

# 3.3 Requirements for Student Intake and Description of OAE Adult Learner Assessment Policies and Procedures



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## I. Policy:

The intake process is composed of completion of the Intake Assessment Form, orientation and development of an individualized education plan. The Intake Assessment Form is completed for all students in all programs to provide status upon entry baseline data on the student. This is source data and the beginning of data collection for the National Reporting System (NRS) tables.

## II. Applicability:

This applies to all Adult Education offices and employees associated with the Technical College System of Georgia

## III. Related Authority:

NRS Implementation Guidelines, June 2007, pages 7, 21, 24, and 29

## IV. Definitions:

**Conference Notes:** component of the Intake Assessment Form to document the outcomes of the student-teacher conferences which are conducted at least on a quarterly basis to review academic progress and goals.

**Employment Status** (Labor Force Status) according to Federal definitions:

- **Employed** – Learners who work as paid employees, work in their own business or farm, or who work 15 hours or more per week as unpaid workers on a farm or in a business operated by a member of the 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, have made 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. (Bureau of Labor Statistics)

**Educational Functioning Level:** the standardized meaning of adult education levels so specific skills and achievements of adult learners can meet standardized reporting requirements. Levels are defined in NRS Implementation Guide, June 2007, p. 15-21.

**Ethnicity** according to Federal definitions:

- **American Indian or Alaskan Native** – A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian** – A person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent. These areas include, for example, China, India, Japan and Korea.
- **Native Hawaiian or Other Pacific Islander** – A person having 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 having 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 having origins in any of the original peoples of Europe, North Africa, or the Middle East, but not of Hispanic culture or origin. (OMB and Census)

**Intake Assessment Form:** the document used to collect demographics and other pertinent information from the adult learner at time of entering the program. The form must be completed for all adult learners in all programs.

**Literacy to Work Plan (LWP):** a written plan outlining an individual's vocational goal, and the services to be provided to reach the goal. The LWP formalizes the planning process through which the vocational goal, service delivery and time frames for service delivery are determined. The LWP identifies the individual's employment objective, consistent with his/her unique strengths, resources, priorities, concerns, abilities and capabilities and provides a plan for monitoring progress toward achievement of the goal.

**Public Assistance Status:** an individual is on public assistance if receiving financial assistance from Federal, State or local government agencies, including Temporary Assistance for Needy Families (TANF), food stamps, refugee cash assistance, old-age assistance, general assistance and aid to the blind or totally disabled. Social Security benefits, unemployment insurance and employment-funded disability are not included under this definition. (NRS)

**Standardization of Assessment:** a consistent set of assessment criteria that must be followed and met by all involved in a particular educational effort. The purpose of standardization is to assure that all adult learners are assessed under the same conditions so that their scores have the same meaning and are not influenced by differing conditions. Standardized procedures are very important when scores will be used to compare individuals or groups or gauge the progress of an individual or group.

**Standardized Conditions:** criteria expected to be met according to publisher's directions (i.e., if it is a timed test, it must be administered within the required time frame).

**Standardized Test:** a form of measurement that has been normed against a specific population. Standardization is obtained by administering the test to a given population and then calculating means, standard deviations, standardized scores, and percentiles. Equivalent scores are then produced for comparisons of an individual score to the norm group's performance. If it is administered under non-standard conditions the results are meaningless.

**Standards of Assessment:** the broadest of a family of terms referring to statements of expectations for adult learning, including content standards, performance standards, and benchmarks.

**Student Education Plan (SEP):** an individualized student education plan for level subject area (s) of need as indicated by assessment scores, goals, and interests. The SEP should include 5 areas of information: (1) general student information: name, implementation date, instruction (s) name, area(s) of need, and current educational functional level (s); 2) curriculum indicator (s); 3) books, materials, resources and realia; (4) start and completion date; and (5) performance outcome(s).

**Student Intake Process:** the process from the initial contact with the student, through orientation, the collection of personal information for the Intake Assessment Form and documentation purposes, the evaluation, development of an SEP and enrollment in the program. (Assessment and Evaluation Committee).

**Student Orientation:** acquainting adult learners with the procedures and processes in the adult literacy program.

- V. **Attachments:** (Use the back button on your browser to return to this section after viewing an attachment).

[Intake Assessment Form, Definitions and Directions](#)

[Adult Learner Assessment Policies and Procedures](#)

[Appendix A – EFL Descriptors](#)

[Appendix B – GALIS Test Score, GOAL and EFL Matrix](#)

## Student Education Plan and Directions

### **VI. Procedure:**

#### **A. Student Orientation**

Each local eligible program is charged with developing its own orientation plan.

The plan would include but is not limited to:

- Providing program information
- Discussion of building orientation, class location and schedule
- Completion of the Intake Assessment Form
- Evaluating current educational levels to include standardized testing
- Promoting goal setting
- Providing an individualized plan of study through the Student Education Plan (SEP) or a Literacy to Work Plan (LWP)

#### **B. Intake Assessment Form**

The Intake Assessment Form is completed for all students in all programs. The information collected is:

- Adult Learner identification and demographic information
- Emergency contact information
- Current status
- Referral needs or disability identification if applicable
- Identified short-term and long-term goals jointly agreed upon by student and teacher
- Completed signatures and dates
- Identified program status
- Current and updated assessment data
- Updated student conference notes on an on-going basis and quarterly at a minimum

#### **Section 1, 2, 3, 4, and 5 of the Intake Assessment Form**

##### **Demographic Measures**

Demographics measures are collected on students for age, gender, ethnicity, and other information.

##### **Status**

Information on status in employment work force, public assistance, special populations needs and disabilities and documentation are collected.

#### **Section 6 and 7 of the Intake Assessment Form**

##### **The Adult Learner Assessment Policies and Procedures Manual**

The Adult Learner Assessment Policies and Procedures Manual provides guidelines for an on-going standardized assessment program that meets the guidance from the U.S. Department of Education, Office of Vocational and Adult Education (OVAE). The Manual describes approved assessments, requirements for initial and post-testing, and

accommodations. The Manual is available in the attachment section of this Policy 3.3.

The local eligible program will conduct an ongoing student assessment program according to the rules and regulations as discussed in the *Adult Learner Assessment Policies and Procedures Manual* for approved assessments, initial and post-testing requirements, accommodations and training requirements in conjunction with publishers' official examiner's manuals and training workshops. The assessment components include:

- **Pre-Assessment**

The National Reporting System (NRS) requires that local eligible programs assess and place all adult learners from the initial assessments into an educational functioning level at intake with exception of work-based project learners. Please refer to the appendix in the *Adult Learner Assessment Policies and Procedures Manual*.

When multiple skill areas are assessed and the student has differing abilities in each area, National Reporting System (NRS) policy requires that the program place the student according to the lowest skill area for reporting purposes.

- **Post-Assessment**

Educational gain is a key outcome in the NRS and provides a measure of student literacy gains resulting from instruction. This measure applies to all students in the program (except "work-based project learners").

After a predetermined amount of instruction or time period as outlined in the *Adult Learner Assessment Policies and Procedures Manual*, the local eligible program conducts follow-up assessments of students in the same skill areas and uses test scores aligned to the educational functioning levels to determine whether the adult learners have advanced one or more levels or are progressing within the same level. Please refer to the appendix for *Adult Learner Assessment Policies and Procedures Manual* which identifies the descriptors for the six levels for both ABE and ESL, the tests to be used to measure educational gain for both ABE and ESL students, when pre- and post-tests are to be administered, and how test scores are to be tied to the NRS educational functioning levels for initial placement for reporting student advancement across levels. The assessment conforms to standard psychometric criteria for validity and reliability.

- **Assessments Permitted**

OAE has approved the **Test of Adult Basic Education (TABE)**, **BEST Literacy**, **BEST Plus**, and **WorkKeys** from the standardized tests approved by the NRS, to assess basic skills. Only scores from these assessments will be accepted by Technical College System of Georgia, Office of Adult Education.

- **Educational Gain**

Educational gain is determined by comparing the student's initial educational functioning level with the educational functioning level measures by the post-test. Refer to *Adult Learner Assessment Policies and Procedures Manual*.

- **Assessment Training**

All local program staff who administer assessments must receive training on proper test administration procedures. The training at a minimum should include:

- ❖ Opportunities for training on an ongoing basis to accommodate new staff and as a refresher to staff who had earlier training;
- ❖ Use of correct form of the assessment;
- ❖ Administration at the proper time;
- ❖ Importance of following the publisher's procedures for giving directions to students, timing the assessment and not providing help to students; and
- ❖ Administration of assessments under good conditions such as a well-lit quiet room.

- **Georgia Adult Learner Information System (GALIS)**

- ❖ All test results must be entered into GALIS.
- ❖ The lowest subject area pre-test score determines a student's educational functioning level for reporting purposes.
- ❖ If no post assessment of the student is made during the reporting year, the student will be counted as remaining in the same educational level as upon entry and will not be reported as advancing to a higher functioning level.
- ❖ A student who does not gain a level is counted as either "Remained Within Same Level" (if they did not exit during the year) or "Separated Before Completed" (if they exited during year- that is, the student's last date of attendance as of June 30 is 90 days or older).
- ❖ For NRS reporting purposes, only one level completion is counted per year per student although a student may academically complete multi-levels.
- ❖ An "advance" or "completion" is acknowledged by GALIS for NRS Reports if, according to subsequent assessment, the student has entry-level skills corresponding to one or more levels higher than the incoming level in the areas initially used for placement.

- ❖ GALIS can create a report for students who have been enrolled but have no attendance hours.

## **Section 8 of the Intake Assessment Form**

### **Core Indicators**

The core indicators of performance require demonstrated effectiveness and are as follows:

1. Educational gain, core indicator one, is a key outcome and provides a measure of student literacy gains resulting from instruction. Students must demonstrate improvements in literacy skill levels in reading, writing, and speaking the English language; numeracy; problem solving; English-language acquisition; and other literacy skills.
2. Outcome measures, core indicator two, are students entering employment, retaining employment, or placement in postsecondary education or training.
3. The third indicator of effectiveness is for students to have obtainment of a secondary school diploma or its recognized equivalent.

Students set goals based upon the core indicators. Identified goals are recorded and achievement of the goals are identified and recorded.

### **Goal Setting**

- For reporting purposes, it is desirable to identify goals attainable within one reporting year. Programs should not confuse NRS goals with other long-term student goals that could span multiple program years. Establishing adult learner goals defines the areas in which instruction and learning will be focused in addition to providing a benchmark by which programs and students report progress. To serve this dual purpose, it is essential to differentiate between short and long-term milestones.
- It is essential to update the student's goal selection if their situation changes.
- It may be appropriate to restrict the choice of certain goals when their selection is inappropriate. Programs must provide guidance so that adult learners select reporting goals that are reasonable. Programs are encouraged to use common sense when helping students choose goals. For example:
  - An adult learner who is unemployed should not select Retain a Job as a reporting goal.
  - An adult learner who enters the program in a low educational functioning level should not select obtain a GED as a reporting goal.

The procedures for setting goals are as follows:

- National Reporting System (NRS) goals are set jointly between the teacher and the learner

- Focus on how and when goals are set and focus on goals that are reasonable for a reporting year
- Determine short and long term goals
- All learners in adult education programs automatically have academic goals of literacy skills development as a default goal
- Review additional goal setting information at [www.nrsweb.org/NRS Guidelines/Additional Guidance on Goal Setting](http://www.nrsweb.org/NRS/Guidelines/Additional%20Guidance%20on%20Goal%20Setting), p. 44

## **Section 9 of the Intake Assessment Form**

### **Conference Notes**

The Conference Notes provide a place to include other information that has an academic bearing on the goal setting process.

- Conduct student – teacher conferences quarterly at a minimum and document in conference notes
- Quarterly (at a minimum), review goals with student and document updates for completed goals or revised goals
- Document student progress and review formal and informal assessments
- Document student interests, needs, skills and goals, in conference notes

### **C. Student Education Plan**

- Complete Intake Assessment Form
- Collect information on student’s goals and interests
- Complete pre-assessment
- Teacher and student review assessment results
- Identify area (s) of need, strengths and weaknesses
- Identify disabilities (if any)
- Set realistic goal(s) attainable in reporting year
- Develop SEP based on pre-assessment scores, goals, and interests.
- Monitor and record the progress on the SEP and also on the Intake and Assessment Conference Notes.

## **VII. Records Retention:**

The local eligible program will adhere to the Record Retention Chart located in the attachment section of Policy 2.3.