

Appendix

AEMIS



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New Class Information Form

Website http:// _____

Class Site Information (Physical Location)

✓ RESA _____ ✓ Grantee _____

✓ Site Type (Select ONE)

- | | |
|--|--|
| <input type="checkbox"/> General ABE | <input type="checkbox"/> Corrections: State |
| <input type="checkbox"/> Workplace | <input type="checkbox"/> Corrections: Regional |
| <input type="checkbox"/> Homeless Shelter | <input type="checkbox"/> Corrections: Local |
| <input type="checkbox"/> Community College | <input type="checkbox"/> Community Correctional Facility |
| | <input type="checkbox"/> Other Institutional Setting |

✓ Class Site Name _____

Phone () _____ Fax () _____

✓ Do you want the **classes located at this site to be displayed** in the On-line Class Location Directory? Yes No

✓ Address _____

Street / PO Box

West Virginia _____

City

Zip

Class Information

✓ RESA / ✓ Grantee / ✓ Class Site Name (refer to *Class Site Information* above)

Website http:// _____

✓ Do you want this **class to be displayed** in the On-line Class Location Directory? Yes No

✓ Class Name _____

✓ Program Type (Select ONE)

- | | | |
|--|---|--------------------------------------|
| <input type="checkbox"/> Regular ABE | <input type="checkbox"/> Family Literacy / Even Start | <input type="checkbox"/> Literacy WV |
| <input type="checkbox"/> ESL | <input type="checkbox"/> Distance Education | <input type="checkbox"/> SPOKES |
| <input type="checkbox"/> Computer Literacy | | |

✓ Starting Date (should correspond to the correct program year) _____

✓ Class Schedule - Actual Instruction Hours; do not include lunch breaks or planning time

Day	Start Time	End Time	Instructor

Note: Instructors must have completed the pre-service requirements associated with the program type located under Class Information.

✓ Required Items

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ABE 400A / Student Profile

✓ Required Items

Program Year 2012

Date _____ / _____ / _____

Key Information

✓ Last Name: _____ ✓ First Name: _____
 Middle Name: _____ Maiden Name: _____
 Signed Release of Information on File: YES
 Social Security Number (SSN): _____ - _____ - _____
 ✓ Gender: Male Female ✓ Date of Birth: ____ / ____ / ____

✓ Class Information

RESA _____
 Grantee _____
 Class Site _____
 New Class
 Yes, attach "New Class Information Form"
 No, AEMIS Class # _____

✓ **Address :** _____
 Street / PO Box

City _____ State _____ County _____ Zip _____

Phone: (____) _____ - _____ Alt Phone: (____) _____ - _____

Other: Distance Learner **E-mail:** _____

✓ **Ethnicity:** Answer both parts of the ethnicity question.

1. Are you Hispanic / Latino? (Choose only ONE)

NO YES

2. What is your race? (Choose one or more)

American Indian or Alaska Native Asian
 Black or African American Native Hawaiian or Other Pacific Islander
 White

Student Type - select all that apply

Receiving Public Assistance
 Documented Disability (confidential file)
 Single Parent
 Work Release
 TANF
 SPOKES
 Workplace
 Homeless
 OPT Registrant (upon entry)
 Computer Literacy - student is receiving computer literacy instruction as a stand-alone skill

Family Literacy / Even Start
 ESL
 Maintain Driver's License (formerly SB14)
 Court-Ordered
 Career Tech Ed (CTE)* / Higher Ed
*Recorded in WVEIS w/SSN
 WIA Registrant
 EL Civics
 College Prep
 Career Readiness
 Day Report

✓ **Employment Status** - select one upon entry

Employed (Unsubsidized)
 Unemployed, looking for unsubsidized employment
 Not in labor force (includes subsidized employment, retirees, homemakers, volunteers & students)

✓ **Education Upon Entry** -

Circle last grade completed
 GED 12+ 12 11 10 9 8 7 6 5 4 3 2 1

✓ **Referral Source** - select one

Local Job Service / Workforce WV
 Job training program
 Community Action Agency
 HRDF
 Adult Education Hotline - 1.800.642.2670
 Library
 Division of Rehab. Services
 DHHR

Career Tech Ed (CTE) / Higher Ed
 Judicial System (i.e. Court Order)
 Counselor
 Employer
 High School (Official Withdrawal Letter on file)
 Family member / Friend
 I attended before
 Senior Center
 Literacy WV

Military
 Other
 TV
 Radio
 Online
 Newspaper
 Brochure
 Table Tent
 Billboard

Disability Screening - select all that apply

Screening Questions (Required 3 questions) ✓
 1. Have you ever had special help or special classes?
 2. Do you think you have trouble learning new information or new skills?
 3. What kind of things do you have trouble with?
 WV Learning Needs Screening (13 questions)
 Payne Learning Needs Inventory (46 questions)
 PowerPath Big 4 Screenings

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Assessment Instruments

Assessment	Test Title	Level	Form	Subject(s) Screen Display	Subject(s) AEMIS Treats As..
ESL/BEST	Literacy	None	B, C, D	Reading/Writing	Reading
BEST Plus	Oral Print-Based	1, 2, 3	A, B	Listening/Speaking	Listening/Speaking
	Oral Computer-Adaptive	None	None	Listening/Speaking	Listening/Speaking
CASAS	Employability Competency System (ECS)	Lit	27, 28	Reading	Reading
		A	11, 12	Reading Math	Reading Math
		B	13, 14, 114	Reading Math	Reading Math
		C	15, 16, 116	Reading Math	Reading Math
		D	17, 18	Reading Math	Reading Math
	Life Skills (LS)	Lit	27, 28	Reading	Reading
		A	31, 32, 32X	Reading Math	Reading Math
		B	33, 34, 34X	Reading Math	Reading Math
		C	35, 36	Reading Math	Reading Math
		D	37, 38	Reading Math	Reading Math
	Life & Work Series	Lit	27, 28	Reading	Reading
		A	81, 82, 81X, 82X	Reading	Reading
		B	83, 84	Reading	Reading
		C	185, 186, 85, 86	Reading	Reading
		D	187, 188	Reading	Reading
	Life & Work Series	A	81, 82	Listening	Listening
		B	83, 84	Listening	Listening
		C	85, 86	Listening	Listening

Assessment Instruments

ESL/CASAS	Employability Competency System (ECS)	A	51, 52 63, 64	Listening/Speaking Listening/Speaking	Listening/Speaking Listening/Speaking	
		B	11, 12, 13, 14, 114	Reading Math	Reading Math	
			C	65, 66 15, 16, 116	Listening/Speaking Reading Math	Listening/Speaking Reading Math
		D		17, 18	Reading Math	Reading Math
		Life Skills (LS)	LIT	27, 28	Beginning Literacy Reading	Reading
	A		51, 52 31, 32, 32X	Listening/Speaking Reading Math	Listening/Speaking Reading Math	
			B	53, 54 33, 34, 34X	Listening/Speaking Reading Math	Listening/Speaking Reading Math
	C			55, 56 35, 36	Listening/Speaking Reading Math	Listening/Speaking Reading Math
			D	37, 38	Reading Math	Reading Math
	Citizenship		A	951, 952	Reading for citizenship	Reading
		B	963, 964	Government & History for Citizenship	Reading	
		CIT	973, 974	Citizenship Interview Test	Listening/Speaking	
	TABE	Survey	A, D, E, L, M	9, 10	Reading Math Language	Reading Math Language
		Complete Battery		9, 10	Reading Math Language	Reading Math Language
		Large Print Survey		9	Reading Math Language	Reading Math Language
Large Print Complete Battery		9		Reading Math Language	Reading Math Language	
TABE Audio		9		Reading Math Language	Reading Math Language	
TABE Braille Complete Battery		9		Reading Math Language	Reading Math Language	
TABE Braille Survey		9		Reading Math Language	Reading Math Language	
TABE Español		None		Reading Math	Reading Math	
WorkKeys	Reading for Information	None	A, B	Reading	Reading	
	Applied Mathematics		A, B	Math	Math	

Assessment Levels

ABE		Work Readiness
CASAS	TABE	WORK KEYS
Use the Raw Score to get the Scale Score	Use the Raw Score to get the Grade Equivalent (GE)	Use FFL level – only levels 4, 5 & 6 can be used to show progress
FFL1=200-150 FFL2=201-210 FFL3=211-220 FFL4=221-235 FFL5=236-245 FFL6=246-267	FFL1=0-1.9 FFL2=2-3.9 FFL3=4-5.9 FFL4=6-8.9 FFL5=9-10.9 FFL6=11-12.9	FFL4=4 FFL5=5 FFL6=6

ESL		
ESL/CASAS	ESL/BEST	ESL/BESTPLUS
Use the Raw Score to get the Scale Score	Use the Raw Score for Form B or the Scale Score for Form C	Use the Scale Score
FFL7=151-180 FFL8=181-190 FFL9=191-200 FFL10=201-210 FFL11=211-220 FFL12=221-235+ Students cannot exit Advanced ESL. Retesting students who enter this level with another assessment is recommended	<i>Updated 2008-09</i> Literacy FFL7=0-20 Literacy FFL8=21-52 Literacy FFL9=53-63 Literacy FFL10=64-67 Literacy FFL11=68-75 Literacy FFL 12=76-78+ Students cannot exit Advanced ESL. Retesting students who enter this level with another assessment is recommended	FFL7=400 & below FFL8=401-417 FFL9=418-438 FFL10=439-472 FFL11=473-506 FFL12=507-540+ Students cannot exit Advanced ESL. Retesting students who enter this level with another assessment is recommended

Publisher Assessment Guidelines, ([NRS Web site pp.6-8](#))

Test	Recommended Pre- and Post-testing Timeframes
ACT/ WorkKeys	<ul style="list-style-type: none"> We typically recommend that the student be involved in regular instruction that is offered by the institution. This would amount to a semester or quarter course.
BEST Literacy BEST Plus	<ul style="list-style-type: none"> 60 hours minimum; 80-100 hours recommended If the hours for a course of instruction exceed the recommended number of hours, post-testing may most appropriately take place at the end of the instructional session. Because program-related factors such as intensity of instruction, class size, teacher training and experience, and use of appropriate curricula and materials will affect language learning proficiency gains, programs should consider these factors when determining timing for pre- and post-testing.
CASAS	<ul style="list-style-type: none"> 40 hours minimum; 70-100 hours recommended Allow exceptions for courses with different schedules and intensity, e.g., allow more time for courses that meet infrequently or not intensively and for very intensive courses wait longer than the recommended number of hours to post-test. Programs offering high intensity courses (e.g., class meets more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hours of instruction. Programs offering low intensity courses with less than 70 hours in a semester, quarter, term, or other block of instruction, may choose to post-test at the end of the instructional period. Programs may choose to assess students who indicate they are leaving the program before the scheduled post-test time to maximize collection of paired test data.
TABE	<ul style="list-style-type: none"> If the pre- and post-assessment are for the same level but using a different form [e.g., (TABE 9 Level M to TABE 10 Level M)]: <ul style="list-style-type: none"> * 40 hours minimum and 50-60 hours recommended for testing students in NRS Levels 1-4; * 30-59 recommended for students testing in NRS Levels 5 and 6 (ASE Low and High) If the pre- and post-test are for with the same level and use the same form (e.g., TABE 9 level M to TABE 9 level M): 120 hours. Note: AEMIS will not allow you to use the same form so in WV, you must always alternate forms. CTB/McGraw-Hill suggests the pre- and post-test guidelines as Best Practices recommendations based upon feedback and APA guidelines. The purpose for assessing with TABE will also have an impact on the implementation of these recommendations. CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process. If a test is to be administered as a retest because the initial test session was invalid, there is not a prescribed length of time that needs to occur. However, CTB strongly encourages some instructional time in order to avoid a practice effect.

For the “Assessment Record/Waiver” see Section 12 of the WVABE Teacher Handbook.

Federal (Educational) Functioning Level / FFL Table

OUTCOME MEASURES DEFINITIONS			
FEDERAL (EDUCATIONAL) FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>FFL #1</p> <p>Beginning ABE Literacy</p> <p>TABE (9–10): Grade level 0–1.9 (scale score)</p> <p style="padding-left: 20px;">Reading: 367 and below Total Math: 313 and below Language: 389 and below</p> <p>CASAS: 200-150</p> <p>Computer Literacy Checklist: 1 Students with this assessment will be counted as Work-based Project Learners.</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>FFL #2</p> <p>Beginning Basic Education</p> <p>TABE (9–10): Grade level 2–3.9 (scale score)</p> <p style="padding-left: 20px;">Reading: 368–460 Total Math: 314–441 Language: 390–490</p> <p>CASAS: 201–210 (scale score)</p> <p>Computer Literacy Checklist: 2 Students with this assessment will be counted as Work-based Project Learners.</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. CASAS = Comprehensive Adult Student Assessment System; SPL = student performance levels; and TABE = Test of Adult Basic Education.

Educational Functioning Level Table (continued)

OUTCOME MEASURES DEFINITIONS			
FEDERAL (EDUCATIONAL) FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>FFL #3 Low Intermediate Basic Education TABE (9–10): Grade level 4–5.9 (scale score) CASAS: Reading & Math 211–220 (scale score) Writing 226–242 (scale score) Computer Literacy Checklist: 3 Students with this assessment will be counted as Work-based Project Learners.</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>FFL #4 High Intermediate Basic Education TABE (9–10): Grade level 6–8.9 (scale score) CASAS: Reading & Math 221–235 (scale score) Writing 243–260 (scale score) WorkKeys: 4 Rding for Infor: 75–78 (scale score) Applied Math: 75–77 (scale score) Computer Literacy Checklist: 4 Students with this assessment will be counted as Work-based Project Learners.</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 multistep 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>

Educational Functioning Level Table (continued)

OUTCOME MEASURES DEFINITIONS			
FEDERAL (EDUCATIONAL) FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>FFL #5 Low Adult Secondary Education TABE (9–10): Grade level 9–10.9 (scale score) Reading: 567-595 Total Math: 566-594 Language: 560-585</p> <p>CASAS: Reading & Math 236–245 (scale score) Writing 261-270 (scale score)</p> <p>WorkKeys: 5 Rding for Infor: 79–81 (scale score) Applied Math: 78–81 (scale score)</p> <p>Computer Literacy Checklist: 5 Students with this assessment will be counted as Work-based Project Learners.</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 multiparagraph 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>FFL #6 High Adult Secondary Education TABE (9–10): Grade level 11–12.9</p> <p>CASAS: Reading & Math 246 and above (scale score) Writing 271 and above (scale score)</p> <p>WorkKeys: 6 Rding for Infor: 82-90 (scale score) Applied Math: 82-90 (scale score)</p> <p>Computer Literacy Checklist: 6 Students with this assessment will be counted as Work-based Project Learners.</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>

Educational Functioning Level Table (continued)

OUTCOME MEASURES DEFINITIONS			
FEDERAL (EDUCATIONAL) FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>FFL #7</p> <p>Beginning ESL Literacy</p> <p>CASAS scale scores Reading 180-150 Listening 180-150</p> <p>BEST Plus: 400 & below (SPL 0-1)</p> <p>Literacy BEST: 0-20 (SPL 0-1)</p>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and 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, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.</p>
<p>FFL #8</p> <p>Low Beginning ESL</p> <p>CASAS scale scores Reading: 181-190 Listening: 181-190 Writing: 136-145</p> <p>BEST Plus: 401-417 (SPL 2)</p> <p>Literacy BEST: 21-52 (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>FFL #9</p> <p>High Beginning ESL</p> <p>CASAS scale scores Reading: 191-210 Listening: 191-210 Writing: 146-200</p> <p>BEST Plus: 418-438 (SPL 3)</p> <p>Literacy BEST: 53-63 (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>

Educational Functioning Level Table (continued)

OUTCOME MEASURES DEFINITIONS			
FEDERAL (EDUCATIONAL) FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>FFL #10</p> <p>Low Intermediate ESL</p> <p>CASAS scale scores Reading: 201-210 Listening: 201-210 BEST Plus: 439-472 Literacy BEST: 64-67</p>	<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and 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 a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but 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 interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>
<p>FFL #11</p> <p>High Intermediate ESL</p> <p>CASAS scale scores Reading: 211-220 Listening: 211-220 Writing: 226-242</p> <p>BEST Plus: 473-506 (SPL 5)</p> <p>Literacy BEST: 68-75 (SPL 6)</p>	<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is 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, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; 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; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and 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>FFL #12</p> <p>Advanced ESL</p> <p>CASAS scale scores Reading: 221-235 Listening: 221-235 Writing: 243-260</p> <p>BEST Plus: 507-540 (SPL 6)</p> <p>Literacy BEST: 76-78 (SPL 6)</p> <p>Students cannot exit Advanced ESL. Retesting students who enter this level with another assessment is recommended</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>
<p>Note: The descriptors are <i>entry-level</i> 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. CASAS = Comprehensive Adult Student Assessment System • BEST= Basic English Skills Test Learner completes or advances one or more educational functioning levels from the starting level measured on entry into the program.</p>			

West Virginia Adult Basic Education Performance Measures Worksheet

Core Indicator #1: Demonstrated Improvements in literacy skill levels in reading, writing, and speaking the English language, Numeracy problem-solving, English Language acquisition, and other literacy skills.	FY 06	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12
Measure 1 ...of beginning literacy ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	54%	59%	68%	66%	70%	80%	81%
Measure 2 ... of beginning ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	51%	54%	63%	64%	70%	72%	74%
Measure 3 ... of low intermediate ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	50%	55%	59%	62%	68%	69%	72%
Measure 4 ... of high intermediate ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	47%	48%	51%	53%	58%	61%	62%
Measure 5 ... of low adult secondary level enrollees will acquire the level of basic skills needed to complete the educational functioning level.	48%	51%	53%	52%	61%	60%	61%
Measure 6 ... of high adult secondary level enrollees will acquire the level of basic skills needed to complete the educational functioning level.	NA	NA	NA	NA	NA	NA	NA
Measure 7 ... of beginning literacy ESL enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	45%	37%	59%	60%	75%	68%	66%
Measure 8 ... of beginning ESL enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	55%	40%	40%	77%	72%	70%	44%
Measure 9 ... of low intermediate ESL enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	44%	40%	40%	83%	80%	65%	60%
Measure 10 ... of high intermediate ESL enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	40%	55%	58%	76%	71%	82%	71%
Measure 11 ... of low advanced ESL enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	51%	49%	53%	68%	62%	80%	71%
Measure 12 ... of high advanced ESL enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	NA	49%	50%	56%	41%	54%	49%
Core Indicator #2: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.							
Measure 1 ... of unemployed adult learners with a primary or secondary goal of obtaining a job (and available for work) will obtain unsubsidized employment.	50%	50%	44%	44%	58%	57%	58%
Measure 2 ... of adults with a primary or secondary goal of retaining current job will be retained on the job or advance on the job.	65%	53%	21%	56%	64%	45%	40%
Measure 3 ... of adult learners with a primary or secondary goal of entering postsecondary education or training will enroll in further postsecondary education or training.	56%	59%	57%	69%	76%	77%	60%
Core Indicator #3: Receipt of a secondary school diploma or its recognized equivalent.							
Measure 1 ... of adults with a primary or secondary goal of passing the GED® will earn a high school diploma or recognized equivalent.	74%	74%	67%	71%	63%	64%	80%

Attended <12hrs & Met Goal

GOAL	ACHIEVEMENTS
Improve basic literacy skills	<p>EDUCATIONAL</p> <ul style="list-style-type: none"> • Increased at least .5 grade level, 3 points on CASAS scale or 1 SPL in any assessment area • Increased at least one level in a LMS in any assessment area • Mastered at least 3 Essential IGOs • Mastered all Essential IGOs in Entry FFL • Passed all parts of the OPT • Passed 1-4 parts of the GED® <p>FURTHER EDUCATION</p> <ul style="list-style-type: none"> • Met requirements for entrance into technical training • Met score requirements on entrance exam for college • Enrolled in private WV college / university • Enrolled in out-of-state post-secondary / job training • Enrolled in private / local training outside of WV's K-12 system • Enrolled in on-line post-secondary / Career Tech Ed (CTE) <p>PERSONAL</p> <ul style="list-style-type: none"> • Obtained computer skills <p>EMPLOYMENT-RELATED</p> <ul style="list-style-type: none"> • Earned a Ready to Work certificate • Completed a worksite learning experience • Completed an approved job readiness program • Passed an employment or state licensing exam • Entered the military • Earned a Governor's Career Readiness Certificate • Earned a Customer Service Certificate (i.e. SPOKES) • Earned a Customer Service Certificate II (i.e. SPOKES) • Earned an Achievement Certificate (i.e. SPOKES) • Earned a Microsoft Office Certification (SPOKES ONLY) • Earned an Internet & Computing CORE Certification (SPOKES ONLY) <p>FEDERAL CORE INDICATOR</p> <ul style="list-style-type: none"> • Completed Entry FFL (FFLs 1-6) • Moved to higher FFL (FFLs 1-6)
Improve English skills / Improve basic literacy skills	<p>EDUCATIONAL</p> <ul style="list-style-type: none"> • Completed Entry FFL (FFLs 7-12) • Moved to higher FFL (FFLs 7-12)
Pass the GED®	FEDERAL CORE INDICATOR – Achieved GED®
Enter post-secondary education or job training	FEDERAL CORE INDICATOR – Enrolled in job training or post secondary education
Obtain a job (unsubsidized)	FEDERAL CORE INDICATOR – Obtained an unsubsidized job
Retain current job (unsubsidized)	FEDERAL CORE INDICATOR – Retained unsubsidized job
Improve current job (unsubsidized)	<p>EMPLOYMENT-RELATED</p> <ul style="list-style-type: none"> • Obtained a better job or job promotion
Obtain / retain subsidized job	<p>EMPLOYMENT-RELATED</p> <ul style="list-style-type: none"> • Obtained / retained subsidized job

Attended <12hrs & Met Goal, con.

Increase involvement in child's education	FAMILY – Increased Involvement in Children's Education <ul style="list-style-type: none"> • Helped children more frequently with school • Increased contact with children's teacher • Increased involvement in children's school activities
Increase involvement in child's literacy activities	FAMILY – Increased Involvement in Children's Literacy Activities <ul style="list-style-type: none"> • Read to children more frequently • Visited library more frequently • Purchased books and magazines for children
Increase involvement in community activities	COMMUNITY <ul style="list-style-type: none"> • Increased involvement in community activities • Volunteered for Community Service
Register to vote or vote for the first time	COMMUNITY <ul style="list-style-type: none"> • Voted or registered to vote for the first time
Improve citizenship skills	COMMUNITY <ul style="list-style-type: none"> • Passed state-approved test of citizenship skills • Became a U.S. Citizen
Complete WVABE Computer Literacy Program	WORK-BASED PROJECT <ul style="list-style-type: none"> • Completed objectives for a WVABE Computer literacy program
Complete a short-term (12-30 hrs.) work-based project	WORK-BASED PROJECT <ul style="list-style-type: none"> • Completed all project objectives
Complete OPT (Official Practice Test)	EDUCATIONAL <ul style="list-style-type: none"> • Completed OPT
Complete GED® Orientation	EDUCATIONAL <ul style="list-style-type: none"> • Completed GED® Orientation
Complete Vocational / Assessment Testing	EDUCATIONAL <ul style="list-style-type: none"> • Completed entire vocational / assessment battery / test
Complete a Career Readiness Activity	EDUCATIONAL <ul style="list-style-type: none"> • Completed a Career Readiness Activity
Complete other personal goal – specify selection	PERSONAL <ul style="list-style-type: none"> • Other, select ONE (specify selection corresponding to goal)

STUDENT CONFIDENTIALITY

According to the *Family Educational Rights Act of 1974, enacted as Section 438 of the General Education Provisions Act*, student information that is considered “private” may not be shared with any outside agency or individual who is not designated on a release of confidential information form that has been signed by the student. There are several types of information that **may require release of information forms**: *directory information, student assessment/progress information, and strictly confidential information.*

Directory information is basic information contained in an educational record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to:

- ◆ full name
- ◆ address and telephone listing
- ◆ date and place of birth
- ◆ dates of program attendance
- ◆ most recent previous education
- ◆ agencies or institutions attended

Each student must sign a form that verifies his or her knowledge that the institution can release directory information.

Educational record information is specific information contained in an educational record of a student which is usually shared among teaching, support, and administrative staff members of the ABE program. Such information is considered “private” and, therefore, may not be shared externally. It includes, but is not limited to, information regarding:

- ◆ program placement
- ◆ plan of study
- ◆ assessment scores
- ◆ progress portfolio
- ◆ record of attendance

Before such information may be shared verbally or in writing with an individual outside the ABE program or with an external agency, a signed release of information must be obtained.

While *directory and educational record information* is not considered “strictly confidential,” a local program must adhere to its affiliated institution’s policy, which must be in accordance with the *Family Educational Rights Act (DOE 34 CFR, Part 99)*. Data on the *ABE 400* form may be transmitted to RESAs and to the WV Department of Education without a formal release of information. However, **since the state will be transmitting some information to other external entities, other procedures must be used.**

The *Adult Education and Family Literacy Act* requires our state to do follow-up of students leaving the program and data sharing with other agencies to determine student achievements (enrollment in post-secondary educational institutions, obtaining a job, etc.). Thus, students must be made aware that the state may use information from the *ABE 400/Student Profile* form to share data with other private and public entities. Use the following procedures:

- ◆ Read aloud to students the *General Release of Information*.
- ◆ Ask students to sign the release.
- ◆ Mark the *ABE 400A/Student Profile* form to indicate if the release has been obtained.

Many ESL or literacy students are not able to read or understand program intake forms. These students may also need to use a simpler release form. The Simplified Release of Information may be added to a simple program application form.

Strictly confidential information is information that is known about a student or that is contained in a written record which would be illegal to disclose either verbally or in written form without a signed release of information form. If a student discloses any of the following types of information, legally that information is to be considered *strictly confidential* and, therefore, “private”:

- ◆ Disclosure of a diagnosed learning disability
- ◆ Disclosure of previous status as a "special education" student
- ◆ Disclosure of any other type of diagnosed physical or mental disability
- ◆ Disclosure of a diagnosed medical condition
- ◆ Disclosure of use of any prescription drugs
- ◆ Disclosure of history of drug/alcohol abuse and/or treatment
- ◆ Disclosure of status as HIV positive or of having the AIDS virus
- ◆ Official transcripts including GED[®] scores

Any written reference to strictly confidential information must be maintained in a **distinct file which must be separate from routine student information, must be clearly marked "confidential," and must be kept in a locked filing cabinet or drawer.**

For more information on student confidentiality, see Section 4 of the Instructor Handbook.

WV ABE PROGRAM GENERAL RELEASE OF INFORMATION

Program Year _____

I understand that information on the *ABE 400/Student Profile Form* may be shared with the Regional Education Service Agency (RESA), the WV Department of Education (WVDE), or with Adult Basic Education (ABE) personnel for the purpose of compiling and reporting information within the Adult Education Management Information System (AEMIS) as required by the Adult Education and Family Literacy Act.

I authorize the program to release the following types of information:

- ◆ Directory information (name, address, telephone, social security number, etc.)
- ◆ Record of attendance
- ◆ Educational goals and achievements
- ◆ Assessment scores
- ◆ Statistical information (gender, ethnicity, employment status, education, disability status, etc.)

I understand that information about the completion of the following goals may be verified by some other private or governmental agencies:

- ◆ Getting or keeping a job
- ◆ Enrolling in a college, university or other training program
- ◆ Passing the GED[®] exam or getting a high school diploma
- ◆ Removal from TANF program or reduction in public assistance

The following agencies may use my social security number to verify completion of the above goals: Bureau of Employment Programs, WV Higher Education Policy Commission, WorkForce WV, West Virginia Department of Education, Oklahoma (GED[®]) Scoring Services, and the WV Department of Health and Human Resources (DHHR).

I understand that my social security number is needed to collect this information. I understand that giving my social security number is voluntary. The social security number may be used only to match information. It will not be used to make decisions about me or any other person. No personal information about me will be published. If I do not give my social security number, I will not lose any rights or services as a student.

I understand that this release of information is valid for two years from the date of my signature or until it is revoked in writing by me, whichever occurs first.

Signature of Student

Date

Signature of Parent or Guardian (if necessary)

Date

Troubleshooting

1. The student I enrolled appears on the “Log Attendance” sheet; however, I can’t locate his/her ABE 400A through the “Student>Edit Student (ABE 400A)” menu option.

You may have accidentally included a “space” as the first character of the student’s last name. You can “go to” the student’s ABE 400A from the Student Roster report.

- a. Class > Student Report
- b. Select Student Roster, click Next
- c. From the dropdown menus, select the appropriate class

To “edit” the student’s ABE 400A, click once on the student’s name.

2. I try to run a table/report, but I am continually returned to the screen that says “You should be sent back to the report criteria selection form. If you aren’t, then click the link below.”

Tables and reports display as a pop-up. If you have a pop-up blocker running on the computer you are using to run the reports and tables, the pop-up blocker may be preventing you from viewing the information. Either turn the pop-up blocker off OR allow pop-ups from wvabe.org.

3. I erroneously created a class site, class, and/or student enrollment.

If you erroneously

- a. create a class site,
- b. create a class, and/or
- c. enroll students in a class

Forward the following information to Louise Miller at louise@wvabe.org or lbmiller@access.k12.wv.us.

RESA
Grantee
Class Site
Class Name & Number
Student Names & Birthdates

A class site associated with a class(es), cannot be deleted without first deleting the class(es). Subsequently, a class with student enrollments (ABE 400A/Bs) cannot be deleted without first deleting the student enrollments.

Once a class site and/or class is deleted, it is gone FOREVER and cannot be retrieved.

Students are NOT deleted from the AEMIS system; their enrollment is “deleted/removed” from the class. As a result, if you complete a search for the student, enrolling him/her in another class, his/her name will appear in the search results (if the student’s release of information was marked “yes”).

4. I entered an assessment score and need to remove it.

To change an assessment score, highlight the score you entered in error, type in the correct score. If a score needs to be **removed**, delete the score and enter an underscore (_) in the field. Scores of **0** indicates a grade level of **0**.

AEMIS System Administrator



Louise Miller
ABE Technology Coordinator
1-800-766-7372, ext. 1122
louise@wvabe.org
lbmiller@access.k12.wv.us

