Great Basin College

ADULT BASIC EDUCATION/ENGLISH AS A SECOND LANGUAGE

GREAT BASIN COLLEGE
ABE/ESL

Program Manual

GREAT BASIN COLLEGE
MISSION STATEMENT

Great Basin College enriches people's lives by providing student-centered, post-secondary education to rural Nevada. Educational, cultural, and related economic needs of the multi-county service area are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service, and student support services in conjunction with certificates and associate and select baccalaureate degrees.

-General Catalog, Great Basin College, 2014-2015

GREAT BASIN COLLEGE ABE/ESL PROGRAM
MISSION STATEMENT

In addition to the general mission of Great Basin College, the ABE/ESL Program has an additional mission statement:

It is the mission of the ABE/ESL Program at Great Basin College to provide, within available resources, Adult Basic Education/English as a Second Language programming to all interested adult students within our four county service area regardless of race, gender, religion, sexual preference, national origin, or handicap.

It is the mission of the ABE/ESL Program at Great Basin College to work cooperatively with the State of Nevada Department of Education to ensure compliance with the state and federal reporting, student educational gains, grant and budgetary requirements for federally funded adult basic programming.

It is the mission of the ABE/ESL Program at Great Basin College to encourage all ABE/ESL sites to work towards programs to provide "intensity and duration" for students; thus providing students with the opportunity to make adequate progress in their educational programs.

GREAT BASIN COLLEGE NON-DISCRIMINATION NOTICE

Great Basin College is guided by the principle that there shall be no difference in the treatment of persons because of a person's age, disability, whether actual or perceived by others (including service-connected disabilities), gender (including pregnancy related condition), military status or military obligations, sexual orientation, gender identity or expression, genetic information, national origin, race, or religion, and that equal opportunity and access to facilities shall be available to all. Similarly, there shall be no difference in the treatment of persons who file charges of discrimination, participate in a discrimination proceeding, or otherwise oppose discrimination. It is our policy to comply fully with the non-discrimination provision of all state and federal regulations with regard to recruitment, admission, financial aid, activities, hiring, promotions, training, terminations, benefits, and compensation.

The college is in compliance with Executive Order 11246, Title VII of the Civil Rights Act of 1964, Section 504, Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the 1991 Civil Rights Act and all other federal, state and Nevada System of Higher Education rules, law, regulations, and policies.

For inquires, contact the Affirmative Action Officer, Great Basin College, 1500 College Parkway, Elko, NV 89801; 775.738.8493.

ABE/ESL COMMITMENT TO STUDENTS WITH DISABILITIES STATEMENT

The Adult Basic Education/English as a Second Language Department at Great Basin College supports providing equal access for students with disabilities. We are available to discuss appropriate academic accommodations that students may require. Please meet with your Teacher or the Site Administrator at your earliest convenience to ensure timely and appropriate accommodations.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Each semester, GBC informs students of the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, in the Class Schedule and Catalog. This act was designated to protect the privacy of educational records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. (This does not, however, include challenging the fairness of a grade.) The law also provides the student with the right to inspect and review all information in his/her educational record. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the records(s) the student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

<div align="center">

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

</div>

GREAT BASIN COLLEGE ABE/ESL PROGRAM
SITE CONTACT INFORMATION

ELKO ADMINISTRATIVE OFFICE

Great Basin College – ABE/ESL
1500 College Parkway, Mailbox #36
Elko, NV 89801

Meachell LaSalle Walsh, Director
Phone: 775.753.2109
Email: meachell.walsh@gbcnv.edu
Fax: 775.753.5428

Brenda Gonzales, Accountability Specialist
Phone: 775.753.2126
Email: brenda.gonzales@gbcnv.edu
Fax: 775.753.5428

LEARNING CENTERS

Battle Mtn. Adult Learning Center
835 N. 2nd Street
Battle Mountain, NV 89820
Phone: 775.635.2318

Elko Adult Learning Center
1020 Elm Street
Elko, NV 89801
Phone: 775.753.2230

Montello Adult Learning Center
1 School Street
Montello, NV 89830

Owyhee Adult Learning Center
300 College Avenue
Owyhee, NV 89832
Phone: 775.757.3025

Pahrump Valley Adult Learning Center
551 E. Calvada Blvd, Room 107
Pahrump, NV 89048
Phone: 775.727.2000

Wendover 21st Century ESL Program
West Wendover Elementary School
2000 Elko Avenue, Room 12-2
West Wendover, NV 89883
Phone: 775.664.3100

Winnemucca Adult Learning Center
5490 Kluncy Canyon Road
Winnemucca, NV 89445
Phone: 775.623.1811

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Student Registration

REGISTRATION CHECKLIST

Teachers and/or office assistants will interview new and returning students to obtain information needed on the student registration forms. It is important to complete all of the information. By interviewing the student, you have an opportunity to meet with each student on an individual basis. This helps the student feel comfortable and allows them to convey what they hope to achieve from the program. Also, this is another opportunity to reiterate the student's responsibility in achieving their goals.

1. **COMPLETE REGISTRATION FORMS**

2. **ASSIGN STUDENT ID NUMBER**

3. **PRESENT ORIENTATION**

4. **ADMINISTER CASAS APPRAISAL ASSESSMENT**

5. **ADMINISTER CASAS PRE-TEST**

6. **ASSIGN STUDENT TO PROPER CLASS**

7. **PROVIDE STUDENT WITH A CLASS PASS** *(If Class Passes are used at your site)*

REQUIRED REGISTRATION FORMS

New and returning students are required to complete new registration forms each new program year, during the fall semester enrollment period. Students do not need to complete new registration paperwork during the spring enrollment period if they attended classes during the fall semester, **AS LONG AS 90 DAYS HAVE NOT PASSED SINCE THEIR LAST DATE OF ATTENDANCE**.

There are two main registration forms that need to be completed:

1. **STUDENT ENTRY RECORD FORM**

2. **STUDENT CONTRACT AND INFORMED CONSENT FORM**

Give students a copy of the below Attendance Policy letter, once they have completed registration.

ADULT BASIC EDUCATION/ENGLISH AS A SECOND LANGUAGE
Battle Mountain, Elko, Montello, Owyhee, Pahrump, Wendover & Winnemucca

---

Dear Student,

Now that you are enrolled, here are a few things to keep in mind regarding our attendance policy:

This program is free of cost to you. The program's continued funding is dependent on positive student outcomes which are based on the following criteria:

STUDENTS MUST ATTEND AT LEAST 50 INSTRUCTIONAL HOURS AND TAKE A CASAS PRE-TEST AND POST-TEST FOR EACH PROGRAM YEAR THEY ARE ENROLLED.

Failure to comply with the attendance policy may result in being permanently exited from the program.

Students are given three chances before being permanently exited from the program, as follows:

- First time violation of attendance policy – First warning will be given

- Second time violation of attendance policy – Second warning will be given

- Third time violation of attendance policy – The student is not permitted to attend the program again

We realize that occasionally certain, unexpected events occur in life. If you think you will be absent for an extended amount of time, notify your teacher right away.

Sincerely,

Meachell LaSalle Walsh

Meachell L. Walsh, Program Director

STUDENT ENTRY RECORD

Site: (✓one)	

Site: (✓one)

☐ 427 Battle Mountain ☐ 425 Pahrump
☐ 403 Elko ☐ 426 Montello
☐ 424 Winnemucca ☐ 421 21st Century
☐ 414 Owyhee

☐ New Student

☐ Returning Student

School Year:

Date: __ __ / __ __ / __ __

Last Name:

First Name:

Middle Name:

Mailing Address: (Street or PO Box)

Home Phone:

Cell Phone:

Birth Date: (Month/Day/Year)

___ ___ /___ ___ /___ ___ ___ ___

Social Security Number:

___ ___ ___ - ___ ___ - ___ ___ ___ ___

Gender:
☐ Male ☐ Female

Education: (✓one) ☐ U.S. based schooling
☐ Non-U.S. based schooling

Highest degree or level of school completed:

☐ No schooling
Grade (Circle one): 1 2 3 4 5 6 7 8 9 10 11 12
☐ High School diploma
☐ High School Equivalency (GED, HiSET, TASC)
☐ Some college, no degree
☐ College or professional degree

Ethnicity/Race ✓one or more)
☐ Hispanic or Latino
☐ American Indian or Alaska Native
☐ Asian
☐ Black or African American
☐ Native Hawaiian or other Pacific Islander
☐ White
Native Language:

Goals: (✓one or more)
☐ Learn/improve English
☐ Learn computers
☐ Enter or retain employment
☐ Obtain GED
☐ Enter College
☐ Obtain citizenship skills
☐ Register to vote or vote for 1st time
☐ Become involved in community activities
☐ Become more involved with childrens' literacy and education
☐ Become more independent in daily life activities, such as going to doctor appointments alone, etc.
☐ Improve or refresh basic skills such as reading, writing & math skills
☐ Other, please describe:

REGISTRAR USE ONLY BELOW THIS LINE

CASAS Appraisal Form #	Raw Score	Scaled Score	Date of Appraisal

CASAS Pre-test Form #	Raw Score	Scaled Score	Date of Pre-test

Student ID Number:	Class Name, Number, Level	Teacher

INSTRUCTIONS FOR COMPLETING THE
STUDENT ENTRY RECORD FORM

(Page 1 of 2)

1.

Site: (✓one)
☐ 427 Battle Mountain
☐ 403 Elko   ☐ 425 Pahrump
☐ 424 Winnemucca   ☐ 426 Montello
☐ 414 Owyhee   ☐ 421 21st Century

→ Put a check mark in one of the boxes to select your site.

2.

☐ New Student

☐ Returning

→ - Check the **New Student** box for people who have never attended the program.

- Check the **Returning Student** box for any student that has previously attended the GBC ABE/ESL program at any of the sites.

3.

School Year:

→ School Year should be the current program year, which begins July 1st of one year and ends June 30th of the next year. For example, 2014-2015.

4.

Date: ___ ___ /___ ___ /___ ___

→ Enter the date the student completed their registration paperwork.

5. **Thoroughly** complete all fields of demographic information:

- Name
- Address
- E-mail address
- Phone number(s)
- Birthdate
- Social security number
- Gender
- Ethnicity/Race
- Native language

6.

Labor Force Status: (✓one)
☐ Employed
☐ Unemployed – seeking work
☐ Not in labor force – retired or
   not seeking work

→ A box must be checked in this section, as required for NRS reporting.

7.

Education: (✓one) ☐ U.S. based schooling ☐ Non U.S. based schooling

Highest degree or level of school completed: (✓one)

☐ No schooling
Grade (Circle one): 1 2 3 4 5 6 7 8 9 10 11 12
☐ High School diploma
☐ High School Equivalency (GED, HiSET, TASC)
☐ Some college, no degree
☐ College or professional degree

Information on previous schooling, prior to entering our program **must** be obtained. One box must be checked to indicate either U.S. or Non-U.S. based schooling and highest degree or level of school completed.

8.

Goals: (✓one or more)

☐ Learn/improve English
☐ Learn computers
☐ Enter or retain employment
☐ Obtain GED
☐ Enter College
☐ Obtain citizenship skills
☐ Register to vote or vote for 1st time
☐ Become involved in community activities
☐ Become more involved with childrens' literacy and education
☐ Become more independent in daily life activities, such as going to doctor appointments alone, etc.
☐ Improve or refresh basic skills such as reading, writing & math skills
☐ Other, please describe: _____

Although goals are no longer NRS required reporting criteria, please have your students check any goals they may have that are listed here. This helps us understand why our students are attending so we may better serve them and meet their needs.

9.

Student ID Number:

If the student is a returning student, check your records for their Student ID Number and write it in the Student ID box. If the student is new, use one of the Student ID labels that are sent to your site each new program year. (See Student ID Section)

10.

Appraisal Form #	Raw Score	Scaled Score	Date of Appraisal
Pre-test Form #	**Raw Score**	**Scaled Score**	**Date of Pre-test**

Thoroughly enter all fields of the student's appraisal and pre-test information that is requested here.

11.

Class Name, Number, Description	Teacher

Provide adequate class information and name of teacher(s).

STUDENT CONTRACT AND INFORMED CONSENT FORM

1. I consent to the release of information from my student record for the purpose of statistical reports. I understand that this information is to assist the Nevada Department of Education in obtaining and reporting information concerning employment and educational gains as required by federal legislation and regulations. I understand that the student record may include my social security number, which may be shared by the Nevada Department of Education with any of the following entities: Nevada Department of Employment Training and Rehabilitation, Nevada System of Higher Education, or an official High School Equivalency (HSE) scoring site. I understand that reports based on this information will contain statistics about follow-up measures for adult education students in Nevada. I understand that by participating in this program, I am required to cooperate and respond to any and all follow-up correspondence requests that I may receive upon exiting the program regarding my employment and educational status.

2. Use of classroom photographs (Please initial below):

   _____ **I authorize**_____ **I do not authorize** use of my classroom photographs for the Great Basin College, Adult Basic Education and English as a Second Language program website, bulletin board, newsletters, press releases, program brochures, etc..

3. I agree to all of the following:

   I have listened to the orientation for the Adult Basic Education/English as a Second Language program. I understand the program's attendance policy and I agree to come for 50 hours of classes and take the entry and exit exams required by the State of Nevada. **I UNDERSTAND THAT FAILURE TO COMPLY WITH THE ATTENDANCE POLICY WILL RESULT IN BEING PERMANENTLY EXITED FROM THE PROGRAM.** I promise to notify the program if I am unable or unwilling to continue attending for any reason.

_____   _____   _____
Student Name (Please print legibly)   *Student Signature*   *Date*

*Note: If student is age 16-17, a parent/guardian signature is required and a letter of excuse from compulsory public school attendance by the school district in which he/she resides in or by an entity authorized by state law must be furnished to be eligible to attend this program.

_____   _____   _____
Parent/Guardian Name   *Parent/Guardian Signature*   *Date*

☐ Letter of excuse from compulsory public school attendance is attached.

INSTRUCTIONS FOR COMPLETING THE
STUDENT CONTRACT AND INFORMED CONSENT FORM

- Please have students print their name legibly at the bottom of the form, next to the signature line.

- Please have students specify if they do or do not authorize use of their classroom photographs by initialing next to the appropriate box.

- Students must sign and date the form.

- Students ages 16-17 require their parent/guardian's signature and are required to furnish a letter of excuse from compulsory public school attendance by the school district in which he/she resides or by an entity authorized by state law, to be eligible to attend the program.
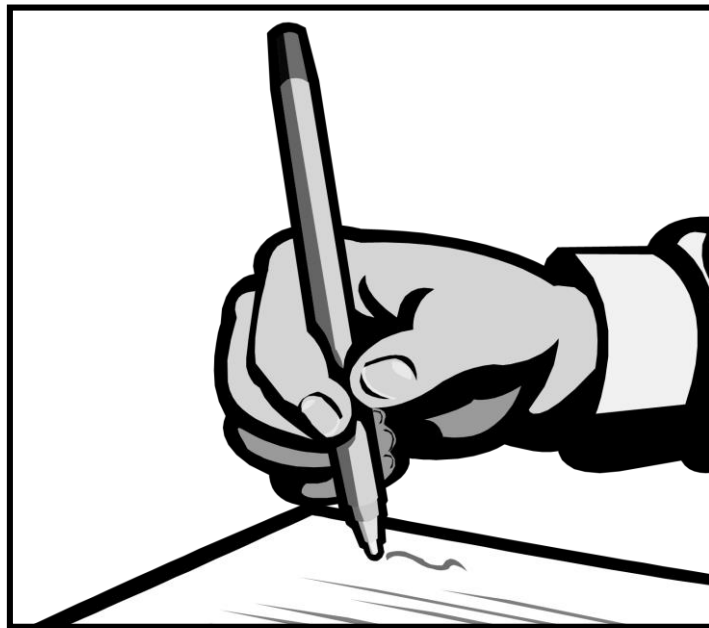
Once student registration forms are complete, make photocopies for your site's records and mail the originals to the Accountability Specialist at the Elko Administrative Office:

Accountability Specialist
Great Basin College - ABE/ESL Program
Chilton Circle Modular
1500 College Parkway
Elko, NV 89801

Accountability Specialist
Great Basin College – ABE/ESL Program
Chilton Circle Modular
1500 College Parkway
Elko, NV 89801
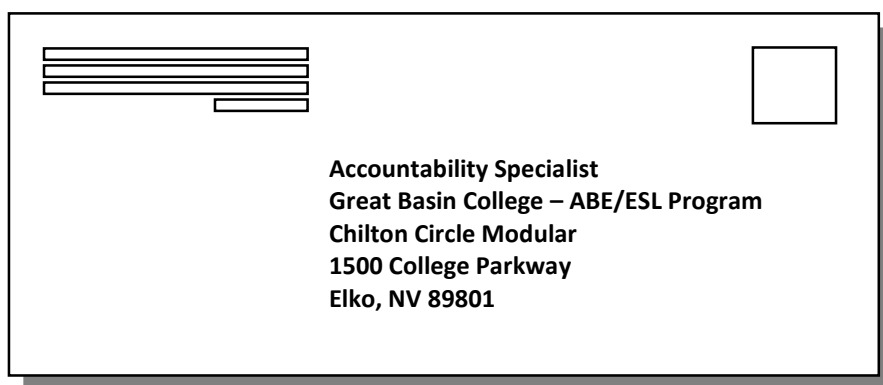
STUDENT ID NUMBERS

Each new program year (July 1st – June 30th) the Accountability Specialist at the Elko Administrative Office will create and mail new student ID number labels to each site. Student ID numbers reflect the current program year. Discard any student ID number labels that may be leftover from the previous program year.

1. DEFINITION OF A **NEW STUDENT** – Never previously attended the ABE/ESL program at GBC.

    ➢ Affix one of the new Student ID Labels to the Student Entry Record Form.

2. DEFINITION OF A **RETURNING STUDENT** – Previously enrolled in and attended class(es) at any of the sites in the GBC ABE/ESL program.

    ➢ If student is returning, **DO NOT ASSIGN A NEW ID NUMBER** - Check your files to retrieve a returning student's ID number and write it on the Student Entry Record Form.

How Student ID Numbers are created:

Example of a Student ID Number for a class at the Elko Adult Learning Center during program year 2014-2015:

> **Elko ALC**
> **0315300**

03 15 300

03	15	300
03 are the last two numbers of Elko's site number, 403	15 is the current program year for PY 2014-2015	300 is the first in a series of ID numbers assigned to the Elko Adult Learning Center
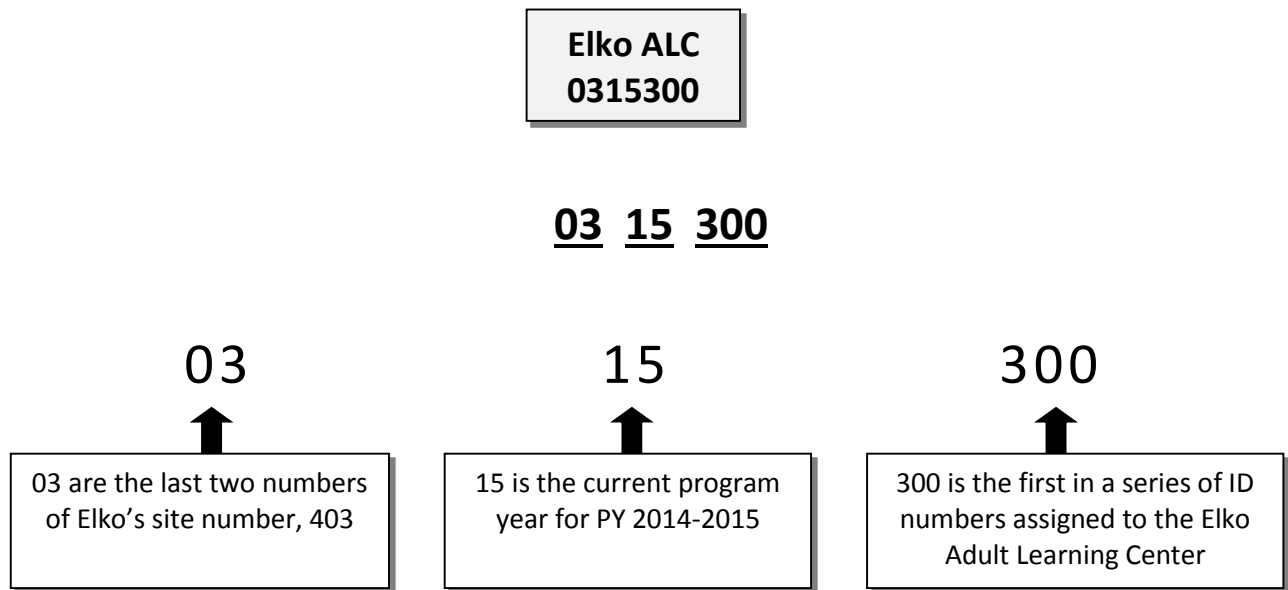
ORIENTATION

All students must receive an orientation during the registration process.

Student orientations can be presented verbally one-on-one, or can be viewed on a PowerPoint Presentation, with information specific to the site administering the orientation.

ALL ORIENTATIONS NEED TO INCLUDE THE FOLLOWING INFORMATION:

1. Program hours and days of operation.

2. Types of instruction available, such as class levels, individual tutoring, etc.

3. Stress the importance of students to commit to attending the program every week for as many hours as possible to have a favorable opportunity of achieving their goals in a reasonable time. **STUDENTS LEARN BEST WHEN THEY ATTEND REGULARLY AND OFTEN.**

4. Explain that the program is federally funded, which enables the students to attend without having to pay. However, to receive the federal funds, the program has to show successful measures. This is why it is important for the students to make a commitment to the program so the funding is not lost.

5. Students must register for classes within the first month of either the spring or fall semester.

6. Explain the importance of testing for personal and program needs as well as federal requirements that the GBC ABE/ESL program must adhere to.

7. Explain the CASAS testing process:

    ➢ The purpose of the Appraisal Test is to determine the level at which the student is to be pre-tested and to determine which program and instructional level will be suitable for the student.

    ➢ The Pre-Test provides an accurate picture of the student's skill level, and assists the instructor in developing an instructional plan by identifying the student's strengths and weaknesses.

    ➢ The student **MUST** attend at least 50 hours of instruction.

    ➢ The student **MUST** take a post-test after a period of 50-100 hours of instruction to assess skills and measure learning gains. Educational progress is measured by comparing scores on the pre-tests and post-tests.

8. Explain the importance of notifying the teachers in advance, if the student will be leaving the program. This will provide us with the opportunity to administer federally required post-testing to show gains the student made while attending. It will also provide us with the opportunity to complete student exit paperwork so program funds are not jeopardized.

9. If a student is unwilling or unable to commit to an intensive period of study, suggest they come back when they are better able to fit the program requirements into their schedule.

10. Explain the process of being dropped from the program for lack of attendance.

CLASS PASS

Complete and provide your student with a Class Pass so they will have all information they need to attend class on their first day.

(Use of the Class Pass is optional, per discretion of the Site Administrator.)

CLASS PASS

Great Basin College
ABE/ESL

Student Name: _____

Student ID#: _____

Pre-test Information: _____

Test Date: _____

Test Form: _____ **Score:** _____

CLASS INFORMATION

Day: Mon.   Tues.   Wed.   Thurs.   Fri.

Time: _____   a.m.   p.m.

Class: _____

Instructor: _____

Location/Room#: _____

Student Assessment Procedures

CASAS

CASAS OVERVIEW & ASSESSMENT PROCESS

The Great Basin College ABE/ESL program uses the **CASAS - COMPREHENSIVE ADULT STUDENT ASSESSMENT SYSTEM** to evaluate and monitor students' skill levels and learning gains. Below are general guidelines provided by the GBC ABE/ESL Administrative Office for using the CASAS assessment system.   These guidelines are not the official CASAS Initial Implementation training. Staff members must receive the CASAS Initial Implementation Training, taught by a certified CASAS trainer, in order to administer CASAS Appraisals and Assessments.

The general process for evaluating and monitoring students' skill levels and learning gains through CASAS is as follows:

1. **INTERVIEW** – Interview each student individually to determine which area he/she needs to be assessed in, i.e., ESL, ABE or ASE.

2. **APPRAISAL** – Administer proper CASAS Appraisal Assessment.

3. **SCORE** – When the student has completed the Appraisal Assessment, score it, using the Answer Key and Score Conversion Chart, then use the Suggested Next Test Chart to see which Pre-test is to be administered.

4. **PRE-TEST** – Administer proper CASAS Pre-test.

5. **SCORE** – When the student has completed the Pre-test Assessment, score it, using the Answer Key, then use the Score Conversion Chart to convert the student's raw score to a scaled score.

6. **CLASS PLACEMENT** – Once you have scored the student's Pre-test, the score will determine which class level the student should be placed in. Work with the student to determine which class times best suit their daily schedule.

7. **POST-TEST** – Students must be post-tested after obtaining 50-100 hours of instruction. It is most beneficial to post-test students as soon as they meet 50 hours of instruction.

CASAS APPRAISALS & PROGRESS TESTS

Per CASAS Initial Implementation Training-

- Each appraisal and pre- and post-test series has a companion Test Administration Manual.
- Manuals contain administration procedures, answer keys, score conversion charts, sample test booklets, administration directions, and other helpful information.
- Each test site needs a Test Administration Manual.

All CASAS appraisals and progress tests are **standardized tests**. By definition, a standardized test is a test designed to be given under specified, standard conditions. Standardization attempts to control external factors so that the assessment is a valid measurement tool that produces meaningful results.

CASAS Standardized Tests:

- Have specific administration procedures
- Require training to score, administer, and interpret results
- Are used for accountability purposes
- Are based on years of research
- Are not practice or unit tests

THE DIFFERENCE BETWEEN APPRAISALS AND PROGRESS TESTS:

CASAS offers two main types of tests:
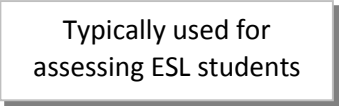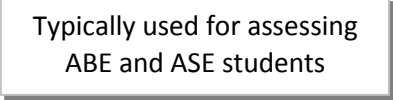
1. Appraisals
2. Pre- and Post-Tests (Progress Tests)

APPRAISALS are placement tests that are designed to capture the abilities of a wide range of students. Appraisal test items range from very easy items to difficult items. Appraisals are never used to measure learning gain, but instead help make decisions about level and program placement, and help identify the appropriate pre-test.

PRE-TESTS AND POST-TESTS (PROGRESS TESTS) are administered at the beginning and end of instruction to measure learning gain. Pre- and post-tests usually contain 25-35 items clustered at a specific level. They measure student progress and learning gains by comparing pre- and post-test scores.

CASAS APPRAISAL ASSESSMENTS USED
BY THE GBC ABE/ESL PROGRAM

Below are all appraisal assessments that are used by the ABE/ESL Program at Great Basin College:

- **ORAL AND WRITING SCREENING ASSESSMENTS**
  (Use the Oral/Writing Screening Response Sheet for students to post their answers. See next page 24)

- **FIVE PRACTICE ITEMS FROM FORM 27**
  (Students can write their answers in the test booklet as the booklets are consumable.
  Some of the test booklets are laminated so dry erase markers can be used.)

- **FORM 80 APPRAISAL**
  (Use the Form 80 Listening and Reading Appraisal Answer Sheet to record answers. See page 25)

Typically used for assessing ESL students

- **APPRAISAL FORM 120**
  (Use the ECS Appraisal Form 120 Answer Sheet to record answers. See page 26)

Typically used for assessing ABE and ASE students

Oral/Writing Screening Response Sheet

Date _____

Student Name _____

First   Last

Instructor Name _____

First   Last

Oral Screening   **Total Points**

1 ⓪ ① ②   [   ]

2 ⓪ ① ②

3 ⓪ ① ②

4 ⓪ ① ②

5 ⓪ ① ②

6 ⓪ ① ②

Writing Screening

1 |_____|

2 |_____|

Writing   **Total Points**

1 ⓪ ① ②   [   ]

2 ⓪ ① ②

Comments

_____

_____

_____

Since we do not use Scantron machines to score our tests, it is not necessary for students to fill in the bubbles for demographic information on the front of the answer sheet. The students can simply write their last and first name at the top of the answer sheet and enter the test date as shown below.

ANSWER SHEET FOR THE FORM 80 APPRAISAL

ANSWER SHEET FOR THE FORM 120 APPRAISAL

CASAS — **ECS Appraisal** — **FORM 120**

1 Name _____ **2** Today's Date __/__/__

READING

PRACTICE
Ⓐ Ⓑ Ⓒ Ⓓ

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ
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MATH

PRACTICE
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37 Ⓐ Ⓑ Ⓒ Ⓓ
38 Ⓐ Ⓑ Ⓒ Ⓓ
39 Ⓐ Ⓑ Ⓒ Ⓓ
40 Ⓐ Ⓑ Ⓒ Ⓓ

3 STUDENT IDENTIFICATION

4 SEX — ◯ Male ◯ Female

5 DATE OF BIRTH — MM | D D | Y Y

Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec

Is this your Social Security #? (Optional) — Yes ◯ No ◯

6 NUMBER OF YEARS OF SCHOOL COMPLETED

7 HIGHEST DIPLOMA OR DEGREE EARNED (Mark one)
◯ None
◯ GED Certificate
◯ High School Diploma
◯ Technical/ Certificate
◯ A.A./A.S. Degree
◯ 4 yr. College Graduate
◯ Graduate Studies
◯ Other
I earned the above outside of U.S. ◯

8a ETHNICITY (Mark one)
◯ Hispanic or Latino
◯ not Hispanic or Latino

8b RACE (Mark one or more)
◯ White
◯ Asian
◯ Black or African American
◯ Native Hawaiian or Other Pacific Islander
◯ Filipino
◯ American Indian
◯ Alaska Native

9 NATIVE LANGUAGE (Mark one)
◯ English
◯ Spanish
◯ Vietnamese
◯ Chinese
◯ Hmong
◯ Cambodian
◯ Tagalog
◯ Korean
◯ Lao
◯ Russian
◯ Farsi
◯ Other
Name Other _____

10 STATE
11 COUNTY
12 SERVICE DELIVERY AREA
13 OPTIONAL/ AGENCY USE — A B C D E F

CRITICAL THINKING

Item	Score
Ⓐ	⓪
Ⓑ	①
Ⓒ	②
Ⓓ	③
Ⓔ	④
Ⓕ	

CASAS ECS PRE-EMPLOYMENT/ WORK MATURITY SKILLS CHECKLISTS A-F

Mark if passed
◯ A Making Career Decisions
◯ A Using Labor Market Information
◯ B Preparing a Resume
◯ C Writing a Cover Letter
◯ D Filling Out Applications
◯ E Interviewing
◯ F Being Punctual
◯ F Regular Attendance
◯ F Good Interpersonal Relations
◯ F Positive Attitude/Behaviors
◯ F Appropriate Appearance
◯ F Completing Tasks Effectively

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MARKING ANSWERS

1 ● Ⓑ Ⓒ Ⓓ — RIGHT
2 Ⓐ Ⓑ Ⓒ Ⓓ — WRONG
3 Ⓐ Ⓑ Ⓒ Ⓓ — WRONG
4 Ⓐ Ⓑ Ⓒ Ⓓ — WRONG

EXAMINERS: Return this page and answer strips from second page to:

ECS/CASAS
P.O. BOX 80488
San Diego, CA 92138

PART ONE OF TWO PARTS

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APPRAISAL & PROGRESS TEST ADMINISTRATION GUIDELINES

Use the following CASAS guidelines for administering appraisals and progress tests:

- Provide a quiet testing room
- Space students apart
- Maximum of 25 students per proctor
- Explain the purpose of the testing
- Ease student anxiety
- Pass out pencils and answer sheets
- Pass out scratch paper (for math tests)
- Demonstrate how to mark answers on the test answer sheets
- Review practice items with students
- Encourage students to review answers
- Write start and end times on the board
- Monitor students

Teachers/Test administrators may not:

- Read questions or answers to the students
- Provide definitions of words

Timing Guidelines:

- Appraisals – students are given 25 minutes to complete each section/subject
- Pre- and Post-tests – students are given 1 hour to complete each section/subject
- Students may have a few extra minutes to complete the question they are working on

If students are having a great deal of difficulty with test items and obviously cannot complete them, they may be dismissed or asked to sit quietly until the class has finished.

The **General Purpose Answer Sheet** (ASS-001) is used for recording answers of all Progress Tests (pre and post-tests) and can be used up to four times.

This is the front side of the General Purpose Answer Sheet which is used for demographic information.

CASAS General Purpose Answer Sheet — ASS-001

(A) Student Name _____ Last / First / Middle I.
(B) Teacher Name _____ Last / First / Middle I.
(C) SEX — Male / Female

(D) AGENCY ID	(E) CLASS/ TEACHER ID	(F) AGE	(G) NUMBER OF YEARS OF SCHOOL COMPLETED	(H) SPECIAL PROGRAM (Multiple Mark OK)	(I) PROGRAM/ LEVEL (Mark Only One)	(J) HIGHEST DIPLOMA/ DEGREE	(K) NATIVE LANGUAGE	(L) ETHNIC BACKGROUND

(H) SPECIAL PROGRAM (Multiple Mark OK): ABE/321, JOBS/GAIN, JTPA, Citizenship, Special Ed, Family Literacy, Workplace Literacy, Field Test, Other, Homeless

(I) PROGRAM/LEVEL (Mark Only One): ESL Pre Beg., ESL Beg., ESL Int., ESL Adv., ABE Beg., ABE Int., ABE Adv., High School, GED, Pre Empl/ VESL, Other

(J) HIGHEST DIPLOMA/DEGREE: None, GED Certificate, High School Diploma, Technical, A.A. Degree, 4 yr. College Graduate, Other

(K) NATIVE LANGUAGE: Arabic, Cambodian, Chinese, English, Farsi, Hmong, Japanese, Korean, Laotian, Polish, Portuguese, Russian, Spanish, Tagalog, Urdu, Vietnamese, Other — Name Other

(L) ETHNIC BACKGROUND: Alaskan/American Indian, Asian, African American, Filipino, Hispanic, Indo-Chinese, Pacific Islander, White, Other — Name Other

Hours of Instruction Pre Test 1 to Post Test 1

Hours of Instruction Post Test 1 to Post Test 2

For Educational Provider Use — Student Identification

Appraisal/Other Scaled Score

Reason For Enrollment
EDUCATION / MANDATED
JOB / PERSONAL
CITIZENSHIP / COMMUNICATION

Goal Attainment at Post Test or Major Reason for Leaving Early

Retained:
- Retained in Program
- Changed Class or Program

Met Personal Goal by:
- Entering Job Training
- Getting a Job/Better Job
- Entering College
- Personal
- Communication
- Citizenship

Barriers to Education:
- Transportation
- Child Care
- Health/Family Problems
- Changed Work Time
- Moved
- Unknown
- Other

For Education Provider Use: A B C D E F G H I

For Official Use Only: J K L M N O P Q R S T U

DIRECTIONS FOR MARKING ANSWERS
Use No. 2 pencil only. (A)(B)(●)(D) — RIGHT
Do NOT use ink or ballpoint pen.
Make dark marks that fill circle completely.
Erase cleanly any answer you change. — WRONG

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This is the back side of the General Purpose Answer Sheet where students fill in the bubbles for the answers to their test(s).

There are four different columns that can be used for up to four different tests.

CASAS PROGRESS TESTS USED BY THE GBC ABE/ESL PROGRAM

The ABE/ESL Program at Great Basin College uses the following CASAS series of pre/post-test (progress test) assessments:

BEGINNING LITERACY READING ASSESSMENTS (LIFE SKILLS)		
TARGETED FOR STUDENTS WHO MEET THE FOLLOWING CRITERIA: Reading/Writing: May not be literate in any language. Employability: Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. Employment choices would be extremely limited.		
TEST FORM SUBJECT TYPE	**FORM NUMBER**	**TEST LEVEL**
READING – BEGINNING LITERACY	27	N/A (Pre-level)
	28	N/A (Pre-level)

LIFE AND WORK SERIES		
TARGETED FOR STUDENTS WHO MEET THE FOLLOWING CRITERIA: Tests in this series contain a balance of life skills and employment-related content. Test questions are powerfully relevant to the everyday lives of today's adult learners. Tests in this series are appropriate for the reading skills of Adult Basic Education and English Language Learners.		
TEST FORM SUBJECT TYPE	**FORM NUMBER**	**TEST LEVEL**
READING	081R	A
	082R	A
	081RX	A
	082RX	A
	083R	B
	084R	B
Tests 085R and 086R are workplace-focused tests. Use these tests if you need to assess your student's work readiness skills. Otherwise, move from 083R/084R to 185R/186R to test life skills. → 085R	085R	C
	086R	C
	185R	C
	186R	C
	187R	D
	188R	D

CASAS PROGRESS TESTS CONTINUED ON NEXT PAGE

LIFE SKILLS MATH

This competency-based series can help you identify the numeracy and mathematics skills that your students need as you prepare them to function successfully in today's society.

TEST FORM SUBJECT TYPE	FORM NUMBER	TEST LEVEL
MATH	LSM-031	A
	LSM-032	A
	LSM-033	B
	LSM-034	B
	LSM-035	C
	LSM-036	C
	LSM-037	D
	LSM-038	D

SECONDARY LEVEL ASSESSMENTS

TARGETED FOR STUDENTS WHO MEET THE FOLLOWING CRITERIA:

Can read and follow multi-step directions; read and interpret common legal forms and manuals; use math in business, such as calculating discounts; create and use tables and graphs; communicate personal opinion in written form; write an accident or incident report. Can integrate information from multiple texts, charts, and graphs as well as evaluate and organize information. Can perform tasks that involve oral and written instructions in both familiar and unfamiliar situations.

TEST FORM SUBJECT TYPE	FORM NUMBER	TEST LEVEL
READING FOR LANGUAGE ARTS	513	D
	514	D
APPLICATION OF MATHEMATICS SKILLS	505	D
	506	D

CITIZENSHIP ASSESSMENTS

These assessments test students' knowledge of United States government and history with questions that are commonly associated with the U.S. citizenship test.

In addition to administering Government and History for Citizenship assessments, students must also be tested with a Life and Work Reading assessment, as the citizenship assessments are not approved for use by the NRS as official pre- and post-assessments.

TEST FORM SUBJECT TYPE	FORM NUMBER	TEST LEVEL
GOVERNMENT AND HISTORY FOR CITIZENSHIP	965	N/A
	966	N/A

ESL INTAKE PROCESS FOR PRE-BEGINNING & BEGINNING LITERACY STUDENTS

- **Administer Oral and Writing Screening Appraisals (orange and blue appraisal sheets)**

- **If student does well (6 or more correct on Oral Screening) and (1-2 correct on the Writing Screening) administer Form 80 Appraisal.**

- **If student does poorly (less than 6 correct on Oral) and (0-1 on Writing Screening) administer the 5 practice items on Form 27, one on one.**

- **If student has some difficulty with 5 practice items, administer Form 27 or Form 28 Test as your student's pre-test.**

- **If student has little or no difficulty on 5 practice items, administer Form 81R Test as your student's pre-test.**

To determine if your student is Beginning Literacy/Pre-Beginning ESL, use the following CASAS guidelines:

CASAS Skill Level Descriptors for ESL, Beginning Literacy/Pre-Beginning ESL

- ➢ *Listening/Speaking: Functions minimally, if at all, in English.*
- ➢ *Communicates only through gestures and a few isolated words.*
- ➢ *Reading/Writing: May not be literate in any language.*
- ➢ *Employability: Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. Employment choices would be extremely limited.*

**See next two pages for a full description of CASAS ESL and ABE Skill Level Descriptors.

CASAS Skill Level Descriptors for ESL

Scale Scores

CASAS Level	Descriptors

E	**Proficient Skills** SPL 8** Listening/Speaking: Can participate effectively in social and familiar work situations; can understand and participate in practical and social conversations and in technical discussions in own field. Reading/Writing: Can handle most reading and writing tasks related to life roles; can read and interpret most non-simplified materials; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications. Employability: Can meet work demands with confidence, interact with the public, and follow written instructions in work manuals.
D	**Adult Secondary** SPL 7 Listening/Speaking: Can function independently in survival and social and work situations; can clarify general meaning and communicate on the telephone on familiar topics. Reading/Writing: Can read and interpret non-simplified materials on everyday subjects; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications; and write an accident or incident report. Employability: Understands routine work-related conversations. Can handle work that involves following oral and simple written instructions and interact with the public. Can perform reading and writing tasks, such as most logs, reports, and forms, with reasonable accuracy to meet work needs.
C	**Advanced ESL** SPL 6 Listening/Speaking: Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics. Reading/Writing: Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries. Employability: Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin GED preparation.
B	**High Intermediate ESL** SPL 5 Listening/Speaking: Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally.
	Low Intermediate ESL SPL 4 Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition. Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally.
A	**High Beginning ESL** SPL 3 Listening/Speaking: Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences. Reading/Writing: Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. Employability: Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated.
	Low Beginning ESL SPL 2 Listening/Speaking: Functions in a very limited way in situations related to immediate needs; asks and responds to basic learned phrases spoken slowly and repeated often. Reading/Writing: Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address. Employability: Can handle only routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated.
	Beginning Literacy/Pre-Beginning ESL SPL 0-1 Listening/Speaking: Functions minimally, if at all, in English. Communicates only through gestures and a few isolated words. Reading/Writing: May not be literate in any language. Employability: Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. Employment choices would be extremely limited.

Scale score markers: 250, 245, 240, 235, 230, 225, 220, 215, 210, 205, 200, 190, 180, 150

CASAS   Skill Level Descriptors for ABE

Scale Scores

CASAS Level	Descriptors
E	**Advanced Adult Secondary** With some assistance, persons at this level are able to interpret technical information, more complex manuals, and material safety data sheets (MSDS). Can comprehend some college textbooks and apprenticeship manuals.
D	**Adult Secondary** Can read and follow multi-step directions; read and interpret common legal forms and manuals; use math in business, such as calculating discounts; create and use tables and graphs; communicate personal opinion in written form; write an accident or incident report. Can integrate information from multiple texts, charts, and graphs as well as evaluate and organize information. Can perform tasks that involve oral and written instructions in both familiar and unfamiliar situations.
C	**Advanced Basic Skills** Can handle most routine reading, writing, and computational tasks related to their life roles. Can interpret routine charts, graphs, and labels; read and interpret a simple handbook for employees; interpret a payroll stub; complete an order form and do calculations; compute tips; reconcile a bank statement; fill out medical information forms and job applications. Can follow multi-step diagrams and written instructions; maintain a family budget; and write a simple accident or incident report. Can handle jobs and job training situations that involve following oral and simple written instructions and diagrams. Persons at the upper end of this score range are able to begin GED preparation.
B	**Intermediate Basic Skills** Can handle basic reading, writing, and computational tasks related to life roles. Can read and interpret simplified and some authentic materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a basic payroll stub; follow basic written instructions and diagrams. Can complete a simple order form and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions and diagrams. Can handle jobs and/or job training that involve following basic oral or written instructions and diagrams if they can be clarified orally.
	Beginning Basic Skills Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry level jobs that involve some simple written communication.
A	**Beginning Literacy/Pre-Beginning** Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry level jobs that require only basic written communication.

Scale score markers: 250, 245, 240, 235, 230, 225, 220, 215, 210, 205, 200, 190, 180, 150

This chart provides general skill descriptors by level. Level descriptors for reading, math, and listening correspond to scale scores on tests in those specific skill areas.

SCORING THE APPRAISAL

CONVERTING RAW TEST SCORES TO SCALED SCORES

EXAMPLE: Prospective student, Mary Smith has been given CASAS Appraisal Assessment Form 80. She received a raw score of 9 correct answers. The below Form 80 Score Conversion Chart shows that a raw score of 9 converts to a scaled score of 204.

READING TEST
FORM 80 R

Score Conversion Chart	
Raw Score	**Scale Score**
1	171*
2	180*
3	185*
4	189
5	193
6	196
7	199
8	201
9	204
10	207
11	209
12	212
13	214
14	216
15	219
16	222
17	224
18	227
19	230
20	234
21	237
22	240◆
23	242◆
24	244◆
25	246◆

Once you have determined the scaled score, go to the SUGGESTED NEXT TEXT CHART for the Reading Form 80 to determine which pre-test to administer. See next page.

DETERMINING WHICH PRE-TEST TO ADMINISTER

SUGGESTED NEXT TEST	
CASAS APPRAISAL **Form 80R**	
Score	Next Test Level
171	**A**
180	**A**
185	**A**
189	**A**
193	**AX or A**
196	**B or AX**
199	**B or AX**
201	**B or AX**
204	**B or AX**
207	**B**
209	**B**
212	**C or B**
214	**C or B**
216	**C or B**
219	**C or B**
222	**C**
224	**C**
227	**C**
230	**D or C**
234	**D or C**
237	**D**
240	**D**
242	**D**
244	**D**
246	**D**

On this Suggested Next Test Chart, it shows to administer either a B or AX level pre-test with a scaled score of 204.

See below chart to determine which test forms can be used for B and AX level tests.

CASAS Test Forms by Level

READING		
Level	Life & Work Series	Life Skills Series
Beg. Lit.	27R, 28R	27R, 28R
A	81R, 82R	
AX	81RX, 82RX	
B	83R, 84R	
C	185R, 186R; 85R, 86R	
D	187R, 188R	

Your next step will be to administer one of the AX tests, 81RX or 82RX, or one of the B level tests, 83R or 84R as a pre-test to Mary Smith. At this point, you can review the AX and B level tests to determine which difficulty level you think would be more appropriate for the student.

Once you determine which test level to administer, either AX or B, it doesn't matter which test you administer first. For example, if you choose the AX level tests, 81RX and 82RX, you can administer 81RX as the pre-test, then 82RX as the post-test. Or, you can administer 82RX as the pre-test and 81RX as the post-test. (Post-tests are to be given after the student reaches at least 50 hours of instruction.)

*REMEMBER, PRE- AND POST-TESTS ARE TO BE GIVEN IN PAIRS.

Test pairs are as follows:

BEGINNING LITERACY READING

27R/28R

LIFE AND WORK READING SERIES

081R/082R
081RX/082RX
083R/084R
085R/086R
185R/186R
187R/188R

LIFE SKILLS MATH SERIES

31M/32M
33M/34M
35M/36M
37M/38M

SECONDARY LEVEL ASSESSMENT SERIES

READING: 513R/514R

MATH: 505M/506M

GOVERNMENT AND HISTORY FOR CITIZENSHIP

965/966

Once you administer the pre-test, score the raw number of correct answers. Using the Score Conversion Chart, find the raw and scaled scores.

EXAMPLE:

If you administered 81RX as the pre-test and Mary Smith received a raw score of 11 correct answers, you would find that number on the below Score Conversion Chart for Form 81RX to get the scaled score, which is 194.

Form 81 RX
Level A - Reading

Score Conversion Chart	
Raw Score	**Scale Score**
1	-
2	-
3	-
4	-
5	182
6	184
7	186
8	188
9	190
10	192
11	194
12	196
13	197
14	199
15	201
16	202
17	204
18	206
19	208
20	210
21	212
22	214
23	216
24	218 ◆
25	220 ◆
26	222 ◆
27	224 ◆
28	227 ◆

SCORES OUTSIDE THE ACCURATE RANGE

Form 81 RX
Level A - Reading

Score Conversion Chart	
Raw Score	**Scale Score**
1	-
2	-
3	-
4	-
5	182
6	184
7	186
8	188
9	190
10	192
11	194
12	196
13	197
14	199
15	201
16	202
17	204
18	206
19	208
20	210
21	212
22	214
23	216
24	218 ◆
25	220 ◆
26	222 ◆
27	224 ◆
28	227 ◆

Scores within this range are considered **inaccurate**

Scores within the dotted lines are in the **accurate** range

Scores within this range are considered **inaccurate**

- According to this score conversion chart, if a student only scores 1 – 4 answers correct on the test, the student has scored in the inaccurate range and should be given a test at the next lower level. The test was too difficult for the student.
- If a student scores 24 – 28 answers correct on the test, the student should be given a test at the next higher level. The test was too easy for the student.

Referring back to the **CASAS Test Forms by Level Chart** on page 36, you will see that the next lower level tests are 81R and 82R. The next higher level tests are 83R and 84R.

POST-TESTING

The Nevada Assessment Policy requires that CASAS post-testing be administered between 50-100 hours of instruction. It is preferred that students be post-tested as soon as they reach 50 hours of instruction.

If you have reason to believe that a student will exit the program before attaining 50 instructional hours, The Nevada Department of Education, Office of Adult Education has a Post-Assessment Exception Form for students who have attained between 40 – 49 instructional hours and are leaving the program.

You may post-test students who have attained between 40-49 instructional hours as long as you complete and submit the Post-Assessment Exception Form to the GBC ABE/ESL Administration Office. See the Post Assessment Exception form example on the next page.

Post-tests needs to be reported to the Administrative Office on a monthly basis via a spreadsheet tab that is available on the monthly attendance roster form.

See below example of the post-test spreadsheet:

CASAS POST-TEST INFORMATION						
Student Name	1st Post-test Number/Description	Scaled Score	Date of test	2nd Post-test Number/Description	Scaled Score	Date of test
John Doe	82R	197	12/5/2014	81R	203	4/19/2015
Jane Doe	186R	215	10/17/2014	185R	229	12/15/2014

Post-Assessment Exception Form

Adult educators must document reasons for all post-assessments administered prior to the recommended timeframes for post-testing as stipulated in *Nevada Assessment Policy*, Section 2.

This form must be filed with the student's records, and a copy of the form must be forwarded to the Adult Education Program Director to remain on file in his/her office. The files are subject to review during monitoring and site visits.

Instructions: Fill in student's name, LACES ID, and answer <u>all</u> status questions. Check reason(s) for exception. Complete the adult educator section and sign.

Student Name:_____ **Student ID#:** _____

Assessment Used: _____ **# of Instructional Hours:** _____

 Reason(s) for post-assessment exception (check all that apply)**:**

___ Student indicated he/she was leaving the program and has accrued the minimum required instructional hours.

___ Student's initial assessment, educational goals or level of participation suggest he/she may pass the tests of General Educational Development (GED®) and exit the program prior to the recommended number of hours. Student has accrued the minimum required instructional hours.

Adult educator's name (please print)**:** _____

Signature _____ **Date** _____

Agency _____

Student Attendance

ATTENDANCE POLICY

Our program's continued funding is dependent on positive student outcomes. These outcomes are based on the following criteria:

- Students must attend at least 50 instructional hours and take a CASAS pre-test AND post-test.

In order to make students aware of our policy of attending 50 hours and taking the required pre- and post-tests, we have students sign the Student Contract and Informed Consent Form during the registration process. Although this form is important and necessary, unfortunately, it does not prevent students from dropping out before attending enough hours or taking the post-test. While many students follow through on this policy, there are many students each year who do not follow through. As a result, a new attendance policy was instituted, beginning program year 2014/2015.

During annual spring and fall registration periods, returning students' assessment and attendance history with our program will be reviewed prior to permitting students to attend classes. If a returning student has previously broken the contract (Student Contract and Informed Consent Form) by not attending 50 instructional hours and taking the pre- and post-tests, the following rules will apply:

CONTRACT VIOLATION:

ONE TIME – FIRST WARNING WILL BE GIVEN

TWO TIMES – SECOND WARNING WILL BE GIVEN

THREE TIMES – THE STUDENT IS NOT PERMITTED TO ATTEND THE PROGRAM AGAIN

At the beginning of the Spring and Fall registration periods, teachers and staff members will be provided with an Excel spreadsheet of students who have previously dropped out prior to attending 50 hours and post-testing. Each semester, the spreadsheet will be updated.

In addition to the spreadsheet, one staff member at each site will be given read-only access to the student database, LACES, so they can look up students' information.

Letters are to be mailed to students after the following increments of absence:

1. The first being sent after two weeks of absence
2. The second sent after 30 days of absence

After 45 days of absence, the student's file will be closed for the semester.

See following pages for absence notice letter examples:

(Example of 1st absence notice letter for 15 days absence)

Adult Basic Education/English as a Second Language
Your site's address ● City, State Zip code
Phone: Your site's phone number ● Fax: Your site's fax number

Today's Date

Student Name
Address
City, State, Zip Code

Dear _____: Student ID#: _____

      In reviewing our attendance records, we noticed that the last date you attended was on _____. We hope you are well and that we will soon see you in class. We are here to meet your educational needs and help you achieve your educational goals.

Please note that our program's attendance policy requires at least 50 hours of attendance and the completion of an exit exam each program year you are enrolled. **FAILURE TO COMPLY WITH THE ATTENDANCE POLICY MAY RESULT IN BEING PERMANENTLY EXITED FROM THE PROGRAM.**

Please contact our office as soon as possible at (*your site's phone number*) to let us know if you will be returning.

Sincerely,

Your name
Your title

(Example of 2nd absence notice letter for 30 days absence)

Adult Basic Education/English as a Second Language
Your site's address ● City, State Zip code
Phone: Your site's phone number ● Fax: Your site's fax number

Today's Date

Student Name
Address
City, State, Zip Code

Dear _____: Student ID#: _____

      We miss you in class and hope that you may return. We realize that with everyday life it can become difficult to attend classes. We are here to help you achieve your educational goals.

Please note that our program's attendance policy requires at least 50 hours of attendance each program year you are enrolled and the completion of an exit exam. **FAILURE TO COMPLY WITH THE ATTENDANCE POLICY MAY RESULT IN BEING PERMANENTLY EXITED FROM THE PROGRAM.**

You have been absent from class for over 30 days now. Your file is due to close on (*45 days from last date of attendance*). Please contact our office before (*date of closure)* at (*your site's phone number*) to let us know if you will be returning.

Sincerely,

Your name
Your title

Adult Basic Education/English as a Second Language
Your site's address ● City, State Zip code
Phone: Your site's phone number ● Fax: Your site's fax number

Today's Date

Student Name
Address
City, State, Zip Code

Dear _____: Student ID#: _____

      We regret to inform you that you have violated your student contract with our program three times and are no longer eligible for our services. We hope you will continue to pursue your educational endeavors. Feel free to contact our office at (*your site's contact phone number*) if you have any questions.

Sincerely,

Your name
Your title

STUDENT ATTENDANCE ROSTER FORM

The GBC ABE/ESL program is a federally funded program that is monitored by the National Reporting System (NRS). As a result, our program is required to report any students who attend 12 or more instructional hours to the NRS.

Site Administrators can report student attendance hours by emailing or faxing a monthly roster to the Administrative Office. Rosters can be emailed to the Accountability Specialist or faxed to (775) 753-5428. **ROSTERS ARE DUE NO LATER THAN THE FIFTH OF THE FOLLOWING MONTH**.

Instructions for completing the monthly student attendance roster form:

1. Complete the following information at the top of the form

    - Site Location
    - Month

2. Always enter Student ID Numbers

3. Enter student's last and first name

4. Enter the number of hours each student attends on each date of the month

5. Enter the monthly total number of hours for each student. (The Excel spreadsheet that you receive from the Administrative Office should automatically calculate this total for you.)

6. Post-test information:

    Each time you post-test a student, report the post-test information on the roster form under the Post Test Information section of the roster form. Be sure to include the post-test form number, the date the test was administered, and the raw and scaled scores the student received on the post-test.

Please see next page for example roster form. Blank roster forms can be obtained by contacting the Accountability Specialist at (775) 753-2126.

Great Basin College Adult Basic Education/English as a Second Language

Site: Wendover 21st Century ESL Program

Month: August

Student ID#	Name (Last, First)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	TOTAL MONTH HOURS
123456789	Doe, John						2.00		2.00		2.00		2.00				2.50			3.00		2.00		2.00				3.00					20.50
987654321	Doe, Jane				2.00		2.50		1.00		1.50		2.00		2.00					2.00		2.00		1.50		3.00		2.00		2.00		2.00	25.50
																																	0.00
																																	0.00
																																	0.00
																																	0.00

Goals, Cohorts and Follow-up Measures
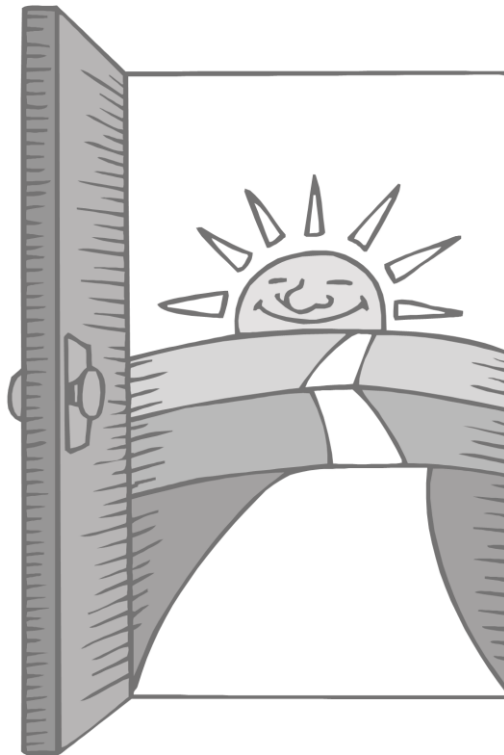
The National Reporting System (NRS) has, in the past, required federally funded ABE/ESL programs to track and report students' individual goals. However, as of July 1, 2012, goals will no longer be required reporting criteria. Certain students with specific criteria in common will now be placed in *Cohorts* based on data collected at the time of enrollment. Individual student goals may still be used by teachers as tools to assist students but will not be reported to the NRS.

There are <u>four</u> cohorts that are required for NRS reporting:

1. **ENTERED EMPLOYMENT** – Learner enters employment by first quarter after exit quarter.

2. **RETAINED EMPLOYMENT** – Learner remains employed in the third quarter after exit quarter.

3. **OBTAINED A GED OR SECONDARY SCHOOL DIPLOMA** – The learner obtains certification of attaining passing scores on GED tests, or the learner obtains a diploma or State-recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diploma).

4. **ENTERED POSTSECONDARY EDUCATION OR TRAINING** – Learner enrolls in a postsecondary educational, occupational skills training program, or an apprenticeship training program that does not duplicate other services or training received, regardless of whether the prior services or training were completed.

Students will be included in the cohort for follow-up if they meet the criteria for inclusion at the time of entry or the first day of the fiscal year for continuing students. For example, when student John Smith entered the program, he checked the Labor Force Status box **"Unemployed – seeking work"**. This automatically puts him in the **"Entered Employment"** cohort. When John Smith exits the program, we will be required to perform follow-up measures to find out if he has entered employment. If we discover that he has entered employment, we will manually update the student database. The Great Basin College ABE/ESL Administrative office will perform Follow-up with students who have been automatically defaulted into one of the cohorts, once they exit the program. Follow-up will be performed through various methods such as Survey Questionnaires and Data Matching Databases.

<u>The establishment of Follow-up Measures makes the thorough and accurate collection of information on the Student Entry Record Form vital to the success of the program.</u>

The Update Record Form can be used to serve multiple purposes such as updating students' demographic information, updating cohort information, and can be used as an exit interview form.

See next page.

UPDATE RECORD

Site: (✓one)

☐ 403 Elko   ☐ 427 Battle Mtn.
☐ 424 Winnemucca   ☐ 425 Pahrump
☐ 414 Owyhee   ☐ 426 Montello
☐ 421 21st Century

Date: ___ ___ /___ ___ /___ ___

Last Name: First Name: Middle Name:

Student ID Number: Class Name/Number: Instructor's Name:

IF YOU HAVE HAD A NAME CHANGE, ENTER NEW NAME HERE:

Last Name: First Name: Middle Name:

CHANGE OF ADDRESS:

New address (Street address or P.O. box):

City: State: Zip:

CHANGE OF PHONE NUMBER:

(___ ___ ___) ___ ___ ___ - ___ ___ ___ ___

Exit date: ___ ___ /___ ___ /___ ___

Reason for exiting:

☐ Unable to attend at this time   ☐ Completed program   ☐ Unknown reason

☐ Other – please explain:

LEARNER RESULTS/OUTCOMES ACHIEVED (MARK ALL THAT APPLY)

COMMUNITY

☐ Achieved citizenship

☐ Registered to vote or voted 1st time

☐ Involved in community activities

FAMILY AND PERSONAL

☐ Met personal goal

☐ Met family goal

☐ Involved in children's education:

    ☐ Helping children more frequently with school work

    ☐ Increased contact with children's teachers

    ☐ Increased involvement with school

☐ Involved in children's literacy:

    ☐ Reading to children

    ☐ Visiting a library

    ☐ Purchase books or magazines for children

☐ Other – please explain:

Classroom Evaluations

CLASSROOM EVALUATIONS

At the end of each program year, around May 1st, students must complete classroom evaluations to assess their class(es) and their teacher(s).

- Once evaluations are completed for all classes at each site, they need to be mailed to the Program Director.

- The evaluations will be reviewed and scores will be averaged, per each teacher. Then the scores and student comments will be emailed to each teacher in June.

- Please see the Classroom Evaluation forms on the next three pages. The first form is for ESL students and the second is for ABE students.

CLASSROOM EVALUATION (ESL)

Teacher's Name: _____

Class Name: _____

Have you taken a post-test yet this semester?   Yes ☐   No ☐

YOUR ANSWERS ARE CONFIDENTIAL AND ARE BEING REQUESTED TO BETTER SERVE YOU AND IMPROVE THE PROGRAM IN THE FUTURE.	☹ DISAGREE	😐 NEUTRAL	🙂 AGREE
1. I understand what is expected of me as a student.			
2. I understand the program's attendance policy.			
3. I understand how the tests are used to place me into a class.			
4. I have made progress this year.			
5. I would recommend this program to my friends and relatives.			
6. I am more comfortable speaking English now than I was 3 months ago.			
7. I am more comfortable reading English now than I was 3 months ago.			
8. I am more comfortable writing English now than I was 3 months ago.			
9. I am more comfortable understanding/listening to English now than I was 3 months ago.			
10. I have gained confidence in doing things on my own when I go to the doctor, grocery store, etc.			
11. I set definite goals when I registered for class.			
12. I met my goal which I set for myself when I registered for class.			
13. My teacher understands my responsibilities as a worker, parent, and citizen and relates materials to my life.			
14. My teacher values students' opinions in the classroom.			
15. My teacher creates a comfortable learning environment where learners are willing to take risks and use English in class.			
16. My teacher recognizes and manages different skill levels in the classroom.			
17. My teacher plans lessons that are appropriate for my level of English.			
18. My teacher seems to care about me and my success.			
19. My teacher starts and ends class on time.			
20. My teacher respects my cultural values.			

PROGRAM SUGGESTIONS:

1. *What did you find most helpful about the program?*

   _____

   _____

   _____

   _____

2. *If you could change one thing about the program to make it better, what would it be?*

   _____

   _____

   _____

   _____

(Use this evaluation form for non ESL students)

CLASSROOM EVALUATION (ABE)

GREAT BASIN COLLEGE
ABE/ESL

Teacher's Name: _____

Site Location: _____

Have you taken a post-test yet this semester?   Yes ☐   No ☐

YOUR ANSWERS ARE CONFIDENTIAL AND ARE BEING REQUESTED TO BETTER SERVE YOU AND IMPROVE THE PROGRAM IN THE FUTURE.	DISAGREE	NEUTRAL	AGREE
1. I understand what is expected of me as a student.			
2. I understand the program's attendance policy.			
3. I understand how the tests are used to place me into a class.			
4. I have made progress this year.			
5. I would recommend this program to my friends and relatives.			
6. I set definite goals when I registered for class.			
7. I met my goal which I set for myself when I registered for class.			
8. My teacher values students' opinions in the classroom.			
9. My teacher creates a comfortable learning environment where students are willing to speak up and participate.			
10. My teacher recognizes and manages different skill levels in the classroom.			
11. My teacher seems to care about me and my success.			
12. My teacher starts and ends class on time.			
13. My teacher respects my cultural values.			

PROGRAM SUGGESTIONS:

1. *What did you find most helpful about the program?*

   _____

   _____

   _____

2. *If you could change one thing about the program to make it better, what would it be?*

   _____

   _____

   _____

Ordering Procedures

Classroom supplies needed:

- ✓ Textbooks
- ✓ Pencils
- ✓ Headphones
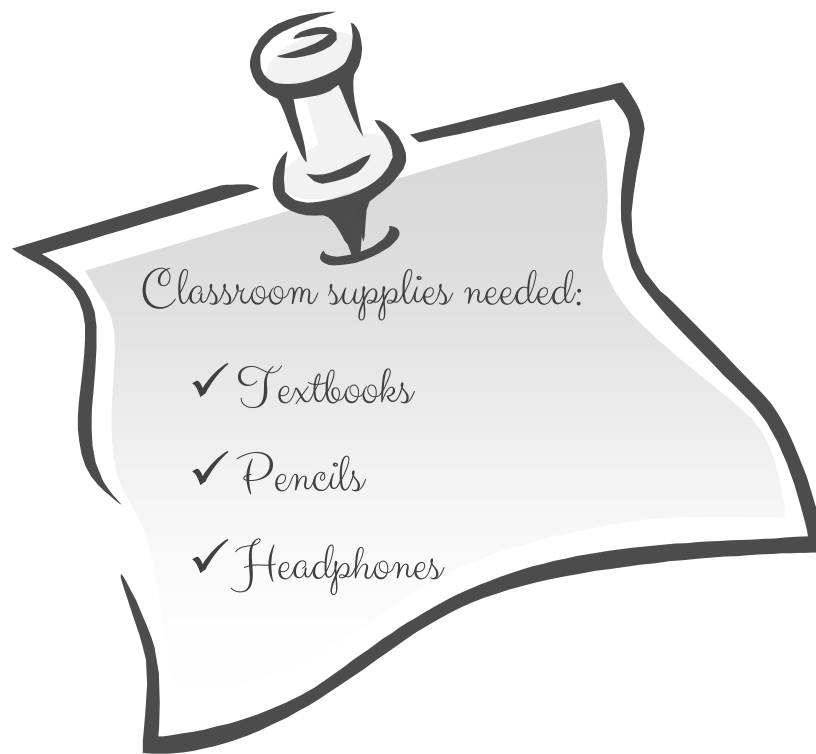
ORDERING PROCEDURES

All requests for instructional supplies or book requests must be submitted by completing either the Instruction/Supply Requisition form or the Book Request Form.

These forms are to be submitted for approval prior to orders being placed. All vendor orders are placed by the Administrative Office personnel.

If an order must be placed by the Site Administrator or Lead Tutor due to an emergency, prior authorization must be granted and a Departmental Purchase Order (DPO) must be obtained through the Director. The DPO must be completed and signed prior to the order being placed or items purchased.

All returns or exchanges are to be returned to the Administrative Office. The return or exchange with the vendor will be processed by the administrative office personnel, **NO EXCEPTIONS**.

Any staff member that purchases supplies or orders directly from vendors using personal funds, <u>will not be reimbursed</u>. Please use the above procedures

INSTRUCTIONAL/SUPPLY REQUISITION INSTRUCTIONS

To request classroom supplies, an Instructional/Supply Requisition form must be completed and submitted to the Program Director for approval. A form may be obtained from the Director or Accountability Specialist. All items are to be requested by the Site Administrator or Lead Teacher, and submitted to the Program Director.

Information requested:

- Site requesting the items
- Date of request
- Signature of Site Administrator/Lead Teacher
- Quantity
- Description of items

Due to the availability of funds, supplies disbursed may be different to the quantity requested. If an item is not available at the time of the request, and it has been authorized, it will be ordered and distributed at a later time. If a request is not in stock it could take up to 30 days to obtain. Although items may be requested at any time, it is favorable if all requests are submitted at one time by the last day of the month.

All items requested after May 15th, are not guaranteed to be purchased or be available in our supply cabinet.

Mail or e-mail all requests to:

Meachell LaSalle Walsh
Great Basin College - ABE/ESL
1500 College Parkway
Elko, NV 89801
meachell.walsh@gbcnv.edu

Great Basin College
Instructional/Supply Requisition

Site Name _____ Date _____

Signature of Site Administrator/Lead Teacher _____

QUANTITY REQUESTED	DESCRIPTION	For Office Use Only	
		QUANTITY DISBURSED	DATE FILLED

Please submit to:

Meachell LaSalle Walsh
Great Basin College
1500 College Parkway - Elko, NV 89801
Phone: (775) 753-2109
Fax: (775) 753-5428

Order Approval Signature _____

Date _____

BOOK/PERIODICAL REQUEST

A book request form is to be used for all book orders and instructional material orders such as cd's and software. All book orders are placed by the Administrative Office for all Great Basin College Adult Basic Education/English as a Second Language programs.

The Book/Periodical Request form can be accessed and submitted electronically or in a three-part paper form. If using the paper form, the site placing the order will keep the pink copy and submit the white and canary copies to the Director for approval. The Book/Periodical Request form is available through the Director or the Accountability Specialist.

When completing the book request, use a separate form per publisher.

The following information is required with each book request:

- Publisher information: name, address, telephone number
- Author or editor
- Full title of book
- ISBN
- If book was found in a catalog, submit the catalog, volume, year and page number. If found on the internet, submit the internet address
- Quantity requested
- Price per book

The final date for book orders is May 1st. Any book requests received and approved after May 1st are subject to availability of funds and may be processed after July 1st if funds are no longer available in the current fiscal year.

Any book which is not available by the end of the fiscal year will not be ordered, and the site which requested the book will be notified. The Site Administrator or Lead Teacher will need to submit a new book request when the book becomes available.

The Book/Periodical Request form must be submitted fully completed and signed by the Site Administrator or Lead Teacher to the Director for approval. Once the request has been approved, the order will be placed. If a request is not submitted fully completed or correct, the order request may be returned to the Site Administrator or Lead Teacher for correction or clarification.

BOOK/PERIODICAL REQUEST

Great Basin College — ABE/ESL
1500 College Parkway
Elko, NV 89801
Phone: 775.753.2109
or 775.753.2126
Fax: 775.753.5428

PUBLISHER INFORMATION:

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone Number: _____ Fax Number: _____

AUTHOR OR EDITOR	FULL TITLE	ISBN	CATALOGUE VOL/YEAR & PAGE NO. OR INTERNET SITE	QTY	PRICE PER UNIT	TOTAL	OFFICE USE
							Customer Number:
							PO Number:
							Order Number:
							Date of Order:
							Date Order Rec'd:
							Merchandise Total:
							Shipping Total:
							Order Total:

Site Name: _____

Site Administrator's Signature: _____ Date: _____

Program Director's Approval: _____ Date: _____