 4	Low Intermediate ESL	B	Low Intermediate ESL	201– 210
ESL 5	High Intermediate ESL	C	High Intermediate ESL	211 – 220
ESL 6	Low Advanced ESL	D	Advanced ESL	221 – 235

ESL Competency Levels -Listening				
WA ESL Competency	NRS ESL Level	Name	CASAS ESL Level & Name	CASAS ESL Score Ranges
ESL 1	Beginning ESL Literacy	A	Beginning Literacy/Pre-Beginning ESL	162-180
ESL 2	Low Beginning ESL	A	Low Beginning ESL	181 - 189
ESL 3	High Beginning ESL	B	High Beginning ESL	190 – 199
ESL 4	Low Intermediate ESL	B	Low Intermediate ESL	200 – 209
ESL 5	High Intermediate ESL	C	High Intermediate ESL	210 – 218
ESL 6	Low Advanced ESL	D	Advanced ESL	219 – 227

Suggested Next Test - LIFE SKILLS - MATH From an examinee's previous test score, find the suggested **next test level** to administer in a CASAS testing progression. Then refer to the **CASAS Test Forms** chart below to identify appropriate test form numbers.

Forms 31M-32M Level A	
Score	Next Test Level
<172	A
172	A
175	A
177	A
180	A
182	A
184	A
186	A
188	A
190	A
192	A
194	A
197	B or A
199	B or A
202	B
204	B
205	B
206	B
207	B
209	B
210	B
212	B

Forms 33M-34M Level B	
Score	Next Test Level
<188	*
188	B
190	B
193	B
195	B
197	B
199	B
200	B
202	B
204	B
205	B
206	B
207	B
209	B
210	B
212	B
214	B
215	B
217	C or B
219	C or B
221	C
223	C
226	C
227	C
228	C
229	C
231	C
232	C

Forms 35M-36M Level C	
Score	Next Test Level
<201	*
201	C
204	C
206	C
208	C
210	C
212	C
213	C
215	C
216	C
218	C
219	C
220	C
222	C
223	C
224	C
226	C
227	C
228	C
229	C
231	C
232	D or C
234	D or C
235	D
237	D
239	D
241	D
243	D
246	D
247	D
249	D
250	D
251	D
252	D
253	D

Forms 37M-38M Level D	
Score	Next Test Level
<212	*
212	D
213	D
214	D
215	D
217	D
218	D
219	D
220	D
221	D
222	D
223	D
224	D
226	D
227	D
228	D
229	D
230	D
231	D
232	D
234	D
235	D
236	D
237	D
239	D
240	D
241	D
242	D
243	D
244	D
245	D
246	D
247	D
249	D
250	D
251	D
252	D
253	D
255	D
257	D
258	D
259	D
260	D
262	D
264	D
265	D
267	D
268	D

CASAS Test Forms by Level

MATH	
Level	Life Skills Series
A	31M, 32M
B	33M, 34M
C	35M, 36M
D	37M, 38M

* Scored below accurate range. Retest at a lower level.

Next Assigned Test

Life and Work 980 Listening Series

Level A – Form 981 & 982

FORM 981			
Raw Score	Scale Score	NAT	NRS EFL
1	*	Level A Form 982	
2	*		
3	*		
4	*		
5	169		
6	171		
7	173		
8	175		
9	177		
10	178		
11	180		
12	181		
13	182		
14	184		
15	185		
16	186		
17	188		
18	189		
19	190		
20	191		
21	193		
22	194		
23	195		
24	196		
25	198		
26	199		
27	200		
28	202		
29	204		
30	205		
31	207		
32	208♦		
33	208♦		
34	208♦		
35	208♦		
36	208♦		
37	208♦		
38	208♦		

FORM 981			
Raw Score	Scale Score	NAT	NRS EFL
1	*	Level A Form 981	
2	*		
3	*		
4	*		
5	169		
6	171		
7	173		
8	175		
9	177		
10	178		
11	180		
12	181		
13	183		
14	184		
15	185		
16	186		
17	188		
18	189		
19	190		
20	191		
21	193		
22	194		
23	195		
24	196		
25	198		
26	199		
27	201		
28	202		
29	204		
30	205		
31	207		
32	208♦		
33	208♦		
34	208♦		
35	208♦		
36	208♦		
37	208♦		
38	208♦		

* Below accurate range. Retest at a lower level.

♦ Conservative estimate. Retesting is recommended.

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Life and Work 980 Listening Series

Level B – Form 983 & 984

FORM 983				FORM 984			
Raw Score	Scale Score	NAT	NRS EFL	Raw Score	Scale Score	NAT	NRS EFL
1	*	Level A Form 981		1	*	Level A Form 982	
2	*						
3	*						
4	*						
5	*						
6	*						
7	*						
8	*						
9	*						
10	190	Level B Form 984	3	10	190	Level B Form 983	3
11	191						
12	192						
13	194						
14	195						
15	196						
16	197						
17	199						
18	200						
19	201		Level C Form 985	5	20		202
20	202						
21	203						
22	205						
23	206						
24	207						
25	208						
26	210						
27	211						
28	213						
29	214						
30	215						
31	217						
32	218♦						
33	218♦						
34	218♦						
35	218♦						
36	218♦						
37	218♦						
38	218♦						

* Below accurate range. Retest at a lower level.

♦Conservative estimate. Retesting is recommended. Section 6 Page 20

Next Assigned Test



Life and Work 980 Listening Series

Level C – Form 985 & 986

FORM 985			
Raw Score	Scale Score	NAT	NRS EFL
1	*	Level B Form 983	
2	*		
3	*		
4	*		
5	*		
6	*		
7	*		
8	*		
9	*		
10	*		
11	210	Level C Form 986	5
12	212		
13	213		
14	214		
15	215		
16	217		
17	218		
18	219		6
19	220		
20	221		
21	223		
22	224		
23	225		
24	226		6+
25	227		
26	229		
27	230		
28	232		
29	233		
30	235		
31	237		
32	239		
33	240♦		
34	240♦		
35	240♦		
36	240♦		
37	240♦		
38	240♦		

FORM 986			
Raw Score	Scale Score	NAT	NRS EFL
1	*	Level B Form 984	
2	*		
3	*		
4	*		
5	*		
6	*		
7	*		
8	*		
9	*		
10	*		
11	210	Level C Form 985	5
12	211		
13	213		
14	214		
15	215		
16	216		
17	218		6
18	219		
19	220		
20	221		
21	222		
22	223		
23	225		6+
24	226		
25	227		
26	228		
27	230		
28	231		
29	233		
30	234		
31	236		
32	238		
33	240♦		
34	240♦		
35	240♦		
36	240♦		
37	240♦		
38	240♦		

* Below accurate range. Retest at a lower level.

♦ Conservative estimate. Retesting is recommended. Section 6 page 21

SUGGESTED NEXT TEST

CASAS Appraisal Form 80

From the appraisal test score, find the suggested **next test level** to administer in a CASAS testing progression. Then refer to the **CASAS Test Forms** chart below to identify appropriate test form numbers.

LISTENING	
Form 80L	
Score	Next Test Level
171	A
179	A
184	A
188	A
191	A
193	A
196	A
198	B or A
200	B
202	B
204	B
206	B
208	B
210	B
212	C or B
214	C or B
216	C
218	C
220	C
223	C
225	C
229	C
233	C
235	C
237	C
239	C

READING	
Form 80R	
Score	Next Test Level
171	A
180	A
185	A
189	A
193	AX or A
196	B or AX
199	B or AX
201	B or AX
204	B or AX
207	B
209	B
212	C or B
214	C or B
216	C or B
219	C or B
222	C
224	C
227	C
230	D or C
234	D or C
237	D
240	D
242	D
244	D
246	D

CASAS Test Forms by Level

Level	LISTENING		
	Life & Work Series	Life Skills Series	ECS Series
A	81L, 82L	51L, 52L	51L, 52L
B	83L, 84L	53L, 54L	63L, 64L
C	85L, 86L	55L, 56L	65L, 66L

Level	READING			
	Life & Work Series	Life Skills Series	ECS Series	Citizenship Series
Beg. Lit.	27R, 28R	27R, 28R	27R, 28R	27R, 28R
A	81R, 82R	31R, 32R	11R, 12R	951R, 952R
AX	81RX, 82RX	32RX		951RX, 952RX
B	83R, 84R	33R, 34R	13R, 14R, 114R	
C	185R, 186R; 85R, 86R*	35R, 36R	15R, 16R, 116R	
D	187R, 188R	37R, 38R	17R, 18R	

X level tests are a bridge to the next level

*Use either Forms 85 and 86 or Forms 185 and 186 as pre- and post-test pairs.

SUGGESTED NEXT TEST

Life and Work Reading Tests

From an examinee's previous test score, find the suggested **next test level** to administer in a CASAS testing progression. Then refer to the **CASAS Test Forms** chart below to identify appropriate test form numbers.

Form 27R, 28R Beginning Literacy		Forms 81R, 82R Level A		Forms 81RX, 82RX Level A bridge to B		Forms 83R, 84R Level B	
Score	Next Test Level	Score	Next Test Level	Score	Next Test Level	Score	Next Test Level
<153	*	<170	*	<182	A	<186	*
153	Beg Lit	170	A	182	AX or A	186	B or AX
155	Beg Lit	173	A	184	AX or A	189	B or AX
156	Beg Lit	176	A	186	AX or A	191	B or AX
158	Beg Lit	178	A	188	AX or A	193	B or AX
160	Beg Lit	180	A	190	AX or A	194	B or AX
162	Beg Lit	182	A	192	AX or A	195	B or AX
164	Beg Lit	184	A	194	B or AX	197	B or AX
165	Beg Lit	186	A	196	B or AX	199	B
166	Beg Lit	188	A	197	B or AX	200	B
167	Beg Lit	189	A	199	B or AX	202	B
169	Beg Lit	191	A	200	B or AX	203	B
170	Beg Lit	193	AX or A	201	B or AX	205	B
172	Beg Lit	195	B or AX	202	B or AX	206	B
174	Beg Lit	197	B or AX	204	B or AX	208	B
175	Beg Lit	200	B or AX	206	B	209	B
176	Beg Lit	203	B or AX	208	B	210	B
177	A or Beg Lit	205	B or AX	210	B	212	B
179	A or Beg Lit	206	B	212	B	213	B
180	A	208	B	214	B	215	B
181	A	209	B	216	C or B	216	C or B
182	A	210	B	218	C or B	218	C or B
183	A			220	C	220	C
184	A			222	C	222	C
186	A			224	C	224	C
187	A			227	C	226	C
189	A					229	C
191	A					230	C
192	A					231	C
194	B or AX or A					232	C
196	B or AX					234	C
199	B or AX						
202	B or AX						

* Scored below accurate range. Retest at a lower level.

CASAS Test Forms by Level

READING	
Level	Life & Work Series
Beg. Literacy	27R, 28R
A	81R, 82R
AX	81RX, 82RX
B	83R, 84R
C	185R, 186R; 85R, 86R
D	187R, 188R

- X level tests are a bridge to the next level
- Forms 85 and 86 should not be used as post-tests to Forms 185 and 186

SUGGESTED NEXT TEST

Life and Work Reading Tests

From an examinee's previous test score, find the suggested **next test level** to administer in a CASAS testing progression. Then refer to the **CASAS Test Forms** chart below to identify appropriate test form numbers.

Forms 85R, 86R Level C		Forms 185R, 186R Level C		Forms 187R, 188R Level D	
Score	Next Test Level	Score	Next Test Level	Score	Next Test Level
<200	*	<197	*	<213	*
200	C	197	C	213	D
202	C	200	C	216	D
203	C	202	C	218	D
205	C	204	C	220	D
207	C	206	C	222	D
208	C	208	C	224	D
209	C	209	C	226	D
210	C	211	C	227	D
212	C	212	C	229	D
213	C	214	C	230	D
215	C	215	C	232	D
216	C	216	C	233	D
217	C	218	C	234	D
218	C	219	C	236	D
220	C	220	C	237	D
221	C	221	C	239	D
222	C	222	C	240	D
223	C	223	C	242	D
224	C	224	C	243	D
226	C	225	C	245	D
227	C	226	C	247	D
228	C	228	C	248	D
230	C	229	C	249	D
231	C	230	C	251	D
232	C	232	C	253	D
234	D or C	233	C	256	D
235	D or C	235	D or C	258	D
237	D or C	237	D or C	260	D
239	D	238	D	262	D
241	D	241	D	265	D
243	D	243	D		
246	D	246	D		
247	D	247	D		
248	D	248	D		
250	D	250	D		
252	D	252	D		

CASAS Test Forms by Level

READING	
Level	Life & Work Series
Beg. Literacy	27R, 28R
A	81R, 82R
AX	81RX, 82RX
B	83R, 84R
C	185R, 186R; 85R, 86R
D	187R, 188R

- X level tests are a bridge to the next level
- Forms 85 and 86 should not be used as post-tests to Forms 185 and 186

PENINSULA COLLEGE

College Placement Exams

The COMPASS and ASSET are Placement Exams

COMPASS and ASSET placements are not used like a traditional test battery. There is generally no "passing score." Rather COMPASS/ASSET scores indicate areas in which you are strong and areas in which you may need help. Thus, COMPASS/ASSET can identify problems in major subject areas before they disrupt your educational progress, giving you the opportunity to prepare more effectively for needed courses.

You and your institution can use scores from COMPASS/ASSET to prepare a course of study that will be appropriate, relevant, and meaningful for you. Your placement results are available minutes after the test.

Descriptions and score interpretations of COMPASS and ASSET are on following pages.

ASSET

The ASSET program is a series of short developed by American College Testing (ACT) that lets you and your school work together to help you succeed in your education program. ASSET identifies your strengths as well as the knowledge and skills you will need in order to succeed in specific subject areas. ASSET also helps your school use this information to guide you toward classes that strengthen and build upon your current knowledge and skills.

How Does ASSET Work?

The ASSET is a paper/pencil timed placement. ASSET has three tests of Basic Education for Adults in writing, reading, and numerical reasoning, plus more advanced tests in algebra and geometry.

What Kinds of Questions Are on ASSET?

The ASSET uses a multiple-choice format. The following table gives the number of items and the amount of time allowed for each:

Test	Number of Items	Minutes
<u>Basic Education for Adults:</u>		
Writing	36	25
Reading	24	25
Numerical	32	25
<u>Advanced Mathematics :</u>		
Elementary Algebra	25	25
Intermediate Algebra	25	25
College Algebra	25	25
Geometry	25	25

Writing Skills measures your understanding of appropriate usage in grammar, punctuation, sentence structure, writing strategy, and writing style.

Reading Skills measures your ability to find specific information in text and to make logical inferences that extend beyond the text information.

Numerical Skills assesses your knowledge and skills in the performance of basic math operations using whole numbers, decimals, and fractions. This also measures pre-algebra knowledge and skills such as your understanding of prime numbers, absolute values, scientific notation, and square roots.

Elementary Algebra test measures skills often taught in first-year high school algebra class, including evaluation and simplifying algebraic expressions, solving linear and quadratic equations, and performing operations with polynomials.

**ASSET
SCORE INTERPRETATION**

ASSET provides an estimate of the math and/or English course in which you should enroll. Your instructor may provide additional testing and guidance to help insure your placement is correct

WRITING & READING			
Writing Skills		Reading Skills	
23 - 26	Contact the Education Transition Center (ETC) in E-148, 417.6380***	23 - 30	Contact the Education Transition Center (ETC) in E-148, 417.6380***
27-41	English 90 (5 cr)	31 - 43	Check with your advisor
42 - 44	English 90. Students with college-level reading may write an essay for college-level English placement	44 - 53	College-level reading**
45 - 54	English& 101 *		

MATH	
Numerical Skills	
23 - 45	Math 64, Introduction to Algebra
46 - 55	Math 91, Essentials of Intermediate Algebra or AMath 121, Math for Prof/Tech
Elementary Algebra	
23 - 45	Math 64, Introduction to Algebra
46 - 55	Math 91, Essentials of Intermediate Algebra or Math 99, Intermediate Algebra for Calculus
Intermediate Algebra	
23 - 49	Take ASSET elementary algebra test
50 - 55	Math& 141, Precalculus I; Math& 107, Non-science; Math 111, Finite Math or Math& 146, Statistics*
College Algebra	For Math& 151 placement, take COMPASS college algebra test
23 - 45	Take ASSET intermediate algebra test
46 - 55	Math& 142, Precalculus II *

* = Running Start qualifying level
 **=Recommended level for Running Start
 ***=Forks students contact the Forks site at 360.374.3223
 ***=Port Townsend students contact the Port Townsend site at 360.386.4605

COMPASS

Peninsula College utilizes the COMPASS in assessing students prior to orientation and advising. COMPASS is available for a \$20 fee. Drop-ins (no appointment necessary) are available. The Testing Center's phone number is 360-417-6346.

ADAPTIVE TESTING

COMPASS uses the computer's unique capabilities to move students around and/or offer more questions until the right placement level is found.

INCREASED ACCURACY

COMPASS selects and presents items in a way that maximizes test efficiency and precision. Drawing on a pool of more than 2,400 test items, the system adjusts the level of a test to the skills and expertise of the individual test taker and avoids presenting items that contribute little to measurement. This flexibility typically reduces the number of items and testing time required while increasing the accuracy of placement results.

UNTIMED

The adaptive format ensures that students will not have to spend time on questions that are too easy or too difficult. Since there is no fixed set of questions, most examinees will complete a different number of items, or, at the very least, complete them in a different order. The un-timed testing also helps reduce anxiety for students who are computer novices or for those who find timed testing situations frustrating.

WRITING SKILLS PLACEMENT

The Writing Skills Placement helps Peninsula College determine whether students are ready for college-level writing courses, or whether students would benefit from developmental writing instruction prior to entry into college-level English courses.

This asks students to find and correct errors in essays presented on the computer screen. The items include the following content categories:

Usage/Mechanics

Punctuation
Basic grammar and usage
Sentence structure

Rhetorical Skills

Strategy
Organization
Style

READING PLACEMENT

Reading Placement can help determine if students have the skills to succeed in standard college-level courses.

Five types of reading comprehension passages are included:

Practical Reading
Prose Fiction
Humanities

Social Sciences
Natural Sciences

MATHEMATICS PLACEMENT

Based upon a student's self-assessed math level, a beginning level of math is chosen on *COMPASS*. Should a student be proficient in the beginning level, the program will adjust to a higher level. Should a student have difficulty with accuracy, the program will adjust to pre-algebra.

Multiple-choice items in each of the five mathematics placement areas have the following:

- Basic Skills - performing a sequence of basic operations
- Application - applying sequences of basic operations to a novel setting or in complex ways
- Analysis - demonstrating conceptual understanding of principles and relationships in mathematical operations

Students are permitted to use approved calculators when completing *COMPASS* mathematics placement. An online calculator is available for those students who wish to access it via Microsoft Windows; students may use their own calculators. Calculator types not allowed:

- Pocket organizers
- Handheld tablet or laptop computers, including PDA's
- Electronic writing pads or pen-input devices. Note: The Sharp EL9600 is permitted
- Calculators with a typewriter keypad (letter keys in QWERTY format) Note: Letter keys NOT in QWERTY format are permitted.
- Calculators built into cell phones or other electronic communication devices
- Calculators models with built-in computer algebra systems. These include:
 - Texas Instruments models that begin with TI-89 and TI-92
 - TI-Nspire: all models labeled as CAS. Note: Non-CAS models are permitted
 - Hewlett-Packard: HP Prime, HP 48GII, or all models that begin with HP40G, HP 49G or HP 50G
 - Casio: FX-CP400 (ClassPad 400), ClassPad 300 and ClassPad 330, Algebra fx20, all model numbers that begin with CFX-9970G

PENINSULA COLLEGE
COMPASS
 SCORE INTERPRETATION

COMPASS provides an estimate of the math and/or English course in which you should enroll. Your instructor may provide additional testing and guidance to help insure your placement is correct.

WRITING & READING			
Writing Skills		Reading Skills	
0 - 31	Contact the Education Transition Center (E-148), 417.6380 ***	0 - 39	Contact the Education Transition Center (E-148), 417.6380 ***
32 - 55	English 90 (5 cr)	40 - 84	Check with your advisor
56 - 76	English 90 (5 cr) Students with college-level reading may write an essay for college-level English placement	85 - 99	College-level reading **
77 and above	English& 101 *		

MATH	
Pre-Algebra	
0-80	Math 64, Introduction to Algebra
81-100	Math 91, Essentials of Intermediate Algebra or Amath 121, Math for Prof/Tech
Algebra	
26-50	Math 91, Essentials of Intermediate Algebra or Amath 121, Math for Prof/Tech
51- 75	Math 91, Essentials of Intermediate Algebra or Math 99, Intermediate Algebra for Calculus
76 - 100	Math& 141, Precalculus I; Math& 107, Non-science; Math 111, Finite Math or Math& 146, Statistics *
College Algebra	
25 - 60	Math& 141, Precalculus I *
61 - 100	Math& 142, Precalculus II or Math& 151, Calculus; To qualify for Math& 151, Calculus, student must also have a Trigonometry score of at least 56 *
Trigonometry	
25 - 55	Math& 142, Precalculus II *
56 - 100	Math& 151, Calculus; to qualify for Math& 151, Calculus, student must also have a College Algebra score of at least 61 *

* = Running Start qualifying level

** = Recommended level for Running Start

*** = Forks students contact the Forks site at 360.374.3223 and
 Port Townsend students contact the Port Townsend site at 360.385.4605

5/21/13

COMPASS ENGLISH PLACEMENT

English 90 - Fundamentals of English

The COMPASS cut-off scores were changed in March, 2001, to assist advisors in placing college students in the proper English class. This change may impact some of the referrals to your classes or your recommendations to your students who want to enroll in college classes.

If students score 0-31 on COMPASS Writing Skills, they will be referred to Basic Education for Adults to do some brush-up work before they can enroll in English 90

Readiness for English 90 will be based on your assessment of writing skills.

If someone is referred for assessment or preparation, please communicate regularly with the advisor or counselor who referred the student on his/her progress. It will be important that we let both the student and the advisor know when they are "ready."

COMPASS READING PLACEMENT

The *COMPASS* cut-off scores were changed in March, 2001, to assist advisors in placing college students in the proper Reading/Study Skills class. This change may impact some of the referrals to your classes or your recommendations to your students who want to enroll in college classes.

If students score 0-39 on *COMPASS* Reading Skills, they will be referred to Basic Education for Adults for reading instruction.

If students score 40-84, students will be referred to their advisor. ENGL 054 & 057, Reading II, classes are no longer offered. Readiness for transition to I-BEST programs, other vocational programs, or for college-level reading will be based on the Basic Education for Adults assessment of reading skills.

If someone is referred to a Basic Education for Adults class for further assessment or preparation, please communicate regularly with the advisor or counselor who referred the student on his/her progress. It will be important that we let both the student and the advisor know when they are "ready."

COMPASS MATH PLACEMENT

Math 064 - Pre-Algebra

The COMPASS cut-off scores were changed in May, 2013, to assist advisors in placing college students in the proper math class. This change may impact some of the referrals to your classes or your recommendations to your students who want to enroll in college classes.

If students score 0-31 on COMPASS Pre-Algebra, they will be referred to Basic Education for Adults (offered in Port Angeles, Forks, and Port Townsend).

If the student is enrolled in your regular Basic Education for Adults classes, then the student will need to retake COMPASS before they transition to a higher-level math class.

If a student is referred for basic math preparation for college classes, please communicate regularly with the advisor or counselor who referred the student on his/her progress. It will be important that we let both the student and the advisor know when they are "ready" to retake the COMPASS. Also, document in the student folder the communication occurring on the student's preparation.

Section 7

HSE
(HIGH SCHOOL
EQUIVALENCY)

BEaA – Basic Education for Adults

Instruction is provided in fundamental academic and pre-occupational skills for adults with an emphasis on reading, math, writing skills and communication skills (listening and speaking). This program is for adults 18 years of age or older who do not have a high school diploma or who wish to upgrade their basic education. Students 16-18 years of age must have parent or guardian permission to enroll. A parent or guardian must verify that the student is no longer attending or is not enrolled in public school.

HSE – High School Equivalency

Washington State uses the GED (General Educational Development) Tests for any students who are 16 years of age or older and who do not have a high school diploma. Students may prepare to take the GED Tests at any class location. Students may participate in general classroom instruction, small group work, computerized instruction, individualized instruction with an instructor and/or self-paced independent work. Students prepare to take the four parts of the examination. In January, 2014, a new edition of the GED Tests went into effect. The 2014 GED Test series will include four subject area tests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. The test will be delivered and managed on computers. There is no print version of the new test. A certificate is given by the state upon successful completion of the exam.

The term "GED" outside of the testing arena is not applicable. GED is a trademark name. Washington State Board of Community and Technical Colleges (SBCTC) includes teaching to the GED test as part of the direction of High School Equivalency (HSE) programs.

NRS Educational Functioning Level Table

OUTCOME MEASURES DEFINITIONS			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—BASIC EDUCATION FOR ADULTS LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Beginning Basic Education for Adults Literacy</p> <p>Test benchmark:</p> <p>TABE (7–8 and 9–10) scale scores (grade level 0–1.9):</p> <p style="padding-left: 20px;">Reading 367 and below</p> <p style="padding-left: 20px;">Total Math 313 and below</p> <p style="padding-left: 20px;">Language 392 and below</p> <p>CASAS scale scores</p> <p style="padding-left: 20px;">Reading 200 and below</p> <p style="padding-left: 20px;">Math 200 and below</p> <p style="padding-left: 20px;">Writing 200 and below</p> <p>ABLE scale scores (grade level 0–1.9):</p> <p style="padding-left: 20px;">Reading 523 and below</p> <p style="padding-left: 20px;">Math 521 and below</p>	<p>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p>	<p>Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p>
<p>Beginning Basic Education</p> <p>Test benchmark:</p> <p>TABE (7–8 and 9–10) scale scores (grade level 2–3.9):</p> <p style="padding-left: 20px;">Reading: 368–460</p> <p style="padding-left: 20px;">Total Math: 314–441</p> <p style="padding-left: 20px;">Language: 393–490</p> <p>CASAS scale scores</p> <p style="padding-left: 20px;">Reading: 201–210</p> <p style="padding-left: 20px;">Math: 201–210</p> <p style="padding-left: 20px;">Writing: 201–225</p> <p>ABLE scale scores (grade level 2–3.9):</p> <p style="padding-left: 20px;">Reading: 525–612</p> <p style="padding-left: 20px;">Math: 530–591</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.</p>

Notes: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level. ABLE = Adult Basic Learning Examination; CASAS = Comprehensive Adult Student Assessment System; SPL = student performance levels; and TABE = Test of Adult Basic Education.

OUTCOME MEASURES DEFINITIONS

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—BASIC EDUCATION FOR ADULTS LEVELS

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Intermediate Basic Education</p> <p>Test benchmark:</p> <p>TABE (7–8 and 9–10) scale scores (grade level 4–5.9):</p> <p>Reading: 461–517</p> <p>Total Math: 442–505</p> <p>Language: 491–523</p> <p>CASAS scale scores</p> <p>Reading: 211–220</p> <p>Math: 211–220</p> <p>Writing: 226–242</p> <p>ABLE scale scores (grade level 4–5.9):</p> <p>Reading: 613–644</p> <p>Math: 593–641</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.</p>
<p>High Intermediate Basic Education</p> <p>Test benchmark:</p> <p>TABE (7–8 and 9–10) scale scores (grade level 6–8.9):</p> <p>Reading: 518–566</p> <p>Total Math: 506–565</p> <p>Language: 524–559</p> <p>CASAS: scale scores</p> <p>Reading: 221–235</p> <p>Math: 221–235</p> <p>Writing: 243–260</p> <p>ABLE scale score (grade level 6–8.9):</p> <p>Reading: 646–680</p> <p>Math: 643–693</p> <p>WorkKeys scale scores:</p> <p>Reading for Information: 75–78</p> <p>Writing: 75–77</p> <p>Applied Mathematics: 75–77</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multi step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.</p>

NRS Educational Functioning Level Table (continued)

OUTCOME MEASURES DEFINITIONS			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—BASIC EDUCATION FOR ADULTS LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Adult Secondary Education Test benchmark: TABE (7–8 and 9–10): scale scores (grade level 9–10.9): Reading: 567–595 Total Math: 566–594 Language: 560–585 CASAS scale scores Reading: 236–245 Math: 236–245 Writing: 261–270 ABLE scale scores (grade level 9–10.9): Reading: 682–697 Math: 694–716 WorkKeys scale scores: Reading for Information: 79–81 Writing: 78–85 Applied Mathematics: 78–81</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.</p>
<p>High Adult Secondary Education Test benchmark: TABE (7–8 and 9–10): scale scores (grade level 11–12): Reading: 596 and above Total Math: 595 and above Language: 586 and above CASAS scale scores Reading: 246 and above Math: 246 and above Writing: 271 and above ABLE scale scores (grade level 11–12): Reading: 699 and above Math: 717 and above WorkKeys scale scores: Reading for Information: 82–90 Writing: 86–90 Applied Mathematics: 82–90</p>	<p>Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.</p>	<p>Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.</p>

WASHINGTON/CASAS CORRELATION CHART

Correlations between Washington Adult & Family Literacy Competencies, NRS Educational Functioning Levels and CASAS levels and test score ranges are listed below:

Basic Education for Adults Competency Levels				
WA Basic Education for Adults Competency	NRS Basic Education for Adults Level Name	CASAS Basic Education for Adults Level & Name		CASAS Basic Education for Adults Score Ranges
Basic Education for Adults 1	Beginning Basic Education for Adults Literacy	A	Beginning Literacy/Pre-Beginning Basic Education for Adults	200 and below
Basic Education for Adults 2	Beginning Basic Ed.	B	Low Basic Education for Adults	201 – 210
Basic Education for Adults 3	Low Intermediate Basic Ed.	B	Intermediate Basic Education for Adults	211 – 220
Basic Education for Adults 4	High Intermediate Basic Ed.	C	Advanced Basic Education for Adults	221 – 235
HSE 1, HSC 1	Low Adult Secondary Ed.	D	Adult Secondary	236 – 245
HSE 2, HSC 2	High Adult Literacy Ed.	E	Advanced Adult Secondary	246 and higher

Skill Level Descriptors for Basic Education for Adults

Scale
Scores

CASAS Levels

Descriptors



E	<p>Advanced Adult Secondary With some assistance, persons at this level are able to interpret technical information, more complex manuals, and material safety data sheets (MSDS). Can comprehend some college textbooks and apprenticeship manuals.</p>
D	<p>Adult Secondary Can read and follow multi-step directions; read and interpret common legal forms and manuals, use math in written form; write an accident or incident report. Can integrate information from multiple texts, charts, and graphs as well as evaluation and organize information. Can perform tasks that involve oral and written instructions in both familiar and unfamiliar situations.</p>
C	<p>Advanced Basic Education for Adults Can handle most routine reading, writing, and computational tasks related to their life roles. Can interpret routine charts, graphs, and labels; read and interpret a simple handbook for employees; interpret a payroll stub; complete an order form and do calculations; compute tips; reconcile a bank statement; fill out medical information forms and job applications. Can follow multi-step diagrams and written instructions; maintain a family budget; and write a simple accident or incident report. Can handle jobs and job training situations that involve following oral and simple written instructions and diagrams. Persons at the upper end of this score range are able to begin HSE preparation.</p>
B	<p>Intermediate Basic Education for Adults Can handle basic reading, writing, and computational tasks related to life roles. Can read and interpret simplified and some authentic materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a basic payroll stub; follow basic written instructions and diagrams. Can complete a simple order form and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions and diagrams. Can handle jobs and/or job training that involve following basic oral or written instructions and diagrams if they can be clarified orally.</p>
	<p>Beginning Basic Education for Adults Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry-level jobs that involve some simple written communication.</p>
A	<p>Beginning Literacy/Pre-Beginning Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry-level jobs that require only basic written communication.</p>

Note: This chart provides general skill descriptors by level.

PENINSULA COLLEGE
COURSE SYLLABUS
Campus Basic Education for Adults Program

- **Course Title:** BEdA 004-009
- **Location:** Peninsula College Campus; E153, E136, E137
- **Meeting Time:** 8:00 a.m. -2:00 p.m.; Tuesday through Friday
- **Term & Grades:** open enrollment quarterly
- **Instructor:** Team Taught
- **Phone:** 360-417-6380

Description: This program is designed to prepare students to improve Basic Education for Adults for college, to pass the COMPASS, to pass the five parts of the General Educational Development Tests (GED) in Reading, Social Studies, Science, Mathematics, and Writing, or receive a HS21+ Diploma. Students participate in lectures, study in small groups, work independently with tutors, and have the opportunity to supplement instruction with computer programs. Students may concurrently enroll in Math, Reading, and Writing classes. Introductory Word, keyboarding, and CANVAS training are available to supplement college readiness.

Prerequisite: CASAS placement testing in reading and math.

Materials: Purchase of a textbook is not necessary. The departments resources include texts, software, and a number of instructor-selected websites. HSE materials include HSE practice tests and computer-assisted learning programs.

Class Format: Students participate in an initial orientation and preliminary assessment. In conference with the instructor, students develop a study plan based on their personal academic profiles. Students participate in classroom lectures and discussions, study in small groups, and complete assignments using computer basics on classroom laptops. Tutors are available.

Evaluation: Students periodically meet with the instructor to evaluate their progress and determine their readiness to take the COMPASS or GED Tests.

Course Content: The course content for each student will include part or all and not be limited to the following:

- Advising for transition to further schooling or job training including FAFSA assistance
- COMPASS, GED, and CASAS Test-Taking Strategies
- Introductory Microsoft Word, keyboarding, and Angel for online learning

- Writing Skills for COMPASS, GED, and further schooling: *Real Essays* text provided
 - Pre-writing with mindmaps or freewriting
 - Writing ideas in essay structure
 - Grammar including sentence structure, usage, and mechanics
 - Revision strategies
 - Microsoft Word, CANVAS online introduction, keyboarding, and beginning Powerpoint

- * Mathematics for COMPASS Pre-Algebra, GED, CASAS post-test preparation
 - * Basic Arithmetic & number sense
 - * Fractions, decimals, percents
 - * Measurement
 - * Introductory geometry
 - * Introductory algebra
 - * Basic calculator use
 - * CASAS math employability vocabulary
-
- * Reading review for the GED Language Arts, CASAS post-test preparation, and college readiness
 - * Nonfiction, Commentary, Popular and Classical Fiction, Drama, Poetry
 - * Recognizing the literal and figurative levels, theme, main idea, tone, mood, figurative language, and characterization.
 - * CASAS reading employability vocabulary
 - * *Becoming a Master Student* chapters & projects assigned individually
-
- * Social Studies review for the HSE
 - * Geography
 - * World History
 - * Economics
 - * Political Science
 - * U.S. History
-
- * Science review for the HSE
 - * Biology
 - * Earth
 - * Chemistry
 - * Physics

Attendance Policy: This course has weekly open entry. In order for the students to progress in a timely fashion without constant setbacks and unnecessary review, consistent attendance is strongly encouraged and will be recorded daily by a sign-in procedure. Since students enter with differing skill levels and start at different points in the curriculum, the time it takes for completion of their goals will vary. The instructors will discuss scheduling and time management with each student and may recommend optimum times to come to the center especially if a lot of one-to-one instruction is required.

Peninsula College willingly complies with the **Americans with Disabilities Act**. Reasonable accommodation efforts will be made to make programs and testing equally accessible to all students. Students are responsible for making their individual needs known. Please contact the instructor should you have special needs. This information will remain strictly confidential.

Winter Quarter 2013

HS21+ or High School 21+ Program

Effective program year 14-15, Peninsula College joined other colleges in Washington State, to provide the HS21+ program. Please go to [http:// sbctc.ctc.edu/college education services/adult basic education \(ABE\)/HS21+ web/links](http://sbctc.ctc.edu/college_education_services/adult_basic_education_(ABE)/HS21+_web/links) for general information. Contact Bunnie Hesington at bhesington@pencol.edu or 417-6512 for specific details.

HS21+: Instructor and Educational Planner Roles (2015-16 yr)

HS21+ is intended as a cooperative effort between student, instructor, and educational planner. The following is a guide to help ensure that the latter two parties are aware of what the other is doing and to maintain communication throughout the process. Instructors are free to adapt this process to fit the needs of their classroom and students. Please contact Bunnie at bhesington@pencol.edu or 360-417-6512 if there are any questions.

1. Upon registration intake, gauge the student's interest in diploma option. The Educational Planner will come to any campus to give a presentation on HS21+, if instructor wishes.
2. Enroll the student as ABE student. If the student is interested in HS21+, please have him/her acquire transcripts from former high school(s) and college(s). All instructors have been mailed a transcript request form that students can use. Unless the student requests otherwise, transcripts will be sent directly to the Educational Planner for evaluation. If the student brings in their transcript to the instructor, please mail or fax it to the Educational Planner ****If student has any questions about getting their transcripts, please have them contact the Educational Planner****
Once a student has expressed interest in HS21+, please pass the student's contact information along to the Educational Planner and give student the planner's information.
3. As soon as I have evaluated transcripts, the Educational Planner will get in touch with student directly to arrange an educational planning meeting. In this meeting, the student and the Planner will discuss what credits need to be earned, how the student will earn them, and develop a tentative 'time to completion' plan which includes a courses/quarter projection. The student will be given the Prior Learning essay prompt and asked to turn it in within a week.
4. Once the student has submitted essay, Bev will determine English placement and portfolio development plan. Bunnie will determine if 'time to completion' plan is accurate based on the student's English placement. The student and instructor will have copies of the finalized educational plan.
5. As soon as student has access to Canvas, he/she can begin online coursework. If student needs to work on basic skills English and/or math, he/she will continue to attend HSE classes.
6. The Educational Planner will maintain consistent contact with students throughout quarter. Instructors are to keep record of student work completed in class and let me know when student has completed work necessary to either demonstrate competency or earn credit.

- For English, this will depend on what other credits the student needs: if the student will be taking Social Studies, Fine Arts, or the portfolio course, please inform instructor when student is writing at ENG 64 level; if student will not be completing Social Studies, Fine Arts, or the portfolio course, he/she will have to continue working on English in their HSE class until he/she is capable of completing ENG 90 with a grade of 'C' or higher.
- Students who need math credit will do math in a HSE class. These students will need to complete Math 91 curriculum.
- If a student needs US History and/or Science and does the work for these credits in an ABE class rather than online, the instructor is to keep record of this work and let the Educational Planner know when they have completed the course. ***This will only apply for those quarters in which a student who needs either credit is earning it in a quarter in which the respective course is being taught in an ABE class.***
- Please note: Unlike the HSE class, HS21+ will be graded. This is necessary as we will be providing transcripts for our students. As such, instructors will need to maintain grades for assignments done in class and determine final grades which will be passed along to the educational planner.

-

Nancy will change student enrollment from HSE to reflect status as HS21+ student about the 6th week of the quarter if the student is graduating. Student will then have an item number that will reflect grading/transcript for the HS21+ diploma.

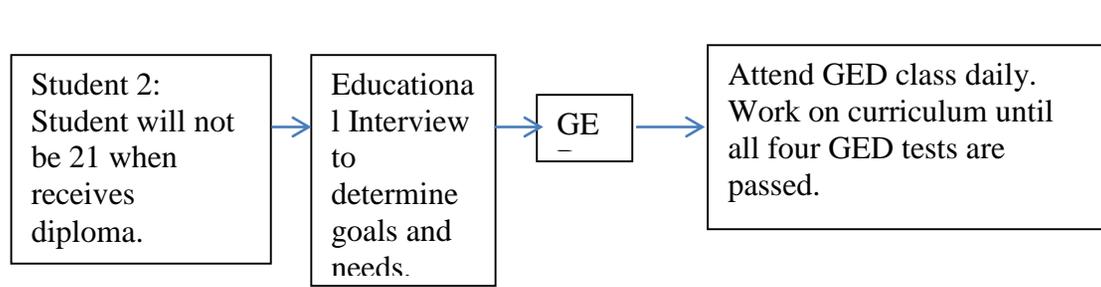
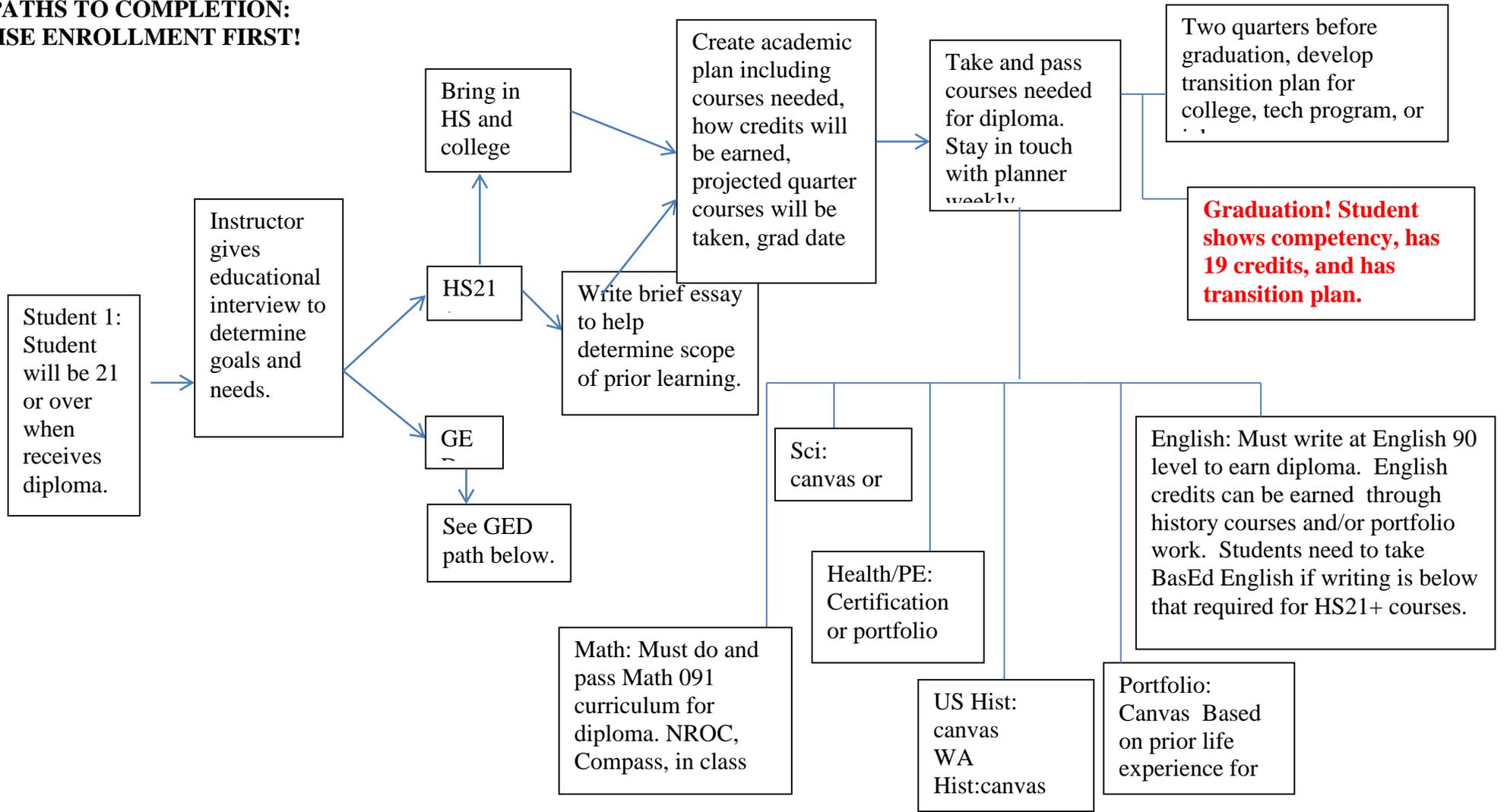
- See Chapter 5 page for WABERS online hours calculation.

At the start of each quarter, each HS21+ student and the Educational Planner will meet to evaluate their progress and refine their completion plan.

Students who entered at a Basic Education level will take the Compass test at the end of their program to determine that they are now doing work at a more advanced level.

Approximately two quarters prior to existing program, students and the Educational Planner will begin to work on a transition plan that addresses their future goals.

**PATHS TO COMPLETION:
HSE ENROLLMENT FIRST!**



Note:
GED students are strongly encouraged to develop a transition plan. This can include college and tech program preparation, resume building, interview skills and other

Section 8

ENGLISH LANGUAGE ACQUISITION (ELA)

(ENGLISH AS A SECOND LANGUAGE
ESL)

Peninsula College
English Language Acquisition (Transitioning from the English as a Second Language, ESL, wording occurs in 2015-16 program year.)
Non-IDEA Project Class Description:

English as a Second Language classes at Peninsula College are for adult learners of English as a foreign or second language. Classes are designed to take the learner from the very beginning to a knowledge and control of a great many of the most essential structures of the English language.

Four basic language skills are emphasized. Speaking and listening are stressed in the ESL I and ESL II classes, and reading and writing skills are added in the ESL III, IV, V, and VI classes. Classes and lessons are constructed with the principles of variety and development in mind. The development of basic vocabulary and English structure is essential to the program.

ESL I and ESL II focus on the need for students to learn the oral language patterns and vocabulary required for real-life situations. The goal is to develop immediately usable oral communication skills by taking the students beyond the level of merely knowing about the new language and beyond mechanical substitutions or memorized dialogues. Instruction is designed to provide sufficient practice, reinforcement, and English language application opportunities for students to communicate meaningfully. (See Washington State Adult Learning Standards.)

As students progress through the program, ESL III, IV, V, and VI classroom practice work generally includes repetition, simple and progressive substitution, completion, combination, expansion, response and a comprehension exercises. Classroom activities may include additional work in grammar and vocabulary development. The aim is to actively engage students in meaningful conversational exchanges within structured frameworks. Students are also encouraged to break away from texts or worksheets and use these frameworks to create conversations on their own.

Reading selections are used to provide meaningful, relevant, and enjoyable reading practice while offering a clear, intensive focus on specific aspects of English grammar. Selections are chosen to provide reading and writing reinforcement of the structures and vocabulary presented in classroom lessons.

Student-centered exercises are used for grammar reinforcement and vocabulary building. Many written pieces are used as a basis for effective peer work among students. Students can work together, telling their own stories, asking and answering questions, and correcting each other's written work. Another example would have students tell the stories of their "peer work" partners, while the rest of the class listens and asks questions. Role plays, interviews, extended guided conversations, and questions about the student's real world are additional activities that allow students to contribute content of their own.

Instructors are encouraged to use strategies that are compatible with the needs and abilities of the students as well as their own teaching styles.

Sept. 2009

CASAS ESL INTAKE PROCESS (2008 CASAS)

Guidelines for determining class placement and pretest level

- observe how well student communicates and fills out forms
- consider number of years of formal schooling and other information on demographic records
- administer oral screening from the CASAS Appraisal
- administer CASAS writing screening or other writing assessment
- consider other factors affecting class placement

Administer the **Reading appraisal** and use this chart to determine reading pretest level and

Administer the **Listening appraisal** and use this chart to determine listening pretest level and class placement

1 Assess student's basic English language proficiency

Scores on Oral Screening and CASAS Writing Screening or other writing assessment:

Oral Screening Writing Screening Other writing or other factors

<6	0-1	poor
6 or more	1-2	good
6 or more	0-1	poor
<6	1-2	good

2B

2A

Skip the appraisal and administer the five practice items from Form 27 one-on-one information and determine next step.

Results	Test form to administer
some difficulty	Administer Form 27 or 28 as pretest
little or no difficulty	Administer Form 81 R or 11 R as Reading pretest Administer Form 81 L as Listening pretest

Form 80 R		
Score	Next Test Level	Instr. Level
171	A	Low Beg.
180	A	
185	A	
189	A	
193	AX or A	High Beg.
196	B or AX	
199	B or AX	
201	B or AX	Low Int.
204	B or AX	
207	B	
209	B	
212	C or B	High Int.
214	C or B	
216	C or B	
219	C or B	Adv.
222	C	
224	C	
227	C	
230	D or C	
234	D or C	
237	D	
240	D	
242	D	
244	D	
246	D	

Score	Next Test Level	Instr. Level
171	A	Low Beg.
179	A	
184	A	
188	A	
191	A	High Beg.
193	A	
196	A	
198	B or A	
200	B	Low Int.
202	B	
204	B	
206	B	
208	B	
210	B	
212	C or B	High Int.
214	C or B	
216	C	
218	C	
220	C	Adv.
223	C	
225	C	
229	C	
233	C	
235	C	
237	C	
239	C	

Place student in instructional level according to the lower of the two appraisal scores.

Then **use the chart below to select an appropriate pretest based on the appraisal score**, according to the Next Test Level indicated in the chart above.

The pretest score serves as the initial point of comparison for progress testing.

CASAS PROGRESS TEST FORMS

READING			
Level	Life & Work	ECS	
Beg. Lit.	27R, 28R	27R, 28R	
A	81R, 82R	11R, 12R	
AX	81RX, 82RX		
B	83R, 84R	13R, 14R, 114R	
C	185R, 186R 85R, 86R	15R, 16R, 116R	
D	187R, 188R	17R, 18R	

LISTENING		
Level	Life & Work	Note:
A	81L, 82L	Listening Appraisal Form 80 can be used to place only into the Life and Work listening test series.
B	83L, 84L	
C	85L, 86L	

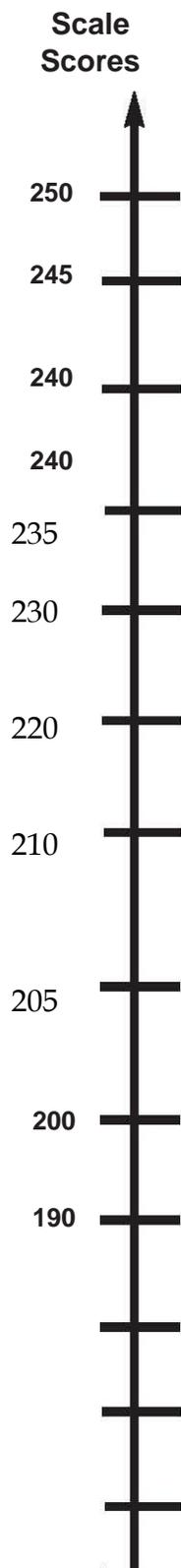
Washington State ELA/ESL Level Titles
Effective July 1, 2013

ESL Competency Levels- Reading				
WA ESL Competency	NRS ESL Level Name	CASAS ESL Level & Name		CASAS ESL Score Ranges
ESL 1	Beginning ESL Literacy	A	Beginning Literacy/Pre-Beginning ESL	180 and below
ESL 2	Low Beginning ESL	A	Low Beginning ESL	181 - 190
ESL 3	High Beginning ESL	A	High Beginning ESL	191 – 200
ESL 4	Low Intermediate ESL	B	Low Intermediate ESL	201– 210
ESL 5	High Intermediate ESL	C	High Intermediate ESL	211 – 220
ESL 6	Low Advanced ESL	D	Advanced ESL	221 – 235
Competency Levels -Listening				
WA ESL Competency	NRS ESL Level Name	CASAS ESL Level & Name		CASAS ESL Score Ranges
ESL 1	Beginning ESL Literacy	A	Beginning Literacy/Pre-Beginning ESL	162-180
ESL 2	Low Beginning ESL	A	Low Beginning ESL	181 - 189
ESL 3	High Beginning ESL	B	High Beginning ESL	190 – 199
ESL 4	Low Intermediate ESL	B	Low Intermediate ESL	200 – 209
ESL 5	High Intermediate ESL	C	High Intermediate ESL	210 – 218
ESL 6	Low Advanced ESL	D	Advanced ESL	219 – 227



CASAS
Levels

Skill Level Descriptors for ESL Descriptors



E	<p>Proficient Skills SPL 8 Listening/Speaking: Can participate effectively in social and familiar work situations; can understand and participate in practical and social conversations and in technical discussions in own field. Reading/Writing: can handle most reading and writing tasks related to life roles; can read and interpret most non-simplified materials; can interpret routine charts; graphs; and labels; fill out medical information forms and job applications. Employability; can meet work demands with confidence; interact with the public, and follow written instruction in work manuals.</p>
D	<p>Adult Secondary SPL 7 Listening/Speaking: Can function independently in survival and social and work situations; can clarify general meaning and communicate on the telephone on familiar topics. Reading/Writing: can read and interpret on-simplified materials on everyday subjects; can interpret routine charts; graphs, and labels; fill out medical information forms and job applications; and write on accident or incident report. Employability; Understands routine work- related conversations. Can handle work that involves following oral and simple written instructions and interact with the public. Can perform reading and writing tasks, such as most logs, reports, and forms, with reasonable accuracy to meet work needs.</p>
C	<p>Advanced ESL SPL 6 Listening/Speaking: Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics. Reading/Writing: Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries. Employability: Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin GED preparation.</p>
B	<p>High Intermediate ESL SPL 5 Listening/Speaking: Can satisfy basic survival needs and limited social demands; can follow oral direction in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle job and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally.</p> <p>Low Intermediate ESL SPL 4 Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly and with frequent repetition. Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can be demonstrated and/or clarified orally.</p>
A	<p>High Beginning ESL SPL 3 Listening/Speaking: Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences. Reading/Writing: Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. Employability: Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated.</p> <p>Low Beginning ESL SPL 0-I Listening/Speaking: Functions in a very limited way in situations related to immediate needs; asks and responds to basic learned phrases spoken slowly and repeated often. Reading/Writing: Recognizes and writes letters and numbers and understands common sight words. Can write own name and address. Employability: Can handle only routine entry-level jobs that do not require oral or written communications in English and in which all tasks are easily demonstrated.</p> <p>Beginning Literacy/Pre-Beginning ESL SPL0-1 Listening/Speaking: Functions minimally, if at all, in English. Communicates only through gestures and a few isolated words. Reading/Writing: may not be literate in any language. Employability: Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. Employment choices would be extremely limited.</p>

This chart provides general skill descriptors by level. Level descriptors for reading, math, and listening correspond to scale scores on tests in those specific skill areas.

Peninsula College
Fall 2014
English as a Second Language
013, 014, 015, 016, 017, 018

Days: Tu-F 8:30-10 and 10:30-12

Location: E-154

Instructor: Sean Gómez

Assistant: Jennifer Frazier

Phone: (360) 417-6464

Office Hrs. (E-154): Tu- F, 12 - 1

Course Objectives: To prepare students to meet basic competencies and effectively negotiate in English as a means of survival. To assist students with academic and life-skills preparation to integrate into the workforce and higher education. To prepare students for the citizenship test.

Course Catalog Description: For persons for whom English is a non-native language. Skills practice includes reading, writing, speaking, listening, pronunciation, and interaction skills. Content includes goal-setting, life-skills, citizenship, civics, history and culture of the U.S., literature, poetry, and music. Course is open entry.

Course Format: Students will study the following thematic units: Health, Community Resources, Employment, Consumer Economics, Government and Law, Family, and Education. The content will be tailored to the needs and goals of the students each quarter. Skills covered at each level are guided by the Washington ESL Adult Learning Standards. The format is whole class, group lessons, and pair and individual work based on either proficiency levels or native language, depending on the topic and lesson. Students will rotate through blocks of integrated skills practice in the context of the chosen theme, including computer lab time in which students can practice keyboarding, computer skills, or general English language improvement using our in-house software or the Internet.

Texts and Materials: *Ventures (Basic through Transitions)*, *Access Reading*, *News for You* and *Peninsula Daily News*, *True Stories in the News*, *Rosetta Stone* software, *Connect with English* video series, and various citizenship resources. Other supporting materials may include dictionaries, cartoon strips, idioms, and realia such as newspapers, various forms and applications, maps, schedules, music and video. Additional resources will be used to support individual instructional needs, goals, and interests.

Testing and Evaluation: Formative assessment will include reading, writing, listening and speaking activities and role plays, cloze exercises, and unit tests and quizzes. Summative assessment will include web-based CASAS testing in listening/reading and a writing/speaking assessment by the instructor.

Attendance Policy: This is an open entry/open exit course which means that students may start or leave any time during the term. Daily attendance is strongly encouraged and will be recorded daily.

- 180 The Americans with Disabilities Act of 1990 "is designed to ensure that students with disabilities have an equal opportunity to access academic programs and successfully complete their studies." Peninsula College is committed to providing accessibility to all students. Any students with special needs must complete a self-identification form, available in the counseling office. The information on this form will remain strictly confidential. Students who have a documented disability are responsible for contacting the instructor regarding the need for accommodation.
- 170
- 160
- 150

Educational Functioning Level Table (ESL) Effective July 1, 2006 (PY 2006)

NRS OUTCOME MEASURES DEFINITIONS			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>Beginning ESL Literacy</p> <p>Test benchmark:</p> <p>CASAS scale scores</p> <p style="padding-left: 20px;">Reading 180 and below</p> <p style="padding-left: 20px;">Listening 180 and below</p> <p>Oral BEST: 0–15 (SPL 0–1)</p> <p>BEST Plus: 400 and below (SPL 0–1)</p> <p>Literacy BEST: 0–7 (SPL 0–1)</p>	<p>Individual cannot speak or understand English, or understands only isolated words or very simple learned phrases.</p>	<p>Individual has no or minimal reading or writing skills in any language. May be able to recognize and copy letters, numbers and a few words (e.g. own name). May have little or no comprehension of how print corresponds to spoken language. Individual may have difficulty using a writing instrument.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words. May recognize only common words, signs or symbols (e.g., name, stop sign, product logos). Can handle only very routine entry-level jobs that do not require oral or written communication in English. May have no knowledge or use of computers.</p>
<p>Low Beginning ESL</p> <p>Test benchmark:</p> <p>CASAS scale scores</p> <p style="padding-left: 20px;">Reading: 181–190</p> <p style="padding-left: 20px;">Listening: 181–190</p> <p style="padding-left: 20px;">Writing: 136–145</p> <p>Oral BEST 16–28 (SPL 2)</p> <p>BEST Plus: 401–417 (SPL 2)</p> <p>Literacy BEST: 8–35 (SPL 2)</p>	<p>Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.</p>	<p>Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.</p>	<p>Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.</p>
<p>High Beginning ESL</p> <p>Test benchmark:</p> <p>CASAS scale scores</p> <p style="padding-left: 20px;">Reading: 191–200</p> <p style="padding-left: 20px;">Listening: 191–200</p> <p style="padding-left: 20px;">Writing: 146–200</p> <p>Oral BEST 29–41 (SPL 3)</p> <p>BEST Plus: 418–438 (SPL 3)</p> <p>Literacy BEST: 36–46 (SPL 3)</p>	<p>Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.</p>	<p>Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading.</p> <p>Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.</p>	<p>Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.</p>

Notes: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level. ABLE = Adult Basic Learning Examination; CASAS = Comprehensive Adult Student Assessment System; SPL = student performance levels; and TABE = Test of Adult Basic Education.

NRS OUTCOME MEASURES DEFINITIONS

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS— ENGLISH AS A SECOND LANGUAGE LEVELS

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>Low Intermediate ESL</p> <p>Test benchmark:</p> <p>CASAS scale scores</p> <p style="padding-left: 20px;">Reading: 201–210</p> <p style="padding-left: 20px;">Listening: 201–210</p> <p style="padding-left: 20px;">Writing: 201–225</p> <p>Oral BEST: 42–50 (SPL 4)</p> <p>BEST Plus: 439–472 (SPL 4)</p> <p>Literacy BEST: 47-53 (SPL 4)</p>	<p>Individual expresses basic survival needs and participates in some routine social conversations, although with some difficulty. Understands simple learned phrases easily and some new phrases containing familiar vocabulary spoken slowly with repetition. Asks and responds to questions in familiar contexts. Has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing familiar vocabulary. Individual can write simple notes and messages on familiar situations but may lack variety in sentence structure, clarity and focus of writing. Shows some control of basic grammar (e.g., present and past tense) and spelling. Uses some punctuation consistently (e.g., periods, commas, question marks, capitalization, etc.)</p>	<p>Individual can interpret simple directions, schedules, signs, and maps, etc. Completes simple forms but needs support on some documents that are not simplified. Can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be clarified orally or through demonstration. Individual may be able to use simple computer programs and can perform a sequence of routine tasks given directions (e.g., fax machine, computer).</p>
<p>High Intermediate ESL</p> <p>Test benchmark:</p> <p>CASAS scale scores</p> <p style="padding-left: 20px;">Reading: 211–220</p> <p style="padding-left: 20px;">Listening: 211–220</p> <p style="padding-left: 20px;">Writing: 226–242</p> <p>Oral BEST: 51–57 (SPL 5)</p> <p>BEST Plus: 473–506 (SPL 5)</p> <p>Literacy BEST: 53-65 (SPL 5-6)</p>	<p>Individual participates in conversation in familiar social situations. Communicates basic needs with some help and clarification. Understands learned phrases and new phrases containing familiar vocabulary. Attempts to use new language but may be hesitant and rely on descriptions and concrete terms. May have inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, logical order). Can use word analysis skills and context clues to determine meaning with texts on familiar subjects. Individual can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures. Can self- and peer-edit for spelling, grammar, and punctuation errors.</p>	<p>Individual can meet basic survival and social demands, and can follow some simple oral and written instructions. Has some ability to communicate on the telephone on familiar subjects. Can write messages and notes related to basic needs and complete basic medical forms and job applications. Can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.</p>
<p>Advanced ESL</p> <p>Test benchmark:</p> <p>CASAS scale scores</p> <p style="padding-left: 20px;">Reading: 221–235</p> <p style="padding-left: 20px;">Listening: 221–235</p> <p style="padding-left: 20px;">Writing: 243–260</p> <p>Oral BEST 58 -64 (SPL 6)</p> <p>BEST Plus: 507–540 (SPL 6)</p> <p>Literacy BEST: 66 and above (SPL 7)</p> <p>Exit Criteria:</p> <p style="padding-left: 20px;">CASAS Reading and Listening: 236 and above</p> <p style="padding-left: 20px;">CASAS Writing: 261 and above</p> <p style="padding-left: 20px;">Oral BEST 65 and above (SPL 7)</p> <p style="padding-left: 20px;">BEST Plus: 541 and above (SPL 7)</p>	<p>Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.</p>	<p>Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.</p>	<p>Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.</p>

Section 9

ALL CCR

STANDARDS