

SOUTHWESTERN AREA WORKFORCE DEVELOPMENT BOARD

USE OF ASSESSMENTS POLICY 18-07.1

DATE OF ISSUE

January 10, 2019

EFFECTIVE DATE

February 1, 2019

APPLICABILITY

WIOA Adult & Dislocated Worker & Youth

PURPOSE

The purpose of this policy is to provide local Workforce Connection Center (WCC) offices guidance regarding established standards for the use of assessments that minimizes duplication and provides information on the provision of basic and individualized career services for initial and objective assessments. It further provides information on the types of assessments utilized and accepted within the Southwestern area WCC system.

BACKGROUND

The Workforce Innovation and Opportunities Act (WIOA) affirms the WCC commitment to providing high quality services to customers that provides seamless service delivery and minimizes duplication. As part of the framework to accomplish this it is necessary to establish a uniform methodology and crosswalk for assessments for use and acceptance within the WCC.

DEFINITIONS

Assessment: For the purposes of WCC offices, assessment is a process to assist staff with identification of strengths, transferrable skills, interests, work values, and personal priorities as they relate to employment.

Basic Skills Assessment: This is an assessment of the proficiency level of an individual in reading,

writing, and mathematics. This assessment is conducted through use of a standardized assessment tool such as the Test of Adult Basic Education (TABE), GAIN, CASAS and MAPT, but not limited to.

Career Assessment: Is a process of assessing the interests, skills, personality traits and values and applying those to occupational options to identify which occupations best match the individual.

Initial Assessment (IA): The gathering of information from observations, personal interviews and any information provided by the customer. IA should be part of the eligibility process and needs assessment.

Needs Assessment: Working with the customer the WCC staff must identify and document barriers that would hinder or prevent the customer from fully engaging in and achieving career objectives. Staff must identify and record those needs and then identify local resources available to meet those needs.

Objective Assessment (OA): Objective Assessment is a comprehensive and exploratory approach to properly evaluate the needs of customers without regard to services or programs available. It should include the full composite of interviews, career exploration, interests, basic skill levels and behavioral observations.

ACTION

During the enrollment process in the WCC, individuals must receive an assessment. Assessments are a holistic, ongoing process and should not be viewed as a one-time event. They provide valuable information that allows center staff to best guide an individual as they strive to meet their employment goal. The results of assessments must be explained to a job seeker and analyzed to provide guidance in determining action steps and

services to be included in their individual employment plan.

One-Stop Centers are required to provide direct linkage to one stop services provided in the One-Stop system. Appropriate one-stop partners and services for an individual are determined through the assessment process and based off the participant's desire to work with the various partner agencies. Active Resource Coordination is the first step in the development of a seamless service delivery system.

Initial Assessment

Initial assessment is part of the overall intake process and includes the initial determination of the following:

- 1) Basic skills
- 2) Identification of strengths
- 3) Identification of workplace skills
- 4) Career interests
- 5) Work values
- 6) Identification of prior work history
- 7) Family situation
- 8) Service needs

When an Initial Assessment is completed, staff should enter the Initial Assessment service and a case note describing the assessment results.

Objective Assessment

The results from an Objective Assessment assists in the development of a Title I participant's employment plan. An Objective Assessment is not required for Title III Wagner-Peyser participants. Formal assessment results within the last six months, that the participant may have, or a partner agency provides, are acceptable to use in place of new formal Assessments.

Youth: An objective assessment must be completed during the youth enrollment process prior to a youth becoming a participant.

The Objective Assessment shall include a review of the following:

- 1) Basic skills (to determine basic skills deficiency, see EAWDB eligibility policy)
- 2) Identification of strengths
- 3) Identification of workplace skills
- 4) Career interests
- 5) Work values
- 6) Identification of prior work history
- 7) Family situation
- 8) Service needs

Encouraged Assessments:

- 1) Digital Literacy
- 2) Financial situation
- 3) Reality check

Basic Skills Assessments

To minimize duplication of effort for customers the SAWDB will accept formalized assessments performed by partner agencies or community colleges so long as the results are provided in a manner that is allowable for documentation purposes (Section D). For the purposes of establishing basic skills deficiency, Attachment A provides a list some of the acceptable assessments and their corresponding English as a Foreign Language (EFL) from National Reporting System (NRS) Testing Benchmarks. This Attachment will be updated as other possible assessments are identified and will not require reapproval of the policy.

Documentation

In order for offices to utilize assessments provided by other entities an actual copy of the results must be obtained for the E-file then the following steps performed:

- 1) Assessment result copies should be uploaded to the documentation portion of the NMWCOS and entered into the assessment portion of the NMWCOS utilizing the appropriate file naming conventions established by the SAWDB and document tags.

- 2) Assessment results should also be entered into the assessment portion of the NMWCOS. If there is not an assessment in NMWCOS that fits the assessment provided, include a summary in case notes and upload as previously described.
- 3) When an Objective Assessment service is recorded a note indicating the assessments completed and the overall results should be entered.

If an Adult or Dislocated Worker, refuses to complete a basic skills assessment to determine their basic skills levels within 60 days of eligibility, they may still receive program services under basic or individualized career services. However, if a participant is eligible for training services such as ITA or OJT but refuses to complete the basic skills assessment and 60 days has passed, we will not provide training services until the assessment is completed.

INQUIRIES

WIOA Administrative Entity; (575) 744-4857.

ATTESTED

This policy was approved through board resolution on January 10, 2019

SAWDB Board Chair Signature

Date

**NRS Test Benchmarks for Educational Functioning Levels
 Updated February 2018**

Adult Basic Education (ABE)

Educational Functioning Level (EFL)	Test Benchmarks
<p>Beginning ABE Literacy (Level 1)</p>	<p>TABE¹ (9–10) scale scores (grade level 0–1.9):</p> <p>Reading: 367 and below Total Math: 313 and below Language: 389 and below</p> <p>Wonderlic GAIN² scale scores:</p> <p>English: 200–406 Math: 200–314</p> <p>CASAS³ Life and Work Reading scale scores:</p> <p>Reading: 200 and below Math: 200 and below</p> <p>Tests Aligned to New ABE EFL Descriptors⁴</p> <p>TABE (11–12) scale scores (grade level 0–1):</p> <p>Reading: 300–441 Mathematics: 300–448 Language: 300–457</p> <p>CASAS Reading GOALS scale scores:</p> <p>Reading: 203 and below</p>

¹ TABE = Tests of Adult Basic Education

² GAIN = General Assessment of Instructional Needs

³ CASAS = Comprehensive Adult Student Assessment System

⁴ See Appendix B of the NRS Technical Assistance Guide for more information on the new EFL descriptors.

Educational Functioning Level (EFL)	Test Benchmarks
<p style="text-align: center;">Beginning Basic Education (Level 2)</p>	<p>TABE (9–10) scale scores (grade level 2–3.9): Reading: 368–460 Total Math: 314–441 Language: 390–490</p> <p>CASAS Life and Work Reading scale scores: Reading: 201–210 Math: 201–210</p> <p>Wonderlic GAIN scale scores: English: 407–525 Math: 315–522</p> <p>MAPT⁵ scale scores: All tests: 200–299</p> <p>Tests Aligned to New ABE EFL Descriptors</p> <p>TABE (11–12) scale scores (grade level 2–3): Reading: 442–500 Mathematics: 449–495 Language: 458–510</p> <p>CASAS Reading GOALS scale scores: Reading: 204–216</p>

⁵ MAPT = Massachusetts Adult Proficiency Test

Educational Functioning Level (EFL)	Test Benchmarks
<p style="text-align: center;">Low Intermediate Basic Education (Level 3)</p>	<p>TABE (9–10) scale scores (grade level 4–5.9): Reading: 461–517 Total Math: 442–505 Language: 491–523</p> <p>Wonderlic GAIN scale scores: English: 526–661 Math: 523–669</p> <p>MAPT scale scores: All tests: 300–399</p> <p>CASAS Life and Work Reading scale scores: Reading: 211–220 Math: 211–220</p> <p>Tests Aligned to New ABE EFL Descriptors</p> <p>TABE (11–12) scale scores (grade level 4–5): Reading: 501–535 Mathematics: 496–536 Language: 511–546</p> <p>CASAS Reading GOALS scale scores: Reading: 217–227</p>

Educational Functioning Level (EFL)	Test Benchmarks
<p style="text-align: center;">High Intermediate Basic Education (Level 4)</p>	<p>TABE (9–10) scale scores (grade level 6–8.9): Reading: 518–566 Total Math: 506–565 Language: 524–559</p> <p>CASAS Life and Work Reading scale scores: Reading: 221–235 Math: 221–235</p> <p>Wonderlic GAIN scale scores: English: 662–746 Math: 670–775</p> <p>MAPT scale scores: All tests: 400–499</p> <p>Tests Aligned to New ABE EFL Descriptors</p> <p>TABE (11–12) scale scores (grade level 6–8): Reading: 536–575 Mathematics: 537–595 Language: 547–583</p> <p>CASAS Reading GOALS scale scores: Reading: 228–238</p>

Educational Functioning Level (EFL)	Test Benchmarks
<p style="text-align: center;">Low Adult Secondary Education (Level 5)</p>	<p>TABE (9–10): scale scores (grade level 9–10.9): Reading: 567–595 Total Math: 566–594 Language: 560–585</p> <p>CASAS Life and Work Reading scale scores: Reading: 236–245 Math: 236–245</p> <p>Wonderlic GAIN scale scores: English: 747–870 Math: 776–854</p> <p>MAPT scale scores: All tests: 500–599</p> <p>Tests Aligned to New ABE EFL Descriptors</p> <p>TABE (11–12) scale scores (grade level 9–10): Reading: 576–616 Mathematics: 596–656 Language: 584–630</p> <p>CASAS Reading GOALS scale scores: Reading: 239 – 248</p>

Educational Functioning Level (EFL)	Test Benchmarks
<p style="text-align: center;">High Adult Secondary Education (Level 6)</p>	<p>TABE (9–10): scale scores (grade level 11–12): Reading: 596 and above Total Math: 595 and above Language: 586 and above</p> <p>CASAS Life and Work Reading scale scores: Reading: 246 and above Math: 246 and above</p> <p>Wonderlic GAIN scale scores: English: 871–1000 Math: 855–1000</p> <p>MAPT scale scores: All tests: 600–700</p> <p>Tests Aligned to New ABE EFL Descriptors</p> <p>TABE (11–12) scale scores (grade level 11–12): Reading: 617–800 Mathematics: 657–800 Language: 631–800</p> <p>CASAS Reading GOALS scale scores: Reading: 249 and above</p>

English as a Second Language (ESL)

Educational Functioning Level (EFL)	Test Benchmarks
Beginning ESL Literacy	<p>CASAS Life and Work Reading scale scores: Reading: 180 and below L&W Listening: 162–180</p> <p>BEST⁶ Plus 2.0: 88–361 BEST Literacy: 0–20 (SPL 0–1)</p> <p>TABE CLAS-E⁷ scale scores⁸: Total Reading and Writing: 225–394 Total Listening and Speaking: 230–407</p>
Low Beginning ESL	<p>CASAS Life and Work Reading scale scores: Reading: 181–190 L&W Listening: 181–189</p> <p>BEST Plus 2.0: 362–427 BEST Literacy: 21–52 (SPL 2)</p> <p>TABE CLAS-E scale scores: Total Reading and Writing: 395–441 Total Listening and Speaking: 408–449</p>
High Beginning ESL	<p>CASAS Life and Work Reading scale scores: Reading: 191–200 L&W Listening: 190–199</p> <p>BEST Plus 2.0: 428–452 BEST Literacy: 53–63 (SPL 3)</p> <p>TABE CLAS-E scale scores: Total Reading and Writing: 442–482 Total Listening and Speaking: 450–485</p>

⁶ BEST = Basic English Skills Test

⁷ TABE CLAS–E = Test of Adult Basic Education Complete Language Assessment System – English

⁸ Refer to the TABE CLAS–E Technical Manual for score ranges for individual reading, writing, listening and speaking tests. Table shows only total scores.

Educational Functioning Level (EFL)	Test Benchmarks
<p>Low Intermediate ESL</p>	<p>CASAS Life and Work Reading scale scores: Reading: 201–210 L&W Listening: 200–209</p> <p>BEST Plus 2.0: 453–484 BEST Literacy: 64–67 (SPL 4)</p> <p>TABE CLAS-E scale scores: Total Reading and Writing: 483–514 Total Listening and Speaking: 486–525</p>
<p>High Intermediate ESL</p>	<p>CASAS Life and Work Reading scale scores: Reading: 211–220 L&W Listening: 210–218</p> <p>BEST Plus 2.0: 485–524 BEST Literacy: 68–75 (SPL 5)</p> <p>TABE CLAS-E scale scores: Total Reading and Writing: 515–556 Total Listening and Speaking: 526–558</p>
<p>Advanced ESL</p>	<p>CASAS Life and Work Reading scale scores: Reading: 221–235 L&W Listening: 219–227</p> <p>BEST Plus: 525–564 (exit 565 and higher) BEST Literacy⁹: 76–78 (SPL 6)</p> <p>TABE CLAS-E scale scores: Total Reading and Writing: 557–600 Total Listening and Speaking: 559–600</p>

⁹ Students can be placed into advanced ESL using Best Literacy but the test does not assess skills beyond this level so students cannot exit Advanced ESL with this test. Retesting of students who enter this level with another assessment is recommended.