



MASSACHUSETTS DEPARTMENT OF ELEMENTARY
AND SECONDARY EDUCATION (ESE)
ADULT AND COMMUNITY LEARNING SERVICES

ASSESSMENT POLICIES
FOR USING THE
TABE CLAS-E WRITING
ASSESSMENT

December, 2011
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General Overview of Learning Gains Assessments

The Massachusetts Department of Elementary and Secondary Education (DESE) is mandated by the US Department of Education to use valid and reliable assessments to report students' completion of educational functioning levels. We require programs use four ABE standardized assessments, depending on the classes they offer: the Massachusetts Adult Proficiency Test (MAPT), the TABE Forms 9/10, Best Plus, and the TABE CLAS-E.

Massachusetts's process for using required assessments for measuring learning gains:

1. **Class Placement** (after intake, using any assessment other than MAPT)
2. **Pre-test** (within 2-4 weeks of class placement)
3. **Formative assessment** using teacher-made or other assessments during class to determine if students mastered what was taught (ongoing)
4. **Optional Mid-year Test** (generally after 4 months or 65 hours of instruction, whichever comes first, and depending on class intensity; test no more than three times per year)
5. **Post-test** (generally after 4 months or 65 hours of instruction, whichever comes first, and before June 30. Programs may not test more than three times per year)

Required Assessments	Skills tested	Which Programs Use
MAPT	ABE Reading and Math	ABE
TABE 9/10, Levels E, M, D, A	ABE Writing (Language subtest)	ABE
	ABE Reading and Math	ABE for Incarcerated Adults, some Workplace without access to computers
TABE 9/10, Level L	Literacy Level Reading	ABE learners below GLE 2
BEST Plus	ESOL Speaking and Listening	ESOL
TABE CLAS-E Writing Assessment only	ESOL Writing	ESOL

For assessments to be accurate, they must be administered and scored according to test developers' instructions. If staff make what may seem like small changes to test administration or scoring (such as giving test directions differently or diverging from a test's rubric when scoring), test scores lose their accuracy. It affects the instruction learners may need and slows them down in achieving their goals. It also adversely affects the accuracy of statewide scores that ACLS uses to base annual state projections of learning gains for US DOE.

Formative assessments are also crucial to instruction. They include authentic, teacher-made, task-based, quizzes, etc. They test various skills determined by the teacher, including content and skills from ABE Curriculum Framework standards and benchmarks. Why are they important? Teachers know what was learned (and wasn't) and formative assessments guide what to teach next. They also involve students in the learning process, which can improve motivation, persistence, and retention.

For more information about the assessment process, take the user-friendly tutorial, **Fundamentals of Assessment**. Go to <http://moodle.literacytent.org>, click "Distance Learning," then "Fundamentals of Assessment." Before logging in, complete a "New Account." Finally, contact creid@worlded.org for the enrollment code you'll need to start the course.

Overview of the TABE CLAS-E Writing Assessment

The state's assessment policy requires programs to use the TABE CLAS-E Writing Assessment for the following adult learners:

- ESOL students (SPL 0-6) whose primary assessment area is reading and writing
- Primary instruction provided by the volunteer program English at Large

The state's assessment policy requires programs to use the BEST Plus test (computer-adaptive version) for the following learners enrolled in ESOL classes:

- ESOL students (SPL 0-6) whose Primary Assessment Area is Speaking and Listening

The following program types may use *either* the TABE CLAS-E Writing Assessment *or* BEST Plus, depending on their learner's goals:

- Workplace Education (ESOL) Programs
- Distance Learning (ESOL) Programs
- Students enrolled in Pre-Literacy ESOL classes, Levels 1, 2 and 3

Before Administering the CLAS-E Writing Assessment

Required Staff Training

A minimum of two staff per program must attend a TABE CLAS-E training given by SABES (System for Adult Basic Education Support) before any testing of students can begin. Programs offering ESOL classes must maintain at least two CLAS-E test administrators at all times.

- Trained staff may not train fellow staff members at their programs.

The training has been separated into two sessions—one for practitioners administering the CLAS-E, and one for those scoring the CLAS-E

- Practitioners administering the test but not scoring the test must take the Administering CLAS-E portion of the training only.
- Practitioners administering and scoring the test (or only scoring the test), must take both the Administering and the Scoring portions of the training, and be recertified annually (see below).

Certification and Annual Recertification

Following their training in test administration and scoring, staff who will be scoring CLAS-E tests will need to score expository writing samples successfully before they receive a Competency status and are approved to score. There will be a similar process for annual recertification in which CLAS-E test administrators will have one month to score a set of sample writing assessments which will be due to SABES on the last day of February (February 29, 2012). SABES will inform test administrators of their status by March 30, 2012. Practitioners receiving their Initial Certification in FY12 will not have to recertify until FY13.

Required Test Materials

The following Test materials may be purchased at

<http://www.ctb.com/ctb.com/control/childNodesViewAction?categoryId=1145&adjBrd=Y>

1. CLAS-E Locator Test (has the test questions)
2. CLAS-E Replacement Test Books, Forms A and B, Levels 1 through 4
3. CLAS-E Expository Writing Folios, Forms A and B, Levels 1 through 4
4. CLAS-E Test Directions for Forms A and B, Levels 1 through 4
5. CLAS-E Scoring Tables Book, Forms A/B
6. CLAS-E Writing Scoring Guide, Forms A/B

The following required test materials may be acquired from the ACLS Assessment website or April Zenisky at aclstesthelp@educ.umass.edu or the SABES Curriculum and Assessment Coordinators:

1. Tips for Taking the TABE CLAS-E (for test-takers) and test administrator directions
2. Adapted CLAS-E Locator Test Answer Booklet for Statewide Use; use this Answer Sheet instead of the CTB McGraw-Hill CLAS-E Locator Test Answer Booklet
3. Adapted TABE CLAS-E Locator Test Directions
4. SABES-developed Answer Sheet for Levels 1-4
5. SABES-developed alternative directions for Answer Sheet for Levels 1-4
6. Guidelines for Retesting with the TABE CLAS-E Writing
7. Supplementary Scoring Guide for CLAS-E Expository Writing
8. Reformatted "Notes to the Scorer" for use with CLAS-E Expository Writing

When to Administer

The CLAS-E may be given at intake, and may be given as both the placement and pre-test. It may be administered in class any time within 2-4 weeks of class placement, but no later than 4 weeks.

Student Placement

Programs may use any placement tests they choose.

Student Primary Assessment Area May Change in Fiscal Year

Either the BEST Plus or the CLAS-E must be selected as the primary assessment to report educational gain for students in ESOL classes. Programs are required to administer only one of the two, but both may be administered if the program wishes, with one test counting as the primary assessment in the program.

- A student's Primary Assessment Area may change during the fiscal year
- Learners who are co-enrolled may have different primary assessment areas at the different programs where they are enrolled to maximize their time at each program. (See the section on co-enrolled learners for more information).

Test Accommodations

An adult learner with a disability must provide the ABE program with disability-related documentation if he/she requires accommodations. If a counselor or other program staff person determines through a screening that there is a strong possibility the learner has a learning disability or other disability, a formal assessment may be undertaken. A formal assessment of a **learning** disability must be administered by a licensed professional (e.g., psychologist, school psychologist, or psychiatrist) and is valid for 5 years from the date of the formal assessment. In some cases, a “licensed professional” may be a speech, vocational, physical, or occupational therapist with verification by a licensed medical doctor, psychiatrist, or psychologist. An IEP (Individual Education Plan) is not a documented formal diagnosis of a learning disability.

“Disability-related documentation” includes educational assessments, or an Individual Education Plan (IEP) developed by the public school system to document a person’s disability for an accommodation in the ABE program. *Note that educational assessments and the IEP, however, may not be adequate documentation for a GED accommodation.* Contact Tom Mechem, GED Chief Examiner at ACLS, with questions. A qualified licensed professional must administer formal assessments for GED accommodations. Assessment reports to be used for GED accommodation cannot be more than five years old. For more information about modifications and accommodations relating to ABE instruction, please refer to pages 13-15 in the ACLS Disability Guidelines, at <http://www.doe.mass.edu/acls/disability/guidelines.doc>.

Any student may be given the large print version of the TABE CLAS-E if needed. The SABES Library has a copy of the large print version for loan; contact Sandra Darling at ALRI, at Sandra.darling@umb.edu to borrow it.

For any questions, concerns, or if staff have a student who should receive accommodations on the CLAS-E, please contact April Zenisky-Laguilles at aclstesthelp@educ.umass.edu

Pre- and Post-Testing Interval

The general recommendation is to post-test after an interval of four months or 65 hours of instruction, whichever comes first. Because the intensity of classes varies among programs, some adult learners in intensive programs may reach 65 hours of attended instruction before two months have elapsed. In this case, learners with 65 hours of attended instruction **may be tested sooner than two months (60 days) after their previous test.** Programs may not test learners more than three times in a fiscal year. The test administered for the pre-test must remain the same for the post-test (e.g., one may not pre-test with the CLAS-E and post-test with the BEST Plus).

Programs need to pre- and post-test between 66% and 76% of enrolled students each fiscal year in order to capture student educational gain. To meet this standard, each program needs to consider its past performance and develop an assessment plan that fits the program’s class plans. Post-testing twice a year will not necessarily achieve the 70% pre/post performance standard. For more information and to review the performance standards for specific exclusions see the FY11 Performance Standards for Community Adult Learning Centers:

http://www.doe.mass.edu/acls/pawg/fy11fc340_345_359.pdf (for Fund Codes 340, 345, and 359). The NRS does not allow any exclusions.

When to Alternate CLAS-E Test Levels and Forms

The CLAS-E Interview Part B and the Locator Test Part 1 must be used for the first CLAS-E test given to learners. The Locator does not need to be given on subsequent tests.

Different levels of the CLAS-E may be given for initial, optional mid-year, and post-testing. For example, a learner may be pre-tested at level 2, and post-tested at level 3. All levels of CLAS-E are calibrated on the same scale, so results may be compared across levels.

When testing students at mid-year (optional) and/or for the end-of-year (post-test), alternate test forms must be given so that no student gets the same test form twice in a row. It would be easy for learners to remember the form from one test administration to the next. If a student is functioning at the same level, switch Forms (e.g., Level 3, Form A to Level 3 Form B); if she/he has shown strong progress in class, move to the test at the next level with the same form (e.g., Level 3 to 4, Form A). It is permissible to pre-test with Form A, administer a mid-year optional test with Form B, and post-test with Form A within a fiscal year.

Co-enrolled Learners

Learners who are co-enrolled or transfer from one site to another will have their assessment information more easily tracked and used at the new program.

New for FY12: Required assessments (e.g., CLAS-E, BEST Plus, MAPT, TABE 9/10) for students will appear in SMARTT at all sites where individual students are enrolled, regardless of the site where a student took the test. This new feature will make it easier for programs to enroll these students and get them settled in class. There is no longer a policy that the copied assessment has to have been taken within the past two months.

- The assessments will be color-coded in the SMARTT Student Assessment Screen to show where the test was taken.
- The Primary Assessment Area may be set at all sites within the current fiscal year
- The copy icon will appear next to all May/June tests so that users may copy the last test taken from any site to their own site in FY12.
- Note that no manual copies will be required for any assessments in FY12.
- A link labeled “Other Site Assessments” located on the SMARTT “Welcome Screen” shows the list of co-enrolled students who took tests at other sites. There are two panels for current and exited students. Programs can view the list and drill down to the assessment screen to view tests for individual students. Programs can decide if they want to set primary areas for this test **Note the primary area may be different at different programs.** (For example, a student may have a primary assessment area of math at one site, and reading at a site at which he/she is co-enrolled). A column has been added that shows if the primary area has been set. This feature will help programs know if dually enrolled students do not need to have another assessment administered immediately.

Test Security

All CLAS-E test materials and student test scores must be kept in a secure place. Do not file students' CLAS-E tests in their personal portfolio. Staff should, however, share, explain, and discuss scores with students so students can understand and follow their progress.

Staff and test administrators are not permitted to have access to the CLAS-E test materials and use them to prepare learners for their CLAS-E tests. The Massachusetts Department of Elementary and Secondary Education reserves the right to immediately terminate the program's grant if any staff are found to be violating the CLAS-E assessment policy regarding test security.

During CLAS-E Administration

Following Test Administration Procedures

Test administrators must administer and score the TABE CLAS-E Writing Assessment test materials exactly according to the test developer's script and exactly according to the CLAS-E trainings offered by SABES. Test administrators must not deviate from the script or test directions in any way.

- Strictly adhere to the time limits given in test administration materials: the Part B Interview/Screening Tool is 5-10 minutes; Locator is 15 minutes; the Multiple Choice portion of the Writing test is 20 minutes, and the Expository Writing portion of the test is 27 minutes.

Who May Administer

Teachers may not score their own students' expository writing tests.

Use the Statewide CLAS-E Locator Answer Sheet and SABES-developed Writing Assessment Answer Sheets *Only*

Programs must not use any program- or teacher-developed CLAS-E answer sheets because depending on the answer sheet, learners may gain an unfair advantage—or experience a disadvantage—from the program-developed answer sheet. CTB has granted permission for Massachusetts to use SABES-developed answer sheets for both the Locator and the Writing assessment, and programs must only use these two answer sheets in order to maintain consistency and a level playing field for all test-takers.

Using Assessment Reports for Tracking When to Post-Test

The SMARTT system generates assessment reports so that a program can track when to administer the next CLAS-E test¹. The CLAS-E report will list the date administered for the

¹ Note that the date for the next assessment to be taken is based on four months, but adult learners in intensive programs who reach 65 hours of instruction may be tested before two months elapse. Programs may not test learners more than three times per fiscal year.

previous fiscal year, the pre-test (if different), and optional mid-year test for the current fiscal year. The assessment reports may also be used to check which learners have not yet been post-tested near the end of the fiscal year. Any of the reports may be exported into Excel. To access these reports, go into SMARTT, select the “Site” link on the left menu in SMARTT and then select “CLAS-E Report Primary Set.” Any tests completed after June 30th will be counted as pre-tests in the next fiscal year.

Test Conditions

The testing location must be quiet and comfortable so learners will not be distracted by their surroundings while taking the test. Learners may be tested in a computer lab, empty classroom, office, or other space. Learners may not be tested in an occupied classroom or space where other students are in class or talking.

After Administering the CLAS-E Writing Assessment

Scoring the CLAS-E Expository Writing Tests

Teachers may score the Multiple Choice section of their own students’ tests. Programs may hire other non-staff certified CLAS-E scorers to help with pre- and post-testing at the program. To obtain a list of certified scorers, contact the regional SABES Curriculum and Assessment Coordinator. Programs will contact and negotiate a rate of pay directly with the scorer.

Scorers must use the CLAS-E Expository Writing Rubric, Notes to the Scorer, Supplementary Scoring Guide (released September 2011) and benchmark writing samples each time they score. To ensure consistent CLAS-E Expository Writing Folio test scores statewide, all test administrators must achieve inter-rater reliability, so that all practitioners throughout the state are uniform in their scoring. All scorers need practice and require refresher work before any testing session to maintain their uniformity of scoring. The goal is for all scorers to calibrate themselves to the rubric and training materials, not to each other.

The rubric, Notes to the Scorer, Supplementary Scoring Guide (released September 2011), and benchmark writing samples in the TABE CLAS-E *Writing Scoring Guide* and the SABES training materials are the standards by which to score. When in doubt (e.g., if the benchmark writing samples do not appear to agree with the CLAS-E rubric), follow the rubric.

- Classroom teachers may not score their own students’ tests.
- Two scorers must score each examinee’s Expository Writing portion of the test. Scorers must not discuss their scores until they have finished scoring.

- If the scores of two readers **differ by one point** on any of the five expository test items, these two scores should be averaged for that item (e.g., **not rounded up**). Once all five items have been scored, add all items and round up for the **final total score**.

For example, the following two scorers “A” and “B,” scored the following student’s expository writing portion of the CLAS-E writing test:

Scorer	Item 1	Item 2	Item 3	Item 4	Item 5	Final Score
“A”	2	3	1	2	2	
“B”	3	3	2	3	2	
Averaged when differ by more than 1 point	2.5 (5 / 2 = 2.5)	3	1.5 (3 / 2 = 1.5)	2.5 (5 / 2 = 2.5)	2	11.5 is <u>rounded up at end to</u> 12

- If the scores of the two readers of the expository writing folio portion of the CLAS-E **differ by more than one point**, a third reader is needed to determine the Final Item Score. Follow the directions in the Writing Scoring Guide for using a third reader.
- Programs may request their SABES Curriculum and Assessment Coordinator to be a third reader. (Small programs may wish to collaborate among local programs, and mail or fax essays to one another, or hire a certified CLAS-E scorer when a third reader is needed.)
- For ease of use, the CLAS-E Notes to the Scorer from the *Writing Scoring Guide* have been reformatted by Levels 1-4, with the notes taken verbatim from the Writing Scoring Guide. Programs are encouraged to use this new version (released September 2011).

Programs are encouraged to use the Guidelines for Retesting with TABE CLAS-E Writing Assessment

Programs have encountered some difficulty in using learners’ TABE CLAS-E scores for evaluating gain between pre- and post-tests. It can be difficult to determine when retesting using a different TABE CLAS-E Writing level is appropriate for a pre-test and when students’ observed scores are a reasonably accurate reflection of their abilities. The problems that have emerged in many ABE programs involves assignment to levels by the CLAS-E Locator test and the reliability and validity of scores from the CLAS-E Complete Battery.

- **Important Note: Retesting is not intended for use each time a student tests; it is for use during the first time a student is tested using the CLAS-E (e.g., at the pre-test).**

To determine whether a student’s score on their TABE CLAS-E pre-test is a reasonable reflection of that student’s proficiency, compare the student’s scale score from the CLAS-E test to the guidelines below that correspond to the difficulty level of the test taken (1, 2, 3, or 4). For each possible scale score, instructors will be directed to one of three actions: retest immediately using the next lower level of the TABE CLAS-E, not retest at all, or retest immediately using the next higher level of the TABE CLAS-E.

- Important Note: In rare cases, a student’s score from retesting falls a student’s retest score may fall in between two levels. For example, a student’s Locator score places them into a level 3 test. Using the retesting guidelines, her score on the level 3 test indicated that the student should take the level 4 test. However, the Level 4 score fell into the “retest with Level 3” based on the retesting guidelines. In cases such as this, do not retest students more than once. Of the two scores, use the one that has the lower SEM (Standard Error of Measurement) associated with it. Please do contact April Zenisky at aclstesthelp@educ.umass.edu so ACLS can track the instances in which this phenomenon occurs, and for any questions.

The guidelines presented below were developed with careful *statistical* consideration of the standard error of measurement (SEM)². The SEM is a statistical estimate of the amount of error to be expected in a particular score from a particular test, and provides the user with a range within which a student’s true score is likely to fall. Lower SEM is associated with more precise measurement while higher SEM means that an individual’s score contains more error and is less reliable. SEM is a reasonable indicator of the reliability of test results. An individual student’s observed score from a single testing experience is likely to fall within one SEM of the student’s true score 68% of the time, and within two SEMs 95% of the time. These guidelines are computed using the statistical properties of the tests to ensure that decisions as to whether or not students should be retested are based on the statistical levels of errors in the scores.

TABE CLAS-E Writing Assessment Retesting Guidelines

CLAS-E Level 1		
If your student’s scale score is 470 or below, DO NOT RETEST	If your student’s scale score is 471 or above, RETEST with LEVEL 2	
CLAS-E Level 2		
If your student’s scale score is 371 or below, RETEST with LEVEL 1	If your student’s scale score is between 372 and 513, DO NOT RETEST	If your student’s scale score is 514 or above, RETEST with LEVEL 3

² SEM is computed as $SEM = SD\sqrt{1-r}$ where *SD* is the standard deviation of the test and *r* is the reliability. For TABE CLAS-E, reliability coefficients provided by the publisher are KR-20 estimates of internal consistency. SDs and KR-20 estimates are from the TABE Technical Report. The SEM for CLAS-E is computed in Sireci, 2011.

CLAS-E Level 3		
If your student's scale score is 420 or below, RETEST with LEVEL 2	If your student's scale score is between 421 and 545, DO NOT RETEST	If your student's scale score is 546 or above, RETEST with LEVEL 4
CLAS-E Level 4		
If your student's scale score is 495 or below, RETEST with LEVEL 3	If your student's scale score is 496 or above, DO NOT RETEST	

Recalibrate each Time you Score

CLAS-E test administrators must recalibrate each time they score the Expository Writing to ensure consistent scoring accuracy among CLAS-E test scorers. Before scoring tests, scorers must recalibrate themselves to the *Writing Scoring Guide's* Rubrics, Notes to the Scorer, Supplementary Scoring Guide (released September 2011), and benchmark writing samples. Recalibration means re-familiarizing and aligning yourself with what the rubric defines for each score. When in doubt (e.g., if the benchmark writing samples do not appear to agree with the CLAS-E rubric), follow the rubric.

CLAS-E Scoring Monitor

Programs must designate one person as the CLAS-E Scoring Monitor. The monitor compiles all the scores and maintains them in one place. She/he ensures that scoring procedures are followed, and notes if any of the readers' scores **differ from each other by more than one point**. If this occurs, the CLAS-E Scoring Monitor follows up to determine the final score and makes sure these two readers go through the calibration process again.

After Scoring Tests, Track Scoring Consistency

Program staff must track scoring consistency on a regular basis. If consistency slips, the staff trained in the CLAS-E and the Scoring Monitor need to discuss how to immediately rectify the inconsistency. The CLAS-E Scoring Monitor should track how many third readings are needed and the overall performance of readers. Programs are encouraged to contact their regional SABES Curriculum and Assessment Coordinator to discuss and/or to provide additional training if needed. If a reader is frequently off by more than one point, then the program's CLAS-E Scoring Monitor should immediately contact their SABES Curriculum and Assessment Coordinator for technical support.

Score Reporting

CLAS-E scale scores must be recorded in SMARTT. Scale scores are the type of score used for the CLAS-E, and they are used to compute and derive all other scores associated with the CLAS-E. The SMARTT ABE database will translate the scale scores into the levels stipulated by the federal National Reporting System (NRS). Programs may generate reports that portray student educational functioning levels and gains using SMARTT.

Exit Criteria for NRS Advanced ESL Level Students

A scale score of 612 and above in CLAS-E Level 4 (both Forms A and B) is the exit criteria for students in the Advanced ESL level. Once students attain a score of 612, they may not remain in the program the following fiscal year if their primary assessment area is ESOL Writing.

TABE Clas E Forms A/B Writing Scale Scores for NRS Educational Functioning Levels

ESL Educational Functioning Level	TABE Clas E Writing Scale Scores*	SPL Level
Beginning ESL Literacy	200 – 396	0 – 1
Low Beginning ESL	397 – 445	2
High Beginning ESL	446 – 488	3
Low Intermediate ESL	489 – 520	4
High Intermediate ESL	521 – 555	5
Advanced ESL	556 – 612	6

* CLAS-E Writing Scale Scores are the combination of the multiple choice assessment and the expository writing folio scores.

Following is another chart indicating how the CLAS-E test levels 1-4 correspond to the test's scale scores, the SPL and NRS levels:

TABE CLAS-E Writing Assessment Scale Scores' Correlation to NRS (National Reporting System) ESL Educational Functioning Levels and SPL (Student Performance) Levels

TABE CLAS-E Level	CLAS-E Writing Scale Scores*	SPL Level	NRS Level
1	200 – 396	SPL 0 – 1	Beginning ESL Literacy
	397 – 445	SPL 2	Low Beginning ESL
2	397 – 445	SPL 2	Low Beginning ESL
	446 – 488	SPL 3	High Beginning ESL
3	446 – 488	SPL 3	High Beginning ESL
	489 – 520	SPL 4	Low Intermediate ESL
4	521 – 555	SPL 5	High Intermediate ESL
	556 – 612	SPL 6	Advanced ESL

* CLAS-E Writing Scale Scores are the combination of the multiple choice assessment and the expository writing folio scores.

Measuring Learner Gains

Learning gains are calculated each fiscal year from pre- and post-testing and based on learners' first (pre-test) and last test.

Massachusetts measures learners' educational gain in two different ways. First, Massachusetts reports the number of ESOL learners completing or advancing one or more Educational Functioning Levels (EFL) as defined by the US Department of Education's National Reporting System (NRS). Massachusetts is required by the US Department of Education to not only report learning gains based on EFL completion rates, but also to use EFL completion rates as a measure of program performance.

In addition to measuring learning gains by EFL completion rates, Massachusetts measures “meaningful educational gain.” Meaningful educational gain is measured solely by the improvement in test scores between the pre- and post-test and does not take into consideration Educational Functioning Levels. The amount of scale score points that indicate meaningful educational gain is 25 or more scale score points.

Measuring completion of Educational Functioning Levels for the federal US Department of Education (National Reporting System, Federal Report Table 4)

- The National Reporting System (NRS) requires that all students who have 12 hours or more of attendance be included in all Federal Report tables, including those reporting pre- and post-tested learners and those making gains by completing an Educational Functioning Level.
- For more information, see FY11 Performance Standards, section #6, “NRS Educational Functioning Level Completion:” http://www.doe.mass.edu/acls/pawg/fy11fc340_345_359.pdf (for Fund Codes 340, 345, and 359).

Rolling over CLAS-E Scores to the Next Fiscal Year

Any CLAS-E tests given to students in May or June may be rolled over to count as the first (pre) test in the new fiscal year. Program staff may copy the score or give a new test. The copy icon will appear next to all May/June tests so that users may copy the scores from any site to their own site in FY12.

- Note that no manual copies will be required for any assessments in FY12.
- The May/June test will then be dated July 1 of the new fiscal year. The July 1 date is color-coded to let program staff know it was copied.
- Transitions programs, see specific policies at <http://www.doe.mass.edu/acls/assessment/news/fy11policy.html>.

Questions

Please contact April Zenisky-Laguilles at aclstesthelp@educ.umass.edu, or the SABES Regional Curriculum and Assessment Coordinators, or Carey Reid at Carey_Reid@worlded.org.

Program staff must read the Assessment Updates in the ACLS Monthly Mailings for important new information: <http://www.doe.mass.edu/acls/mailings>.

SABES Regional Curriculum and Assessment Coordinators

Greater Boston: **Jiashan (John) Zhang**, 617-287-4076. Email: john.zhang@umb.edu

Central: **Merilee Freeman**, 508-751-7931. Email: mfreeman@qcc.mass.edu

Northeast: **Janet Piracha**, 978-659-1281. Email: jpiracha@necc.mass.edu

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