



STANDARDS & MEASURES IN

ADULT BASIC EDUCATION (ABE)
& ADULT SECONDARY EDUCATION (ASE)



Let's get to work.

OACES

Office of Adult & Career Education Services
Rochester City School District

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WHAT IS ADULT EDUCATION?

Adult Education is instruction, often at no cost, for adult students who want to improve their employability, education, or English language skills. Adult Education programs offer basic reading, writing, math, and problem-solving classes, English language lessons, employment preparation and training, Test Assessing Secondary Completion (TASC) preparation, and other basic educational services for adult students. Adult Education includes Adult Basic Education (ABE), Adult Secondary Education (ASE) as well as English for Speakers of Other Languages (ESOL / ESL).

Adult Education programs are for adults 16 years of age and older who are not in school, who have academic skills below the 12th grade level, and/or who need help learning English. The goal of Adult Education is to help adults reach their full potential as workers, family members, and citizens.

Adult Education is funded in part by the federal and state governments, with local and community support. Many programs receive grant funding from private and corporate sources. The New York State Education Department's (NYSED) Office of Adult Career and Continuing Education Services (ACCES) unit oversees Adult Education programs in New York. ACCES works with public schools, community-based organizations, colleges, correctional facilities, and other agencies to provide Adult Education services.

In Rochester, the Office of Adult and Career Education Services (OACES) is a workforce preparation organization that helps adult students learn the skills they need for success in the workplace and outside the classroom.

With unique focus on the education and employment needs of New York State's adult citizens, several vital interests and goals can be best served through:

- Ensuring that the needs of adults and out-of-school youth are met through efficient and effective access to relevant services, programs, and opportunities offered by the NYSED.
- Encouraging full participation of adults with disabilities.

- Enhancing post-secondary transitions by developing the capacity of individuals to engage in post-secondary education leading to high-quality employment opportunities.
- Promoting workforce investment through unified collaboration with the New York State Department of Labor and State and local Workforce Investment Boards to assure that individuals have access to a “one-stop” source for a full range of services leading to high-quality employment opportunities.
- Supporting individuals experiencing poverty and relying on public services to develop their capacity to earn income and develop assets toward greater economic independence.
- Utilizing a more comprehensive and effective representation for adults in coordinating services and program initiatives with New York State agencies such as the Departments of Labor and Health, the Office of Temporary and Disability Assistance (OTDA), the Office of Children and Family Services, and the State University of New York (SUNY).

There are multiple literacies addressed by Adult Education.



- Survival Literacy
- Oral/Speaking and Written Literacy
- Cultural/Social and Civic Literacy
- Workplace and Employment Literacy
- Health Literacy
- Financial Literacy
- Technological and Digital/Electronic Literacy
- Geographic Literacy
- Media Literacy
- Environmental Literacy
- Scientific Literacy

The importance of each of these literacies in an individual's life

varies based on specific circumstances. They all, however, have the potential to greatly affect the life of every adult and his/her family. Literacy begins within the family and is reinforced, whether positively or negatively, in subsequent generations. Adult Education seeks to reinforce, promote, and support literacy to help adults reach their full potential as workers, family members, and citizens and in turn continue the cycle of literacy into the future.

Adult Education provides for the Community in numerous ways:

- Adult Education programs benefit businesses, workers, and job seekers. Businesses encourage Adult Education in order to provide and sustain a highly skilled and specialized workforce a workforce with the skills to perform a variety of tasks or workers with “cross-functional” skills. Workers may receive promotions, gain more power in the job market, or become more valuable employees by enrolling in Adult Education programs.
- Adult Education training facilities often house state-of-the-art equipment such as computers and computer-based training equipment.
- Adult Education programs benefit families. Increased literacy and skills translate to a higher earnings potential for the household. Parents’ literacy levels directly correlate to their children’s educational success (according to the National Center for Families Learning).

STANDARDS AND MEASURES IN ADULT BASIC EDUCATION (ABE) & ADULT SECONDARY EDUCATION (ASE)

Alignment of Standards

The TASC – Test Assessing Secondary Completion™ is based on Common Core Learning Standards (CCLS) for Mathematics and English Language Arts and other national standards for Science and Social Studies. The CCLS are considered more rigorous than the previous learning standards used throughout the state, and are better at preparing students to succeed in their careers and in college.

National Reporting System (NRS)

The NRS is an outcome-based reporting system for state-administered, federally and/or state funded adult education programs. The U.S. Department of Education uses information from the NRS to meet accountability requirements and to justify federal investment in adult education programs.

How is Performance Measured?

Performance is measured by test results (pre and post test) per state determined gains. Measures are on all students who receive 12 hours or more of instructional service. Funding is a result of a student achieving success.

There are three types of measurement:

1. Outcome measures – provide the overall representation of national performance. The NRS outcome measures are: educational gain, entered employment, retained employment, receipt of secondary school diploma or Test Assessing Secondary Completion (TASC) diploma, placement in post-secondary education or training, reduction in public assistance, achieved citizenship skills, vote or register to vote, increase involvement in community activities, children's education and/or literacy-related activities.

2. Descriptive measures - NRS descriptive measures are student demographics, status in several areas, and goals for attending. These measures allow for a description and understanding of who attends adult education programs and for what reasons. The measures also allow for analyses of the performance of specific groups of students attending adult education programs, such as unemployed students or students receiving public assistance. The demographic measures include ethnicity, age, and gender; status measures include employment status and whether the student has a disability or is on public assistance.

3. Participation measures - the NRS requires collection of student goals for attending the program. The goals designated are used to compute the proportion of students achieving the follow-up measures. Note that goal attainment itself is not an outcome measure in the NRS, although it could be computed from information in the NRS and used as an outcome.

Two participation measures, contact hours and program enrollment type, are collected for both descriptive and analytic purposes. These measures record the amount of instruction students receive and the number of students attending in areas such as family literacy and workplace literacy.

Mandated Tests in New York State

The instrument used to assess educational skill levels should correspond to the instruction a student receives. The NYSED-approved tests for adult education programs in New York State are as follows:

Adult Basic Education Students:

Test for Adult Basic Education (TABE)

- TABE Reading (complete battery only) forms 9/10
- TABE Math (complete battery only) forms 9/10
- TABE Reading and Math (level L) for levels 1 & 2 (optional)

Standardized Skills Assessment

Prior to entering the classroom, students are directed to the intake office where they will be assessed using a placement test. To determine placement decisions in New York State, Adult Basic Education (ABE)/Adult Secondary Education (ASE) scores and levels are based on the TABE.

The NRS requires that local programs assess and place all students into an educational functioning level at intake.

The program places the student according to the lowest functioning level. For example, if a student is at the beginning level in reading and the low intermediate level in numeracy, then the student would be placed in the beginning level. The lowest functioning level also should be used to determine educational gain in subsequent assessments.

This assessment gives the teacher information that serves several purposes:

- The student is “leveled” using the initial test results and the guidelines issued by the state adult education agency.
- The student’s strengths and weaknesses are identified from the resulting diagnostic information.
- The teacher uses the test profiles along with other information provided by the student to develop an Adult Learning Plan (ALP).
- Initial test results serve as a baseline for determining the student’s progress in the program. The student is post-tested after a designated number of classroom hours, and then periodically when the instructor feels that testing would be beneficial in order to determine outcomes.
- A post-test must not be administered until 12 hours of instructional time have accrued. The results of the pre- test will be critical in designing a program of study for each student.

Overview of NRS Measures

The six NRS ABE/ASE Educational Functioning Levels (EFL), or sometimes called Student Performance Levels (SPL), are used to place adult students based on their scores on an approved standardized assessment. During the intake process, programs will use the standardized tests to place students in one of these levels. Students will be assessed periodically during the course of their participation in a program to determine whether they have acquired enough literacy or English skills to advance to the next NRS level. The percentage of students who complete one level and move on to the next level is an important NRS measure. The NRS levels and associated assessments are summarized below.

Educational Functioning Level Chart and Descriptions

NRS Level	Educational Functioning	TABE Scaled Score	Grade Level Equivalents
1	Beginning ABE Literacy	Reading 0 – 367 Math 0 – 313 Language 0 – 392	0 – 1.9
2	Beginning Basic Education	Reading 368 – 460 Math 314 – 441 Language 393 – 490	2 – 3.9
3	Low Intermediate Basic Education	Reading 461 – 517 Math 442 – 505 Language 491 – 523	4 – 5.9
4	High Intermediate Basic Education	Reading 518 – 566 Math 506 – 565 Language 524 – 559	6 – 8.9
5	Low Adult Secondary Education	Reading 567 – 595 Math 566 – 594 Language 560 – 585	9 – 10.9
6	High Adult Secondary Education	Reading 596+ Math 595+ Language 586 & up	11 – 12.9

Placement of Students and Skills Needed

Each level of the TABE is designed to measure a different grade level content range.

Test Level	Grade Range
L (Literacy)	0 – 1.9
E (Easy)	2 – 3.9
M (Medium)	4 – 5.9
D (Difficult)	6 – 8.9
A (Advanced)	9 – 12.0

Referring to the TABE scores written on each student's schedule is important as it will inform you as to how to target your instruction for that student in order to ensure he/she makes the necessary academic gain. Below is a list of the skills needed for a student to make an educational gain on the various TABE tests.

Math Skills for TABE Level E

Computational – no calculator use allowed

- Whole numbers: add, subtract (incl. regrouping), multiply (one digit multiplier) and divide (one digit divisor)
- Decimals: add and subtract
- Read horizontal and vertical operations

Applied – calculator allowed

- Measuring time differences and weight of common objects
- Reading tables, graphs, and charts
- Identify number patterns
- Identify appropriate calculation method to solve word problems
- Estimate and round whole numbers and money
- Write numbers in numerical and word form

Math Skills Needed for TABE Level M (Additional)

Computational – no calculator use allowed

- Whole numbers: two digit multipliers, three digit dividends
- Decimals: adding and subtracting whole numbers and decimals in the same problem
- Fractions: adding and subtracting; improper fractions, finding common denominator

Applied – calculator allowed

- Common factors, reducing fractions
- Finding average (mean)

- Recognizing basic 3 dimensional shapes
- Word problems involving whole numbers, fractions, and decimals
- Rounding to the nearest ten
- Place value
- Basic geometric terms including parallel, perpendicular, congruent, and right angle triangle
- Reading tape measure up to $\frac{1}{4}$ inch
- Understanding algebraic number sentences
- Calculating perimeter
- Relationship between fractions and decimals
- Basic probability

Math Skills Needed for the TABE Level D (Additional)

Computational – no calculator use allowed

- Decimals: multiplication and division
- Fractions: multiplication and division
- Integers: addition, subtraction, multiplication, and division
- Resolving: simple percentage problems

Applied – calculator allowed

- Geometry concepts (units of measure, naming geometric shapes, perimeter, area, triangle rules, angles, etc.)
- Simple algebra (replace a variable with a number, inequalities, follow a given math formula, etc)
- Fraction, decimal and percent equivalencies, and word problems
- Ratios, proportions, and probability
- Estimation and rounding off numbers

Reading Skills Needed for TABE Level E

- Interpret a simple illustration, graph, chart, and map
- Interpret signs and advertisements
- Determine fact and opinion
- Interpret a short narrative, safety instructions, an application, e-mail, and receipt

Reading Skills Needed for TABE Level M (Additional)

- Identifying main idea, sequence, tone and purpose, and making predictions
- Reading business letters, forms/applications, and indices

Reading Skills Needed for the TABE Level D (Additional)

- Job application, job posting, and advertising fine print
- Synonyms and antonyms, and word meaning in context
- Drawing conclusions, making inferences, summarizing

Additional Resources

Adult Education Content Standards Warehouse
www.adultedcontentstandards.org

Adult English Proficiency Assessments
www.cal.org/aea/bestplus

Sources

Adult Career and Continuing Education Services
www.acces.nysed.gov

National Reporting System
www.nrsweb.org

New York State Education Department – Office of Higher Education
www.highered.nysed.gov



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