

Assessment**Table of Contents**

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PRE-TEST

This pre-test is meant to examine your knowledge of pertinent areas of VPI as well as assessment instruments and their meaning as it relates to your students.

Please check your answers using Appendix F.

1. What Does VPI stand for?
2. What does the acronym SCANS stand for?
3. Are curriculum frameworks available for Vocational Preparatory Instruction?
4. What does TABE stand for?
5. As related to TABE, what do L, E, M, D, and A stand for?
6. What is TABE-WR?
7. Students are enrolled in a 150-hour Advanced Security Guard program. What test is required for these students?
8. What Basic Skills tests are listed under Rule 6A-10.040, FAC, for PSAV Certificate students?
9. A student pre-tests at 5.7 grade-level on the TABE. Can this student be denied entrance into a vocational program?
10. What does MALD stand for?

THE FLORIDA ASSESSMENT HANDBOOK

INTRODUCTION

The goal of this handbook is to provide relevant information concerning the assessment instruments approved for use in all VPI Labs by the State Department of Education. This handbook will also expound on Florida Laws (State Board Rules and Florida Statutes), SCANS, Curriculum Frameworks and State Department of Education VPI Prescribing Catalogs.

The Program Planning Guide for Vocational Preparatory Instruction (Draft) explains the purpose of the VPI (SAIL) system:

The VPI (SAIL) system is based upon the assessed needs of the individual and the academic and employability requirements related to Florida's comprehensive Vocational Education Programs. Developed by practitioners in the State of Florida, the curriculum frameworks reflect student's needs for academic/vocational/technical skills, as well as workplace readiness skills (p. 3, 1999).

In 1996, VPI became an integral part of the Technical Resource Center (TRC) in all Florida postsecondary vocational-technical schools. The TRC includes VPI, GED/ABE, ESOL, VESOL, SCANS competencies, Workplace Readiness Skills and other skills needed by students to successfully complete their postsecondary adult vocational training programs and become successful in securing and retaining high skill/high wage employment.

The purpose for organizing services within the TRC is to enable any student, who is transferring from one center to another, to be able to locate services. This avoids confusion, since VPI has been known by many names at different centers. In addition, the TRC's organized structure creates a flexible, student-oriented lab that can change with the current needs of students and offer the resources necessary to help students become workplace ready.

Since ABE/GED and VESOL/ESOL are important components of the TRC, it is recommended that VPI programs have formal agreements with adult education, or that formal transition processes be developed with adult education. This assures a smooth passage from adult education into VPI and/or the job preparatory program for students.

INTRODUCTION TO ASSESSMENT

WHAT IS VPI?

One of the primary purposes of the VPI Lab is to assess students and answer the following: Does a student have the basic skills necessary to successfully complete their chosen vocational instruction? The VPI Labs, with use of the approved assessment instruments, prescriptive materials and remediation materials, can always assure that the student has the skills necessary.

TESTING

Each day millions of American school students take tests. Over 95% of these exams are "pop quizzes," oral presentations, or some other type of teacher-made test. However, standardized assessments developed by test publishers -- the type of test that best evaluates student learning over time in comparison with others -- usually receive the most attention. Typically, such tests are both standardized and norm-referenced and provide objective information about each student's progress in mastering the subjects presented. A standardized test is one that is always given in a consistent manner, with the same directions, the same questions, and the same time limits. Thus, scores can be compared with confidence in test validity and reliability. All assessments administered within a state or local testing program should be standardized, no matter what type: performance based, norm-referenced, or criterion (standards) referenced.

A comprehensive assessment program may include several different measures; among them are the following basic types and formats:

- **Standardized achievement tests.** These tests are commonly used to provide valid, reliable, and unbiased information about students' knowledge in various areas. "Standardized" means that the test is always given and scored the same way. The same questions are asked and the same directions are given for each test. Specific time limits are set, and each student's performance may be compared with that of all the other students taking the same test. Most standardized achievement tests are norm-referenced, multiple-choice tests.

- **Norm-referenced tests.** Norm-referenced achievement tests measure basic concepts and skills commonly taught in schools throughout the country. These tests are not designed as precise measures of any given curriculum or single instructional program. Results from norm-referenced tests provide information that compares students' achievement with that of a representative national sample. This gives teachers the opportunity to compare their students with other students. So, when a teacher says that a student scored at the 82nd percentile, then that student's score was equal to or better than 81 percent of the scores of all the students who took the same norm-referenced test during the norming process.

- **Criterion-referenced tests.** This type of assessment is designed to compare a student's test performance with clearly defined curricular objectives, skill levels, or areas of knowledge. While norm-referenced test results compare

WHAT TYPES OF TESTS ARE USED?

student performance to peers - for example, a student spelled better than 95 percent of his or her classmates - results from criterion-referenced tests compare the performance to a predefined set of objectives and demonstrated mastery (knowledge) of a specific subject, such as long division.

• **Multiple-choice tests.** Many standardized tests give students the opportunity to select responses to test questions from among a number of specific choices. This format, called "selected response" or "multiple choice," is efficient and practical. Carefully designed multiple-choice questions can provide valid information about students' knowledge and their ability to reason logically and apply complex thinking processes to solve problems. Norm-referenced tests are usually administered in a multiple-choice format, where the correct answer is provided along with incorrect answers. These are the tests most adults remember taking in their youth. In most instances, multiple-choice tests are scored by computers and provide impartial, accurate results.

• **Performance assessments** are types of tests that directly assess pupil performance. Students may be asked to write an essay or short response, draw a conclusion, respond to a reading passage, or perform a science experiment. Teachers or other school personnel observe students' performances and rate the outcomes. This kind of assessment is also useful in measuring listening skills, writing, and the process of problem solving. Performance assessments can also be standardized so that the test is given and scored the same way at each administration.

The following is an explanation of words/phrases used in scoring:

- **Scale Scores (SS)** The Scale Score is used to derive all the other scores that describe test performance. Scale Scores can be obtained by one of two scoring methods. The first is Item Response Theory (IRT) item-pattern scoring, a procedure offered only by CTB among the major K-12 test publishers. With item-pattern scoring, Scale Scores are derived numerically using all the information contained in a student's pattern of item responses. The second method is number correct scoring. This method converts the number of correct responses (or points earned for constructed-response items) to a Scale Score. For groups of 25 or more students, the item-pattern and number-correct Scale Scores produce equivalent results.
- **National Percentiles (NP)** The NP represents the percentage of students in the national norm group whose scores fall below a given student's score. For example, a

student whose NP is 65 scored higher than 65 percent of the students in the norm group. NPs are scores that are useful for comparing local student achievement to students' achievement nationally. However, two misconceptions may occur. First, NPs are sometimes mistakenly thought to be the percentage of items answered correctly. Second, NPs are sometimes averaged, which is not appropriate because NPs are not equal interval scores.

- **National Stanine (NS)** The NS is a scale that divides the scores of the norming sample into nine groups ranging from a high of 9 to a low of 1. Stanines are normalized scores that have a constant relationship to Percentiles. That is, a given Percentile always falls into the same Stanine. Stanine 5, for example, always includes Percentiles 41-59. Stanines are single digit scores and are not likely to be confused with percentage of items answered correctly, and they can be averaged because they are equal interval scores. However, because they categorize test performance into only nine broad units, Stanines provide less detail about student performance than other derived scores.
- **Grade Equivalent (GE)** The GE indicates the year and month of school for which a student's score is typical. A GE of 6.2, for example, means that the student has scored at a level that is typical of students who had completed the second month of Grade 6 at the time the test was standardized. Grade equivalents should always be interpreted cautiously. For example, if a second grade student obtained a GE of 5.8 on a mathematics test, it does not mean that the student has mastered all the mathematics content taught through the first eight months of Grade 5. It means only that the student's performance on the test is statistically equivalent to the typical performance of students in the norm group who had completed eight months of Grade 5. Grade equivalents should not be used to place students in grades corresponding to the obtained GE.

Source: <http://ctb.com>

The following basic skills tests have been approved in the State of Florida for the purpose of determining if a student meets the minimum basic skills level required for completion from the vocational program that they are enrolled in:

- Adult Measure of Essential Skills (AMES)
- Computerized Placement Test (CPT)
- Tests of Adult Basic Education (TABE)
- Tests of Adult Basic Education - Work Related (TABE-WR)
- Wonderlic Basic Skills Test (WBST)

Rule 6A-10.040, FAC, also lists several alternative assessment instruments that can be used for students with limited English proficiencies. They are:

- Adult Language Assessment Scales (A-LAS)
- Comprehensive Adult Student Assessment System (CASAS)
- English for Speakers of Other Language Oral Assessment (ESLOA)

Rule 6A-10.040, FAC, also lists several alternative assessment instruments that can be used for students with disabilities. They are:

- Brigance Employability Skills
- Brigance Life Skills
- Comprehensive Test of Adaptive Behaviors (CTAB)
- Comprehensive Adult Student Assessment System (CASAS)
- Comprehensive Adult Student Assessment System – (STRETCH CASAS)
- Comprehensive Adult Student Assessment System - Test for Special Populations (CASAS)
- Kaufman Functional Academic Skills Test (K-FAST)

These basic skills tests are not to be used for screening purposes. It is critical that all personnel involved in policy, assessment, counseling, and instruction clearly understand the following requirements:

1. All students in a PSAV program, including dual-enrolled secondary students, must take the basic skills examination (except those exempted by Rule 6A- 10.040, FAC).
2. Students enrolled in programs (not OCPs) of 180 hours or less are exempt from testing.
3. The test must be validated that it includes only basic skills competencies necessary for success in the vocational program in which the student is enrolled.

**WHICH TESTS
HAVE BEEN
APPROVED?**

4. The test must be validated that it measures only what it purports to measure and not the student's disability.

For more information on assessment issues, please refer to the Assessment Technical Assistance Paper (DWD 99-5). Web site address: http://www.firn.edu/doe/bin00029/ta_rules.htm

TEST SECURITY

Test security is a vital element of the VPI Lab. All assessment instruments, i.e., books, answer sheets, answer keys, should be kept in a locked environment with limited access. The testing area itself should be a secure and quiet location. All students must show a picture I.D. before being allowed to test to verify identification. All test booklets should be numbered with a coordinated numbered tag. The student's I.D. should be collected and attached to the numbered tag of the book given to the student. There should be no papers or books allowed in the testing area and all scrap paper must be collected before the student leaves the testing area.

The following is the Florida Statue pertaining to test security of all state approved assessment instruments:

s. 228.301, F.S. TEST SECURITY

(1) It is unlawful for anyone knowingly and willfully to violate test security rules adopted by the State Board of Education for mandatory tests administered by or through the State Board of Education to students, educators, or applicants for certification or administered by school districts pursuant to s.229.57, F.S., or with respect to any such test, knowingly and willfully to:

- (a)** Give examinees access to test questions prior to testing;
- (b)** Copy, reproduce, or use in any manner inconsistent with test security rules all or any portion of any secure test booklet;
- (c)** Coach examinees during testing or to alter or interfere with examinees' responses in any way;
- (d)** Make answer keys available to examinees;
- (e)** Fail to follow security rules for distribution and return of secure tests as directed, or fail to account for all secure test materials before, during or after testing;

WHAT ARE SOME ELEMENTS OF TEST SECURITY?

(f) Fail to follow test administration directions specified in the test administration manuals; or

(g) Participate in, direct, aid, counsel, assist in, or encourage any of the acts prohibited in this section.

(2) Any person who violates this section is guilty of a misdemeanor of the first degree, punishable by a fine of not more than \$ 1,000 or imprisonment for not more than 90 days, or both.

(3) A district superintendent of schools, a president of a community college, a president of a university, or a president of a private postsecondary institution shall cooperate with the Commissioner of Education in any investigation concerning the administration of a test administered pursuant to state statute or rule.

The testing area should be 250 square feet per occupant.

POST-TEST FOR STUDENTS

The final evaluation for VPI students is a post-test using the alternate form of the pre-test given. As an example, if TABE, level D, Form 7 was used as the initial assessment instrument, TABE, Level D, Form 8 should be used as a post-test. Different assessment instruments can be used as evaluation tools to determine if the student is ready to post-test.

If an alternative assessment instrument was used as a pre-test, either form of one of the five basic skills tests listed in Rule 6A-10.040 should be used as the post-test. Some programs allow students to enroll in VPI prior to, or immediately following, the vocational coursework calendar. This allows some students the opportunity to begin (or complete) their basic skills remediation without the combination of demands of vocational coursework and basic skills remediation. This is very common in lock-step programs such as nursing and public service. Remember, a student may never be held out of a vocational program based solely on a basic skills examination score.

Note: A suggested course of remediation for students scoring low in all areas of a pre-test would be:

- **Reading**
- **Language**
- **Math**

Reading should be first so that comprehension of all areas is increased. If reading is remediated to such an extent that the student post-tests and passes that section, the student will have a better chance of successful remediation in the other areas.

TESTING ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Testing accommodations for students with disabilities vary with the limitations of their disability. Many students need only small changes to the way in which they are tested to be successful in their assessment. Students in wheelchairs need access to the testing site, students who are blind or visually impaired can use Braille books, audiotapes or large-print books and students who are deaf or hard-of-hearing can have a sign language interpreter present. Alternate testing techniques provide the opportunity for students with a disability to demonstrate mastery of knowledge and skills without being unfairly restricted by their disability. Remember: An adult student with disabilities must self identify.

There are five basic kinds of changes that can be made for standardized testing of disabled students. They are:

- **Presentation format**
 - Enlarged print version of test
 - Braille version of test
 - Signing test directions
 - Reading allowable portions of test - except when testing "reading"
- **Response mode**
 - Student signs responses
 - Student responds verbally
 - Proctor transcribes student's responses in appropriate format
- **Scheduling**
 - Additional time for test
 - Several testing sessions with frequent breaks (same total time)
- **Test setting**
 - Individual testing
 - Small group testing
 - Special lighting, acoustics, or adaptive/special furniture
- **Assistive Devices**
 - Use of calculators (except when testing basic calculation as specified in test administration manual)

WHAT ABOUT DISABLED STUDENTS?

- Use of visual magnification and auditory amplification devices
- Word processors (without accessing spelling or grammar checking applications)

Modification of State Student Assessment Tests

The Accommodations manual listed above also provides the following allowable modifications for students with disabilities:

6A- 1.0943 Modification of the State Student Assessment Test Instruments and Procedures for Exceptional Students and Other Eligible Handicapped Students.

(1) The Division of Public Schools shall develop the modified test instruments required herein and provide technical assistance to school districts in the implementation of the modified test instruments and procedures.

(2) Each school board shall implement appropriate modifications of the test instruments and test procedures established for issuance of a standard or special high school diploma, pursuant to Rules 6A- 1.0942, 6A- 1.095, and 6A- 1.0995, FAC., within the limits prescribed herein. Such modifications shall include:

(a) Flexible scheduling. The student may be administered a test during several brief sessions, so long as all testing is completed by the final allowed test date specified by the Commissioner.

(b) Flexible setting. The student may be administered a test individually or in a small group setting by a proctor rather than in a classroom or auditorium setting.

(c) Recording of answers. The student may mark answers in a test booklet, type the answers by machine, or indicate the selected answers to a test proctor. The proctor may then transcribe the student's responses onto a machine-scorable answer sheet.

(d) Mechanical aids. The student may use a magnifying device, a pointer, a non-calibrated rule or template or other similar devices to assist in maintaining visual attention to the test booklet. An abacus and a Braillewriter may be used. Use of electronic calculators, including talking calculators, is prohibited.

(e) Revised format. The student may be tested by one or more of the following three (3) methods specifically developed by the Department:

1. Visual reading. The student may be tested with materials, which are enlarged print, or may be tested with regular print materials enlarged through mechanical or electronic means. Enlarged materials shall be provided only for students who meet the eligibility criteria for visually impaired programs specified in Rule 6A-6.03014, FAC.

2. Tactile reading. The student may be tested with materials that have been transformed to Braille code or tested by using devices permitting optical to tactile transformations. Test items which have no application for the non-sighted person will be deleted from the tactile forms authorized or provided by the Department and shall be deleted from the requirements of Rules 6A-1.0941 and 6A-1.0942, FAC.

3. Auditory or sign language presentation. The test administrator may sign, provide oral interpretation or read to the student the following portions of the test: all mathematics items, all writing items, all oral reading items, and all directions. The reading items shall be read by the student using visual or tactile means.

(3) The preceding modifications are authorized, when determined appropriate by the school district superintendent or designee, for any student who has been determined to be an eligible exceptional student pursuant to Rules 6A-6.0301 and 6A-6.033 1, FAC., and has a current individual educational plan, or who has been determined to be a handicapped person pursuant to Rule 6A-19.001(6), FAC. Students classified solely gifted shall not receive any special test modifications. Satisfaction of the requirements of Rule 6A-1.0942, FAC., by any of the above modifications shall have no bearing upon the type of diploma or certificate issued to the student for completing school.

(4) In no case shall the modifications authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item.

(5) Upon receipt of a written request from the district school superintendent, the Commissioner may exempt an exceptional student, or one who has been determined to be a handicapped person pursuant to Rule 6A-19.001(6), FAC., from meeting specific requirements for graduation, due to extraordinary circumstances which would cause the results of the testing to not represent the student's achievement, but rather, reflect the student's impaired sensory, manual, speaking, or psychological process skills. The written request must document the specific extraordinary circumstances which prevent the student from meeting the requirements of Rules 6A-1.0942 and 6A-1.095(4), FAC.

Specific Authority 120.53(l)(b), 228.2001, 229.053(l), 232.246(9) FS. Law Implemented 120.53(l)(b), 228.2001, 232.246(9) FS. History - New 9-12-78, Amended 3-4-84, Formerly 6A-1.943, Amended 6-12-90.

TEST ANXIETY

All students deal with test anxiety and students with disabilities are no different. Some of the ways to dissipate some of the anxiety are:

- Provide instruction in test-taking skills.
- Use practice tests to help students learn some of the strategies effective test-takers use.
- Conduct a review of the knowledge and skills to be tested several days before the test.
- Practice with timing practice exercises.
- Provide study guides to help students prepare for the test.
- Give the student practice with the testing format.
- Use sample questions and explain the scoring rubric or procedures.
- Read the instructions of the test to the student and simplify the language, if needed.
- Go over enough sample questions to make sure the student knows what to do.
- After testing is over, make sure students review how they did and identify any problem areas that need to be corrected.
- Review corrected tests and provide a debriefing.

Source: Accommodations, Assisting Students with Disabilities, Florida Department of Education

MALDS

The Modular Analysis of Learning Difficulties (MALD) groups test items according to deficiencies and performance levels as indicated by TABE results. Once the MALD has been completed, the Learning Manager references specific pages in the Prescribing Catalog (See Appendix I for ordering information) and then writes an individualized prescription for the student. The VPI Prescribing Catalogs match sub skills with a variety of carefully selected materials, in various media. The prescription will then enable students to succeed by mastering small increments of deficiencies in a carefully prepared plan. This individualized treatment of students insures greater success at becoming a viable participant in a chosen vocation/technical education program.

PRESCRIBING CATALOGS

The following Prescribing Catalogs are an integral part of the system and are available through the DWD:

- Prescribing Catalog for Reading
- Prescribing Catalog for Mathematics
- Prescribing Catalog for Language

Instructional materials listed in the Prescribing Catalogs have met specific criteria, such as: meeting the skill requirements of the test item; self-instructional learning; providing small increments of information; providing a high level of student involvement; giving immediate feedback; and are both adult oriented and vocationally related when available.

The materials included in the catalogs have been thoroughly reviewed and field-tested in Florida VPI sites. The catalogs are reviewed and updated as required (latest update, 1996). Some prescribing materials have multiple reading levels. Materials under each skill area start at the highest (advanced) reading level and go to the lowest (literacy) level.

What is a MALD?

Writing a Prescription

The steps in writing a prescription are as follows:

1. Determine the assessment instrument and level taken by the student.
2. Complete the MALD (Modular Analysis of Learning Difficulties).
3. Write the prescription by priority as listed on the MALD.
4. Look in the Prescribing Catalog for the material(s) to prescribe for each priority.
5. List the prescribing materials on a prescription data form. List only one item per area so that the student does not feel overwhelmed.
6. Update the prescription as necessary based on teacher's judgment.

In order to ensure the relevance of the VPI Program, supplementary instructional modules for specific occupational programs are developed at VPI sites by the VPI staff and vocational instructors. Each lab should add these materials in the blank sections of their Prescribing Catalogs. These supplementary resources are sometimes disseminated at statewide conferences and workshops.

When writing the prescription, be sure to start with the lowest priority on the MALD. At the present time, MALDs are only available correlated with TABE 7 & 8 and AMES. It is anticipated that MALDs correlated to the other approved basic skills tests will be developed. The prescribing catalog lists sub-skills and can be used with any of the assessment instruments.

HOW DO I WRITE A PRESCRIPTION?

POST-TEST

Please check your answers using Appendix G

1. A student's grade equivalent of 7.7 in math on the TABE is interpreted as completing 7th grade and attending 7 months of 8th grade? (T or F)
2. There are three basic kinds of changes that can be made for standardized testing of disabled students. (T or F)
3. "Item response theory" and "number correct scoring" refers to what?
4. A student with a disability can be tested using Visual Reading, Auditory or Sign Language Presentation, and/or _____?
5. TABE is what kind of assessment instrument?
6. There are 7 alternative assessment instruments for students with disabilities. (T or F)
7. A student achieves a GE of 9.9 on an M level TABE. What should occur?
8. A student is registered in a LPN program. The program requires a GE of 11+. What level of TABE should be used?
9. According to CTB McGraw-Hill, a scale score of 400 equates to a GE of 1st grade. (T or F)
10. The WBST evaluates skills for all grade levels. (T or F)

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APPENDIX A - TEST CONTACTS

The following is ordering information for whichever test your district or community college decides to use. The best way to familiarize yourself and VPI staff with the test(s) you decide to use is to take the test prior to administering it.

ADULT MEASURE OF ESSENTIAL SKILLS (AMES)

Steck Vaughn Co., 4515 Seton Center Parkway, Suite 300,
Austin, TX 78759, 512-343-8227

The Adult Measure of Essential Skills (Steck Vaughn Company) is a highly sophisticated achievement test that should be carefully used and carefully interpreted. Steck Vaughn fully subscribes to the 1985 Standards for Educational and Physiological Testing developed by members of the American Psychological Association, the American Educational Research Association, and the National Council on Measurement in Education. Steck Vaughn customers purchasing the AMES must certify that they have the specific training and experience to ensure the appropriate and professional use of tests.

AMES is a battery of authentic assessments designed to measure the necessary workplace and educational basic skills of adults who may or may not have graduated from high school. It is a norm-referenced assessment, consisting of multiple-choice questions. The assessment questions include those based upon literacy skills or basic skills typically taught in various adult educational programs, including community colleges, prison and correctional, vocational/technical, workplace literacy, school-to-work, and adult basic education and high school equivalency programs. The programs targeted for use in the norming study were as follows: prison and correctional, two-year community colleges, workplace literacy, and adult basic education.

The five levels of AMES are designed to accommodate segments of years of schooling or a range of basic literacy. The educational or school level designation for each of the levels refers to the basic skills achievement level that can be assessed most reliably.

LEVEL	Functional (Grade) Level	APPROPRIATE AUDIENCE
A	0-2	LEP and ESL Learners
B	3-4	Low Literacy Learners
C	5-6	Medium Literacy Learners
D	7-8	High Literacy Learners
E	9-12+	Advanced Literacy Learners

Note: Level A is designed to be used most appropriately with Adults who have had from one to two years of schooling.

Due to the content level of material, a vocational program requiring 7th through 9th grade level for completion should master level D or above. Those vocational programs requiring above the 9th grade level should master level E.

COMPUTERIZED PLACEMENT TEST (CPT)

The College Board, 45 Columbus Avenue, New York, NY 10023-6992, 212- 713-8060

Computerized Placement Tests, CPT, is an assessment program based on computerized adaptive testing techniques. This methodology customizes tests according to each student's abilities, presenting a student with a series of test questions at the appropriate level of difficulty for his or her abilities, knowledge, and background.

Five areas are currently tested by CPT: Reading Comprehension, Sentence Skills, Arithmetic Skills, Elementary Algebra skills, and College-Level Mathematics. The CPT is not timed and requires little proctor intervention; each test has from 12 to 20 scored questions, and usually takes about 15 to 20 minutes to complete. The primary function of CPT is to determine which course placements are appropriate for students and whether or not remedial studies are needed.

The first section Reading Comprehension consists of a series of 17 questions of two primary types. The first is a reading passage followed by a question based on the text. The second

type deals with sentence relationships - two sentences followed by a question regarding the relationship between these sentences. Sentence Skills Test - 17 questions, sentence correction questions and construction shift questions. Arithmetic - 16 questions; operations with whole numbers and fractions, operations with decimals and percents, and applications and problem solving. Elementary Algebra - 12 questions; operations with integers and rational numbers, operations with algebraic expressions, and equations, inequalities, and word problems. College Level Mathematics - 20 questions; algebraic operations, solution of equations & inequalities, coordinate geometry, applications and other algebra topics, functions, and trigonometry.

The CPT is normed for student performance compared to a normative sample of entering college students who took the College Level Examination Program (CLEP) in a New Jersey statewide assessment of basic skills. Test Reliability verification was based on a series of simulation studies involving eighteen hundred examinees. Test Validity comes from the pilot period data collected and from the experiences of institutions that depend on the CPT for placement.

TESTS OF ADULT BASIC EDUCATION (TABE)

CTB McGraw Hill, 20 Ryan Ranch Road, Monterey, CA 93940, 800-538-9547

The Tests of Adult Basic Education (CTB, McGraw-Hill), are the norm-referenced tests most commonly used by the VPI program to measure achievement in reading, mathematics, language, and spelling (optional). These tests are specifically normed for adults based on statistical data collected in studies of participants in the following four reference groups:

- **Vocational-technical.** Vocation-technical schools, centers, and training facilities that teach basic academic skills to adults beyond normal high school age as part of their program of vocational training.
- **Adult basic education programs.** Educational programs that teach basic academic skills to adults beyond normal high school age, except those programs under the auspices of the other three referenced groups.
- **Juvenile corrections.** Institutions and programs that teach basic academic skills to juvenile offenders. Groups selected for participation in this reference group were older juveniles who would be appropriately tested with

WHAT ARE THE TABE TESTS?

TABE 7 and 8, and educated as adults rather than as children.

- **Adult corrections.** Institutions and programs that teach basic academic skills to adult offenders who are beyond normal high school age.

Note: The addition of a norm reference group composed of college (COL) students allows an expanded percentile rank comparison for TABE 7 examinees.

Because the TABE tests are also criterion referenced, they are used to:

- Identify areas of weakness in the basic skills;
- Assist in prescribing an instructional program to meet students' individual needs; and
- Measure growth in the skills after instruction.

A Locator Test is used to determine the appropriate level of TABE to administer to each student. The levels and estimated ranges (grade levels) are as follows:

Level	Range
L (Literacy)	0 - 1.9
E (Easy)	1.6 - 3.9
M (Medium)	3.6 - 6.9
D (Difficult)	6.6 - 8.9
A (Advanced)	8.6 - 12.9

The ranges listed above are the content level of material included in the test. Therefore, in vocational programs requiring seventh through ninth grade level for completion, level D or above should be mastered; for programs requiring above the 9th grade level for completion, mastery should be at the A level of the TABE. Rule 6A-10.040(7), FAC, allows school districts to exempt students with disabilities from the requirements of the law. It is required that students with disabilities participate in testing and remediation. When the student is ready to complete the vocational program, the basic skills exemption may be used if needed. Each LEA should develop policy to address this issue.

If the student tests two grade levels above or below the content range on any level of the TABE, they fall out of the Standard Error of Measure (SEM) and the test is determined to be inappropriate. If this occurs, the student should be retested on another level of the TABE.

SEM 2 years (below the content range)	Level	Content Range	SEM 2 years (above the content range)
	L - Literacy	0 - 1.9	3.9 and up
	E - Easy	1.6- 3.9	5.9 and up
Below 1.6	M - Medium	3.6- 6.9	8.9 and up
Below 4.6	D - Difficult	6.6- 8.9	10.9 and up
Below 6.6	A - Advanced	8.6-12.9	

TABE CORRELATION - Scale Score to Grade Equivalent

Scale Score	Grade Equivalent		
	Reading	Applied Math	Language
800	12.9+	12.9+	12.9+
700	12.0+	12.9+	12.9+
600	11.2	11.6	12.1
500	5.3	5.8	4.4
400	2.3	2.7	2.1
300	1.2	1.4	1.1
200	0.0	0.0	0.0

Source:

http://www.ctb.cpm/about_assessment/glossary.shtml p. 4

NORMS TABLE ABBREVIATIONS	
SCORE	
NC	Number-Correct Score
SS	Scale Score
SEM	Standard Error of Measure
GE	Grade Equivalent
P	Percentile Rank
S	Stanine
Reference Groups	
ABE	Adult Basic Education
VO	Voc/Tech Enrollees
A/JO	Adult/Juvenile Offenders
COL	College Students

The Statewide Evaluation of SAIL (now VPI) conducted by the Center of Policy in Education at Florida State University stated that:

"TABE is excellent as a diagnostic tool, but inappropriate for the measurement of achievement and for making placement decisions. This is compounded by the fact that state standards for vocational programs are set too low with respect to reading and math levels. This poses difficulties for students even when they are assessed as having achieved the appropriate standard of performance. "

TABE - Work-Related (TABE-WR) Foundation Skills are available only in the D level for Health, Business/Office, Trade/Technical, and General. TABE-WR is a series of norm-referenced tests designed to measure achievement of basic skills in reading, mathematics and language. Using appropriate content and language to represent the workplace context, WORK-Related Foundation Skills assess skills that an individual needs in order to function in the workplace and society.

WONDERLIC BASIC SKILLS TEST (WBST)

Wonderlic Personnel Test, Inc., 1509 North Milwaukee Avenue, Libertyville, IL 60048-1380, 800-323-3742

The Wonderlic Basic Skills Test assesses the student's current level of work-related math and language skills in a fraction of the time of traditional basic skills tests. WBST measures not only knowledge, but also the ability to apply that knowledge to specific work-related tasks. The WBST reports students' math and language GED levels, which are matched with the GED levels in the DOT. WBST content was developed in conjunction with educational institutions, government agencies and all types of businesses and industries. Before the test was released, it was administered to nearly 15,000 people. The questions were formulated by independent experts in language and math. In addition, to ensure fairness the content was evaluated by industrial and organizational psychologists for gender and ethnic sensitivity. WBST is a short form of adult language and math skills. It became available for public distribution on June 30, 1994 after an intensive three-year cooperative development effort. The WBST is designed to measure the job-readiness of teenagers and adults. Job readiness means having sufficient language and math skills to successfully handle the written and

WHAT IS THE WBST?

computational requirements of the job. To make this work, the WBST matched test scores to specific job requirements - for auto mechanics, computer operators, electricians, florists, merchandisers, radiology technicians, and so on.

The WBST may be interpreted in terms of job requirements, occupational norms, or grade equivalents. The WBST evaluates skills at grade levels 4, 6, 8, and 10. The test content includes questions assessing skills commonly taught at the high school level to meet the proposed U.S. Department of Education requirements for assessing non-high school graduates' ability-to-benefit from postsecondary vocational training. Grade level equivalents are provided for grades 6-12.

ALTERNATIVE ASSESSMENT INSTRUMENTS

Rule 6A-10.040, FAC, lists several alternative assessment instruments to be used with students with disabilities or students with limited English proficiency. These tests are to be used when the basic skills examinations listed in parenthesis are not appropriate for the particular student.

Limited English Proficiency

Adult Language Assessment Scales (A-LAS) - CTB McGraw Hill, 20 Ryan Ranch Road, Monterey, CA 93940, 800-538-9547

Comprehensive Adult Student Assessment System (CASAS) - CASAS, 910 Clairemont Mesa Boulevard, San Diego, CA 92123, 800-255-1036

Literacy Volunteers of America (LVA) English as a Second Language Oral Assessments (ESLOA) - Literacy Volunteers of America, 5795 Widewaters Parkway, Syracuse, NY 13214, 352-377-1434

Students with Disabilities

Brigance Employability Skills - Curriculum Associates, Inc., P. O. Box 2001, North Billerica, MA 01862-1158, 800-255-0248

Brigance Life Skills - Curriculum Associates, Inc., P. O. Box 2001, North Billerica, MA 01862-1158, 800-255-0248

Comprehensive Test of Adaptive Behaviors (CTAB) Educational Achievement Systems, 319 Nickerson Street, Suite 112, Seattle, WA 98109, 425-820-6111

**WHAT
ALTERNATIVES
ARE AVAILABLE
TO CERTAIN
STUDENTS?**

Comprehensive Adult Student Assessment System STRETCH (CASAS) - - CASAS, 910 Clairemont Mesa Boulevard, San Diego, CA 92123, 800-255-1036

Comprehensive Adult Student Assessment System Test for Special Populations (CASAS) - - CASAS, 910 Clairemont Mesa Boulevard, San Diego, CA 92123, 800-255- 1036

Kaufman Functional Academic Skills Test (K-FAST) American Guidance Service, 4201 Woodlane Road, Circle Pines, MN 55014-1796, 800-328-2560

APPENDIX B - WEB REFERENCE SITES

Educational Testing Service	http://www.ets.org
AMES: Steck-Vaughn	http://www.steck-vaughn.org
Rights and Responsibilities of Test Takers	http://www.apa.org/science/ttrr.html
Florida Department of Education - Instructional Support Services Frameworks	http://www.firn.edu/doe/bin00079/sn/sn_frame.htm
Florida Department of Education - Curriculum Frameworks – VPI	http://www.firn.edu/doe/bin00079/sn/990001sn.html
Florida Department of Education - Curriculum Frameworks – Vocational Work Evaluation	http://www.firn.edu/doe/bin00079/sn/990003sn.html
Scans 2000	http://www.scans.jhu.edu/
Scans 2000 - The Workforce Skills Website	http://www.scans.jhu.edu/General/workplace.html
CTB/McGraw-Hill - Effective Assessment	http://www.ctb.com/about_assessment/index.shtml
CTB/McGraw-Hill - Four Principles of Effective Assessment	http://www.ctb.com/about_assessment/four_principles.shtml
Florida Department of Education - Student Assessment Section (SASS)	http://www.firn.edu/doe/sas/sasshome.htm
National Assessment of Adult Literacy	http://nces.ed.gov/naal/
Joint Committee on Testing Practices	http://www.ncme.org/related/jctp.ace
SCANS 2000 Center	http://www.scans.jhu.edu/
SCANS 2000 - Workplace Know-How	http://www.scans.jhu.edu/General/workplace.html
APA - Rights and Responsibilities of Test Takers	http://www.apa.org/science/ttrr.html
SCANS 2000 - Links	http://www.scans.jhu.edu/General/links.htm
CASAS Competency List	http://www.casas.org/01AboutCasas/01Competencies.cfm
Florida Department of Education - Resources for Teachers	http://www.firn.edu/doe/menu/teachers.htm
Florida Department of Education - Technical Assistance Paper DWD 2000-2	http://www.firn.edu/doe/bin00051/tap.htm
Florida Department of Education - Workforce Development Home page	http://www.firn.edu/bin00051/home0051.htm
Florida Department of Education - Technical Assistance Paper DWD 99-5	http://www.firn.edu/doe/bin00029/ta_rules.htm
National Assessment of Adult Literacy Student Assessment Services Section	http://nces.ed.gov/naal/ http://www.firn.edu/sas/sasshome.htm

APPENDIX C - GLOSSARY of TERMS

Academic Aptitude Test An aptitude test that predicts achievement in academic pursuits.

Achievement Test An assessment instrument that measures a student's acquired knowledge in one or more content areas.

Adult Accountability Test An assessment intended primarily for individuals 18 years old or older who are no longer attending elementary or secondary school.

Alternative Assessment An assessment that differs from traditional achievement tests. For example, an alternative assessment may require a student to generate or produce responses or products rather than answer only selected-response items. This type of assessment may include constructed-response activities, essays, portfolios, interviews, teacher observations, work samples, and/or group projects.

Aptitude Test A test consisting of items selected and standardized so the test predicts a person's future performance not obviously similar to those in the test.

Authentic Assessment An assessment that measures a student's performance on tasks and situations that occur in real life. This type of assessment is closely aligned with, and models, what students do in the classroom.

Battery A test battery is a set of several tests designed to be administered as a unit. Individual subject-area tests measure different areas of content and may be scored separately; scores from the subtests may also be combined into a single score.

Benchmark A Benchmark identifies the learner expectations - what the student should be able to do at the end of a developmental level.

Bias A situation that occurs in testing when items systematically measures differently for different ethnic, gender, or age groups. Test developers reduce bias by analyzing item data separately for each group, then identifying and discarding items that appear to be biased.

Ceiling The upper limit of performance that can be measured effectively by a test. Individuals are said to have reached the ceiling of a test when they perform at the top of the range in which the test can make reliable discriminations. If an

individual or group scores at the ceiling of a test, the next higher level of the test should be administered, if available.

Checklist An assessment that is based on the examiner observing an individual or group and indicating whether or not the assessed behavior is demonstrated.

Constructed-Response Item An assessment unit with directions, a question, or a problem that elicits a written, pictorial, or graphic response from a student. Sometimes called an "open-ended" item.

Conversion Tables Tables used to convert a student's test scores from scale score units to grade equivalents, percentile ranks, and stanines.

Content Validity Content validity indicates the extent to which the content of the test samples the subject matter or situation about which conclusions are to be drawn. Methods used in determining content validity are textbook analysis, description of the universe of items, adequacy of the sample, representation of the test content, inter-correlations of subtest scores, and opinions of a jury of experts.

Criterion A standard or judgment used as a basis for quantitative and qualitative comparison; that variable to which a test is compared to constitute a measure of the test's validity. For example, grade-point average and attainment of curricular objectives are often used as criteria for judging the validity of an academic aptitude test.

Criterion-Referenced Test A test in which every item is directly identified with an explicitly stated educational behavioral objective. The test is designed to determine which of these objectives have been mastered by the examinee.

Culture-Fair Test A test devised to exclude specific cultural stimuli so that persons from a particular culture will not be penalized or rewarded on the basis of differential familiarity with the stimuli.

Diagnostic Test A test intended to locate learning difficulties or patterns of error. Such tests yield measures of specific knowledge, skills, or abilities underlying achievement within a broad subject. Thus, they provide a basis for remedial instruction.

Equal-Interval Scale A scale marked off in units of equal size that is applied to all groups taking a given test, regardless of group characteristics or time of year. Each test yields its own scale. On TABE, for example, scale scores are expressed in numbers ranging from 0 to 999. The continuity of the scale among levels comes from administering special test forms containing items from adjacent test levels to random groups of students. This allows the TABE scales to be calibrated so that a given adult learner is expected to obtain the same scale score regardless of the form or level of the test he or she takes. However, the standard error of measurement associated with that student's score will vary systematically from level to level.

Grade Equivalent A score on a scale developed to indicate the school grade (usually measured in months) that corresponds to an average chronological age, mental age, test score, or other characteristic of students. A grade equivalent of 6.4 is interpreted as a score that is average for a group in the fourth month of Grade 6. Grade equivalents do not compose a scale of equal intervals and cannot be added, subtracted, or averaged across test levels the way scale scores can.

Interpretation The act of explaining test scores to students so they understand exactly what each type of score means. For example, a percentile rank refers to the percentage of students in the norm group who fall below a particular point, not the percentage of items answered correctly.

Item Bias An item is biased when it systematically measures differently for different ethnic, cultural, regional, or gender groups.

Item Response Theory The basis of various statistical models for analyzing item and test data. In TABE, the three-parameter model was used in the selection and scaling of items. This model takes into account discrimination, difficulty, and chance level of success (guessing) to describe each item's statistical characteristics.

Literacy Completion Point An LCP is the attainment of academic and workforce readiness skills that qualify the participant for further basic education, vocational education or employment.

Multiple Measures Assessments that measure student performance in a variety of ways. Multiple measures may

include standardized tests, teacher observations, classroom performance assessments, and portfolios.

Norm-Referenced Test A standardized assessment, in which all students perform under the same conditions. This type of test compares a student or group of students with a specified reference group, usually others of the same grade and age for K-12 students, or for adults, those with similar characteristics, such as those in an adult basic education class.

Norms The average or typical scores on a test for members of a specified group. They are usually presented in tabular form for a series of different homogeneous groups.

Objective Test A test for which a list of correct answers, one for each test item, can be provided so that subjective opinion or judgment is eliminated from the scoring procedure. Multiple-choice, true/false, and matching-item tests are purely objective, while short answer and completion-item tests are less so.

Performance Assessment An assessment activity that requires students to construct a response, create a product, or perform a demonstration. Usually there are multiple ways that an examinee can approach a performance assessment and more than one correct answer.

Reliability The consistency of test scores obtained by the same individuals on different occasions or with different sets of equivalent items; accuracy of scores.

Rubric A scoring tool, or set of criteria, used to evaluate a student's test performance.

Scale An organized set of measurements, all of which measure one property or characteristic. Different types of test-score scales use different units, for example, number correct, percentiles, or IRT scale scores.

Scale Scores Scores on a single scale with intervals of equal size. The scale can be applied to all groups taking a given test, regardless of group characteristics or time of year, making it possible to compare scores from different groups of examinees. Scale scores are appropriate for various statistical purposes; for example, they can be added, subtracted, and averaged across test levels. Such computations permit educators to make direct comparisons among examinees, compare individual scores to groups, or compare an

individual's pre-test and post-test scores in a way that is statistically valid. This cannot be done with percentiles or grade level equivalents.

SCANS Competencies Developed by the Secretary's Commission on Achieving Necessary Skills, the SCANS Report produced a definitive study that outlined eight areas of emphasis needed to produce qualified, productive workers for the 21st century.

Standardization The process of administering a test to a nationally representative sample of examinees using carefully defined directions, time limits, materials, and scoring procedures. The results produce norms to which the performance of other examinees can be compared, provided they took the test under the same conditions.

Standardized Test A test constructed of items that are appropriate in level of difficulty and discriminating power for the intended examinees, and that fit the pre-planned table of content specifications. The test is administered in accordance with explicit directions for uniform administration and is interpreted using a manual that contains reliable norms for the defined reference groups.

Stanine A unit of a standard score scale that divides the norm population into nine groups with the mean at stanine. The word stanine draws its name from the fact that it is a Standard score on a scale of NINE units.

Sunshine State Standards "The Florida System of School Improvement and Accountability: Blueprint 2000" developed in 1993 established 8 goals. Goal 3 of this initiative deals with student performance described in terms of 11 standards. These 11 standards were incorporated into 7 specific curriculum areas known as the Sunshine State Standards.

Validity The capability of a test to measure what its authors or users intend it to measure.

APPENDIX D - ACRONYMS

A-LAS	Adult Language Assessment Scales
AMES	Adult Measure of Essential Skills
CASAS	Comprehensive Adult Student Assessment System
CPT	Computerized Placement Test
FAC	Florida Administrative Code
F.S.	Florida Statutes
LCP	Literacy Completion Point
LEA	Local Educational Agency
LEP	Limited English Proficient
LVA	Literacy Volunteers of America
MALD	Modular Analysis of Learning Difficulties
OCP	Occupational Completion Point
PSAV	Postsecondary Adult Vocational
SREF	State Requirements for Educational Facilities
TABE	Tests of Adult Basic Education
TABE-WR	Tests of Adult Basic Education - Work Related
TRC	Technical Resource Center
WBST	Wonderlic Basic Skills Test
VPI	Vocational Preparatory Instruction

ACRONYMS

APPENDIX E - Florida Administrative Code

Adult Fees Rule, Section 239.117, Florida Statutes

Basic Skills Requirements for PSAV Certificate education - Rule 6A- 10.040 (FAC)

Technical Assistance Paper (DWD 99-5).

State Requirements for Educational Facilities (SREF), 1999, Pages 120 and 128.

Test Security - s. 228.301 and s.229.57, F.S.

Maintenance of Test Security - Rule 6A- 10.042

Program Records- Rule 6A-1.04513 (FAC)

Section 438 of the General Education Provisions Act

Rule 6A-10.040(7)

CPT Passing Scores - Rule 6A-1.0315 (FAC)

<http://www.firn.edu/doe/rules>

APPENDIX F - PRE-TEST ANSWERS

1. Vocational Preparatory Instruction
2. Secretary's Commission on Achieving Necessary Skills
3. Yes
4. Tests of Adult Basic Education
5. Literacy Easy Medium Difficult Advanced
6. Tests of Adult Basic Education - Work-Related
7. They are exempt from testing because the program is less than 180 hours.
8. AMES, CPT, TABE, TABE-WR, WBST
9. No
10. Modular Analysis of Learning Difficulties

APPENDIX G - POST-TEST ANSWERS

1. False – the interpretation is 7 months of 7th grade
2. False – there are five
3. Scoring methods used with Scale Scores
4. Tactile Reading
5. Norm-Referenced
6. True
7. The student was not given the appropriate level of the TABE and the test is determined to be inappropriate. The student should be re-tested using the appropriate level. In this example, level A should be used.
8. Level A
9. False – GE 2.1 to 2.7
10. False – Grade levels 4, 6, 8, and 10 only.

APPENDIX H - PRESCRIBING CATALOG ORDERING INFORMATION

Product Code Number	Quantity	Product Name
SA900		Prescribing Catalog for Reading
SA902		Prescribing Catalog for Mathematics
SA904		Prescribing Catalog for Language
SA906		Modular Bibliography for Reading
SA907		Modular Bibliography for Mathematics
SA908		Modular Bibliography for Language
SA912		MALD TABE Reading Level E (MALDs printed on color coded paper in packages of 100)
SA911		MALD TABE Reading Level L
SA913		MALD TABE Reading Level M
SA914		MALD TABE Reading Level D
SA915		MALD TABE Reading Level A
SA916		MALD TABE Mathematics Level E
SA917		MALD TABE Mathematics Level M
SA918		MALD TABE Mathematics Level D
SA919		MALD TABE Mathematics Level A
SA920		MALD TABE Language Level E
SA921		MALD TABE Language Level M
SA922		MALD TABE Language Level D
SA923		MALD TABE Language Level A
SA924		Prescription Data Forms (on 2-part NCR paper in package of 100)
SA925		VPI Vocational/Technical Education Plan (on 2-part NCR paper in package of 100)
SA929		VPI Mailing List
SA930		VPI Program Planning Guide
SA931		Tips for Writing VPI Learning Guides

Please send order form to:

**Florida Department of Education, Division of Workforce Development,
Bureau of Program Management and Development, Turlington Building,
Room 644, Tallahassee, Florida 32399-0400
Phone: 1-850-487-0186, 1-800- 342-9271 (Florida only),
<http://www.firn.edu/doe/doehome.htm>**

Include the following label:

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City	
State & Zip	
Phone Number	