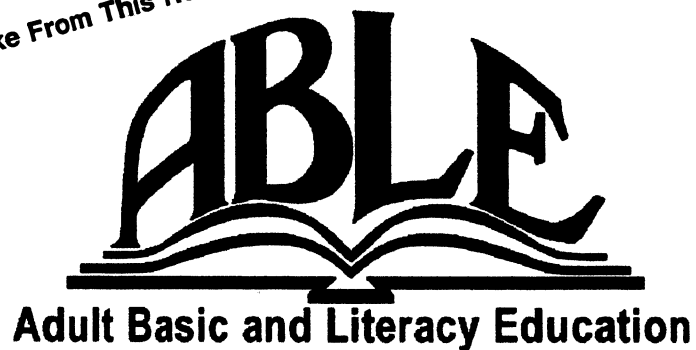


FOR REFERENCE
Do Not Take From This Room



The Ohio Performance Accountability System (O-PAS) Manual

FY 2002



2002 ODE 088



Office of Career-Technical and Adult Education

Vicki Melvin

Interim Director

Superintendent of Public Instruction

August 2001

Ohio ABLE Professionals:

Our office is pleased to provide you with a copy of the *Ohio Performance Accountability System Manual for Adult Basic and Literacy Education for Fiscal Year 2002*. The manual is designed to help guide local Adult Basic and Literacy Education (ABLE) program personnel in their work with implementing the state's new performance accountability system for ABLE, as required by the *Adult Education and Family Literacy (AEFL) Act*, Title II, the *Workforce Investment Act of 1998*.

This product is the result of the combined work of many individuals and organizations over an extended period of time and was produced with State Leadership funds authorized by the AEFL Act funds and with leadership provided by The Ohio State University's Center on Education and Training for Employment (CETE). Included are sections on required student orientation, assessment policy and procedures, goal-setting strategies, and methods for monitoring student progress. A complete set of required forms, resource charts, documentation logs, instructional models, terms, and related web sites are also included.

We trust that the manual will serve as a valuable resource that directly addresses expressed needs of students and staff while adhering to the intents and purposes of our authorizing legislation.

Best regards for a successful program year.

Jim Bowling, State Director
Adult Basic and Literacy Education

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USING THE O-PAS MANUAL

Manual Purpose

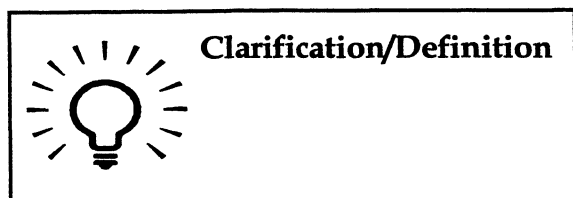
The purpose of the O-PAS manual is to be a resource guide to answer technical questions about the implementation of the Ohio Performance Accountability System (O-PAS).

Manual Language

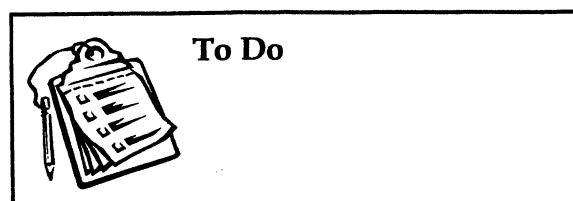
- Most sections begin with a “What is...” section, offering a definition and/or brief introduction to the topic area.
- Information titled “Features” is provided as a “snapshot” of the requirements and highlights for that topic area.
- References in the manual to “students” apply to **all** students in ABLE unless otherwise indicated.

Icons and Text Boxes

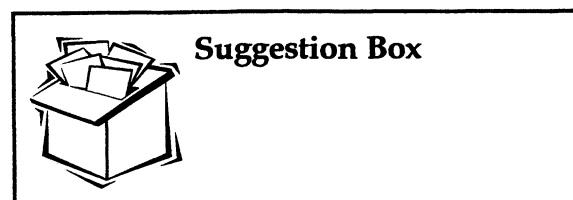
The following text boxes appear throughout the manual.



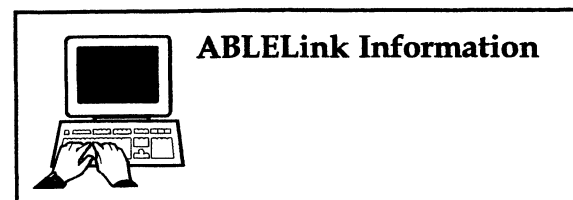
Clarification/Definition provides further information either explaining a topic in more detail or highlighting an important definition.



To Do highlights required procedures and provides practices that are strongly recommended.



Suggestion Box offers actions to consider when conducting an activity, ideas taken from field experience, and additional resources.



ABLELink Information highlights the information required in the ABLELink database and the procedures for entering the information.

WHAT IS O-PAS?

The Ohio Performance Accountability System (O-PAS) is the Ohio Department of Education's Adult Basic and Literacy Education's (ODE ABLE) response to the federally legislated National Reporting System for Adult Education (NRS). The NRS was created at the national level to develop accountability requirements for federally-funded adult education programs in response to the Workforce Investment Act (WIA) of 1998.

The WIA requires adult education programs to report on Core Indicators of Performance (CIPs) in order to receive federal funding. In order to report on the CIPs, the NRS aligns the CIPs with outcome measures.

Core Indicators of Performance Required by WIA	Outcome Measures Designated by NRS*
Improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, other literacy skills.	<ul style="list-style-type: none"> Educational gains (achieve skills to advance one or more Educational Functioning Levels) <p><i>(Educational Functioning Levels are defined in the Glossary of Terms, page 15.1.)</i></p>
Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement.	<ul style="list-style-type: none"> Entered employment Retained employment Placement in postsecondary education or training
Receipt of a secondary school diploma or its recognized equivalent.	<ul style="list-style-type: none"> Receipt of a secondary school diploma or pass GED tests

**In O-PAS these outcome measures become primary and/or secondary goals when chosen by a student.*

Along with the outcome measures, Ohio is required to report on:

- Descriptive Measures—student demographics, reasons for attending, and student status; and
- Participation Measures—contact hours received and program enrollment type (e.g., family literacy or workplace literacy).

(For further information refer to the WIA website: <http://usworkforce.org/> and the NRS website: <http://www.air-dc.org/nrs/>.)

WHAT IS THE STUDENT EXPERIENCE MODEL?

Retention is crucial to student success; therefore, it is imperative that programs incorporate structure, strategies, and practices taken from research that encourage student motivation, persistence, and achievement.

The Student Experience Model is a framework developed to help local programs in serving ABLÉ students. It is designed to:

- promote the development of systematic processes, procedures, and program components that enhance the quality of literacy services and increase student retention; and
- help local programs meet the benchmarks and accountability requirements of O-PAS.

Student Experience Model Features

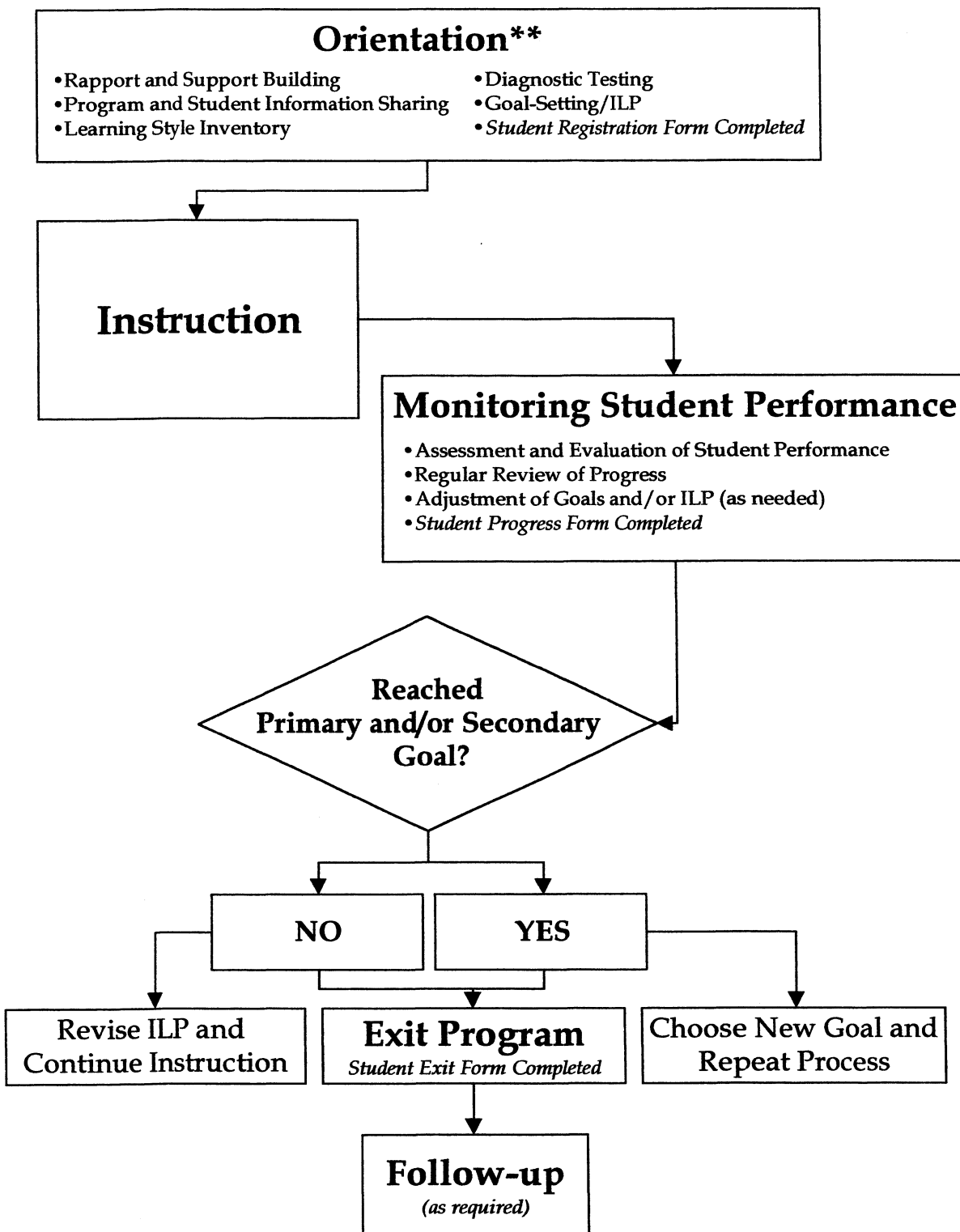
- The Student Experience Model represents good practices employed by ABLÉ programs.
- It estimates the sequence of events that a student encounters as he/she goes through the educational process.
- A graphic of the required elements of the Student Experience Model is included on the following page.



Clarification/Definition

The graphic of the Student Experience Model included on the following page shows the elements of the model as separate and distinct. However, based on the variety of student needs and services available in an ABLÉ program, some of these elements may overlap or blend together.

Student Experience Model*



* The Student Experience Model may vary based on program structure and student need.
(For example, see the *Workplace Education Model*, pp. 13.1-13.4.)

**Intervention and referral to other services may occur at any time during the student's experience in an ABE program.

WHAT IS ORIENTATION?

Orientation introduces prospective students to services available in an ABLÉ program. Some individuals may have been away from the educational process for some time, so orientation is a way to reintroduce the learning process and to acquaint participants with Adult Basic and Literacy Education in Ohio.

The purpose of orientation is to:

- ensure that **all** prospective students are provided with the information and assistance they need to make **informed decisions** about their participation in ABLÉ.

Orientation Features

- Orientation is required for all persons interested in participating in an ABLÉ program.
- All ABLÉ-funded programs are expected to implement a formal, separate student orientation that includes the "Required Orientation Activities" detailed on the following pages.
- Orientation is to be facilitated by qualified, knowledgeable ABLÉ staff.
- Orientation is to be offered at regularly scheduled intervals.
- The length of orientation is to be determined by individual programs.



To Do

It is important to introduce assessment, including the Ohio Uniform Portfolio System (Ohio-UPS), to the student during orientation so that the student is aware of the varying ways in which learning will be assessed and documented. It may be best to include this introduction as a part of information sharing. (*See Assessment, pages 4.5-4.6, for further information.*)

WHAT IS ORIENTATION?

Required Orientation Activities

Given the diversity of ABLE programs, the order of the required orientation activities is to be determined by individual programs. Programs may find it beneficial to combine some of the activities. During orientation each of the following is **required**.

- **Rapport and Support Building**– Activities (e.g., icebreakers, motivational films, student success stories, group activities, mini-lessons) that help the student build confidence, feel comfortable, establish relationships, identify support systems, and increase the level of trust and motivation.
- **Program and Student Information Sharing**– Process in which program staff and the student exchange information so that the student can make an informed decision about participation in an ABLE program.
 - Program Information– Oral and written information about the program’s goals, services, structure, delivery, organization, policies, procedures, schedules, referral and support services, the instructor’s role, and the program’s expectations of the students.
 - Student Information– Student contact information (i.e., name, address, and phone number). Other personal data is recorded on the Student Registration Form.
- **Learning Style Inventory**– An inventory that identifies the student’s preferred style of processing information. Note: for special populations such as ESOL or MR/DD students, it may be more appropriate to administer the inventory at a time other than during orientation. (*See Assessment, page 4.7, for further information.*)
- **Initial Goal-Setting Instruction**– Basic instruction in how to set goals. (*See Goal-Setting, pages 5.3-5.4, for further information.*)
- **Locator/Initial Appraisal Assessment**– Assessment using a standardized locator/initial appraisal instrument for the purpose of determining the student’s estimated skill level and the appropriate diagnostic testing level for the entering student. (*See the Ohio ABLE Assessment Policy, pages 4.8-4.15, for exceptions. See Assessment, page 4.2, for further information.*)

WHAT IS ORIENTATION?



Suggestion Box

- The ABLE Resource Centers offer programs assistance in developing orientation activities. Links to the regional ABLE Resource Centers are found on the Ohio Literacy Resource Center (OLRC) website at <http://literacy.kent.edu/Oasis/Resc/ohagen.htm>.
- Based on the objective, focus, program structure, student demographics, and other factors, programs may choose to expand orientation by adding additional topics or activities. Some suggestions include:
 - Aptitude Tests
 - GED Testing Information
 - Identifying Values/Prioritizing
 - Language Acquisition Principles
 - Identifying Learning Disabilities
 - Listening Skills Strategies
 - Multiple Intelligence Surveys
 - Needs Assessments
 - Problem-Solving Strategies
 - Reading Comprehension Strategies
 - Skills and Interests Inventories
 - Skills/Traits Employers Want
 - Study/Test Taking Strategies
 - Time Management Techniques
 - Writing Samples

REGISTRATION AND ENROLLMENT

WHAT IS REGISTRATION?

A student is registered once he/she has made an informed decision to participate in an ABE program, and the Student Registration Form is completed. The first page of the Student Registration Form is included below for reference.

Registration Features

- Programs may choose to separate registration from the orientation process or include registration as the last orientation activity.
- All students must have a completed Student Registration Form.
- Question #12 on the Student Registration Form must be marked after the completion of diagnostic testing, and Question #13 may be marked if the student chooses to pursue a secondary goal.
- At the time of registration, students must be informed of follow-up procedures including possible use of Social Security numbers to determine attainment of employment, secondary school diploma or GED, and/or postsecondary education. (*See Follow-Up, pages 8.1-8.5, for further information.*)

For office use only: Data Entry Date: _____		STUDENT REGISTRATION FORM		Date Form is completed: _____	
Site: _____ ABE Staff: _____		FORM SFY 2002 (2001 - 2002)		Social Security #: _____	
Name: _____ Last _____ First _____ M.I. _____		Maiden (or Other Former Name) _____			
Address: _____ Apt. #: _____		Telephone: Home: (____) _____			
City: _____ State: _____ Zip: _____		County: _____		Work: (____) _____	
Age: _____ Date of Birth: _____ Month _____ Day _____ Year _____		Place of Birth: _____ City _____ State _____ Country _____			
Emergency information: Contact Person: _____ Phone: _____		Allergies or conditions we should know about: _____			
Fill in the correct circle for each question.					
1. <input type="radio"/> Male <input type="radio"/> Female		8. Are you a single parent? <input type="radio"/> Yes <input type="radio"/> No		12. What is your primary goal for coming to this program? MARK ONLY ONE.	
2. Ethnic Background: MARK ONLY ONE.		9. Do you receive public assistance? <input type="radio"/> Yes <input type="radio"/> No		<input type="radio"/> To improve basic skills	
<input type="radio"/> American Indian or Alaska Native		If yes, mark all types that apply:		<input type="radio"/> To improve English language skills (ESOL)	
<input type="radio"/> Asian		<input type="radio"/> TANF		<input type="radio"/> To obtain a job	
<input type="radio"/> Black or African American		<input type="radio"/> Food Stamps only		<input type="radio"/> To retain current job	
<input type="radio"/> Hispanic or Latino		<input type="radio"/> Subsidized Housing		<input type="radio"/> To earn GED or secondary school diploma	
<input type="radio"/> Native Hawaiian or Other Pacific Islander		<input type="radio"/> Medicaid #: _____		<input type="radio"/> To enter postsecondary education or training	
<input type="radio"/> White		<input type="radio"/> Other (Specify: _____)		<input type="radio"/> To improve basic skills to increase involvement in children's education (<i>relates to school activities</i>)	
3. Are you a US Citizen? <input type="radio"/> Yes <input type="radio"/> No		10. Employment Status: MARK ONLY ONE.		<input type="radio"/> To improve basic skills to increase involvement in children's literacy-related activities	
4. Are you a US Veteran? <input type="radio"/> Yes <input type="radio"/> No		<input type="radio"/> Employed, Full time		13. (Optional) What is your secondary goal for coming to this program? MARK ONLY ONE.	
5. Are you registered to vote? <input type="radio"/> Yes <input type="radio"/> No		<input type="radio"/> Employed, Part time		<input type="radio"/> To improve basic skills	
6. Education:		<input type="radio"/> Not employed, but looking for a job		<input type="radio"/> To improve English language skills (ESOL)	
Last full grade completed: _____		<input type="radio"/> Not employed, not looking for a job		<input type="radio"/> To obtain a job	
MARK ALL THAT APPLY.		<input type="radio"/> Retired		<input type="radio"/> To retain current job	
<input type="radio"/> High school/GED graduate or equivalent in country of origin		11. How did you find out about this program? MARK ALL THAT APPLY.		<input type="radio"/> To earn GED or secondary school diploma	
<input type="radio"/> Attended college/university/trade school		<input type="radio"/> Employer		<input type="radio"/> To enter postsecondary education or training	
<input type="radio"/> Graduated from college/university/trade school		<input type="radio"/> Family member		<input type="radio"/> To increase involvement in children's education (<i>relates to school activities</i>)	
<input type="radio"/> Other (Specify: _____)		<input type="radio"/> Friend		<input type="radio"/> To increase involvement in children's literacy-related activities	
7. Name and location of last school attended: _____		<input type="radio"/> I attended before		<input type="radio"/> To decrease public assistance received	
		<input type="radio"/> Newspaper ad		<input type="radio"/> To obtain citizenship skills	
		<input type="radio"/> GED on TV Estimated _____ hours viewed		<input type="radio"/> To register to vote or to vote for the first time	
		<input type="radio"/> Television/Radio ad		<input type="radio"/> Other (Specify: _____)	
		<input type="radio"/> Brochure/Flyer			
		<input type="radio"/> Department of Job and Family Services			
		<input type="radio"/> Other (Specify: _____)			
7. Number of children under 18 living in your home: _____					

REGISTRATION AND ENROLLMENT

WHAT IS ENROLLMENT?

Enrollment means that a student has received 12 hours of service in an ABE program. Until an individual has received 12 hours of service, he/she is considered a participant rather than an enrolled student. Only enrolled students are counted on the Annual Performance Report (APR).



ABLELink Information

- All information collected on the Student Registration Form must be entered into ABLELink.
- Whenever a program collects information about a participant or enrolled student, the information must be entered into ABLELink.
- The ABLELink manual lists the fields required for reporting purposes. The ABLELink manual is online (<http://literacy.kent.edu/ablelink/vaccess/manual.html>).
- If attendance is entered into ABLELink on a daily or monthly basis, ABLELink automatically marks the student enrolled when 12 hours of attendance are reported. If attendance hours are entered onto the Student Exit Form, the enrolled box needs to be manually checked when 12 hours of attendance are reported.

WHAT IS ASSESSMENT?

Assessment is the ongoing process of gathering, describing, or quantifying information about performance or learning.

Assessment Features

- Assessment begins at the student's initial point of contact with the ABLÉ program and continues throughout the student's involvement with the program.
- It involves both formal and informal evaluation of student progress and mastery of content.
- It provides the program, the instructor, and the student with the tools they need to make good decisions or re-think previous decisions about the educational process.



Clarification/Definition

Given the various student populations served by ABLÉ programs, it is important that the assessment policy offer a menu of assessment options. The following pages discuss the timing of required assessments but do not provide details on specific assessment instruments (e.g., Ohio Survey on Parent Involvement for Family Literacy Programs). Refer to the *Ohio ABLÉ Assessment Policy*, pages 4.8-4.15, for information on specific assessment instruments.



Suggestion Box

Actions for Selecting Assessments

- Offer a variety of assessment options to ensure accommodation of varied skills, goals, and learning styles.
- Select appropriate assessments for the population being served.
- Administer assessments properly and consistently.
- Choose assessments that determine appropriate instruction for individual students.

WHAT IS ASSESSMENT?

Required Assessments

- All students are to be assessed using state approved standardized tests.
- All students are to be assessed using the state approved Ohio Uniform Portfolio System (Ohio-UPS).
- *Refer to the Ohio ABE Assessment Policy, pages 4.8-4.15, for clarification and further details.*

Assessment for Placement

Standardized assessment for placement must take place before the program tracking goals for the student (Questions #12 and, if applicable, #13 on the Student Registration Form) are selected. (*See Identifying Students' Personal Goals and Program Tracking Goals, page 5.5, for further information.*)

Locator/Initial Appraisal

- A locator/initial appraisal determines which diagnostic level of standardized assessment is appropriate for the student.
- A locator/initial appraisal is to be administered during orientation.
- The locator/initial appraisal assessment must be given prior to diagnostic testing.

Diagnostic Testing

- Diagnostic testing is administering a standardized assessment to determine the student's Educational Functioning Level.



To Do

A student's Educational Functioning Level, determined by diagnostic testing, must be recorded on the Student Registration Form.

WHAT IS ASSESSMENT?

Assessment for Progress and Level Advancement

- Standardized assessment may be used to determine if the student has advanced one or more Educational Functioning Level(s) or to determine if the student is progressing within an Educational Functioning Level.
- Refer to “Portfolio Assessment,” pages 4.5-4.6, for information on using a student’s portfolio to determine progress and level advancement.



Suggestion Box

Programs should consider the following factors when administering standardized assessment for progress and level advancement:

- number of hours the student has attended the program,
- number of hours of instruction the student has received,
- number of standards and competencies the student has completed since the last standardized assessment, and
- number of standards and competencies the student still needs for level advancement.

Standardized assessment instruments for placement, progress, and post-testing are aligned with the Ohio ABE Assessment Policy in the Assessment Charts (pages 11.1-11.9).

WHAT IS ASSESSMENT?

Placement, progress, and level advancement assessment results for the area in which the student is being monitored must be recorded on the Student Progress Form at least every 90 calendar days from the date of registration. The first page of the Student Progress Form is included below for reference.

STUDENT PROGRESS FORM SFY 2002 (2001-2002)																																											
Name: _____		First Site: _____		M.I.: _____		Maiden Name (or Other Former Name): _____		Date: _____																																			
Social Security #: _____		Instructor: _____																																									
Level at Placement		1 st Progress Assessment		2 nd Progress Assessment		3 rd Progress Assessment		4 th Progress Assessment		Level at Exit																																	
Date: _____		Date: _____		Date: _____		Date: _____		Date: _____		Date: _____																																	
<input type="radio"/> ABLE <input type="radio"/> ESOL <input type="radio"/> Beginning Literacy <input type="radio"/> Beginning <input type="radio"/> Low-Intermediate <input type="radio"/> High-Intermediate <input type="radio"/> Low Adult Secondary <input type="radio"/> High Adult Secondary		<input type="radio"/> ABLE <input type="radio"/> ESOL <input type="radio"/> Beginning Literacy <input type="radio"/> Beginning <input type="radio"/> Low-Intermediate <input type="radio"/> High-Intermediate <input type="radio"/> Low Adult Secondary <input type="radio"/> High Adult Secondary		<input type="radio"/> ABLE <input type="radio"/> ESOL <input type="radio"/> Beginning Literacy <input type="radio"/> Beginning <input type="radio"/> Low-Intermediate <input type="radio"/> High-Intermediate <input type="radio"/> Low Adult Secondary <input type="radio"/> High Adult Secondary		<input type="radio"/> ABLE <input type="radio"/> ESOL <input type="radio"/> Beginning Literacy <input type="radio"/> Beginning <input type="radio"/> Low-Intermediate <input type="radio"/> High-Intermediate <input type="radio"/> Low Adult Secondary <input type="radio"/> High Adult Secondary		<input type="radio"/> ABLE <input type="radio"/> ESOL <input type="radio"/> Beginning Literacy <input type="radio"/> Beginning <input type="radio"/> Low-Intermediate <input type="radio"/> High-Intermediate <input type="radio"/> Low Adult Secondary <input type="radio"/> High Adult Secondary		<input type="radio"/> ABLE <input type="radio"/> ESOL <input type="radio"/> Beginning Literacy <input type="radio"/> Beginning <input type="radio"/> Low-Intermediate <input type="radio"/> High-Intermediate <input type="radio"/> Low Adult Secondary <input type="radio"/> High Adult Secondary		<input type="radio"/> ABLE <input type="radio"/> ESOL <input type="radio"/> Beginning Literacy <input type="radio"/> Beginning <input type="radio"/> Low-Intermediate <input type="radio"/> High-Intermediate <input type="radio"/> Low Adult Secondary <input type="radio"/> High Adult Secondary																															
Test of Adult Basic Education (TABE) Results: Date: _____ Locator: Reading _____ Math _____ Language _____ Test type: <input type="radio"/> Complete Battery <input type="radio"/> Survey Form: <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> Health <input type="radio"/> Trade/Technical <input type="radio"/> Business/Office <input type="radio"/> General Subject Level # Correct Scale Score Grade Equiv. Reading _____ Math Comp. _____ Appl. Math. _____ Total Math _____ Language _____ Total Battery _____																																											
Comprehensive Adult Student Assessment System (CASAS) Results: Appraisal: Date: _____ Type of Test: <input type="radio"/> Life Skills <input type="radio"/> ESL- Form 20 <input type="radio"/> Employability(ECS) Scaled Scores: Reading _____ Math _____ Listening (ESOL Only) _____ Assessment: Date: _____ <input type="radio"/> Life Skills <input type="radio"/> Employability (ECS) Level (Circle one): A B C D Form: _____ Scaled Scores: Reading _____ Math _____ Listening (ESOL Only) _____																																											
Adult Measures of Essential Skills (AMES) Results: Date: _____ Locator: Reading _____ Math _____ Language _____ Form: A B C D E Subject Level # Correct Scale Score Grade Equiv. Reading _____ Communication _____ Computation _____ Applied Probl. _____																																											
Official Practice GED (General Educational Development Tests) Results: <input type="radio"/> English version <input type="radio"/> Spanish version Practice Test Form: O AA O BB O CC O DD O EE O FF O FA <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Date</th> <th>Writing</th> <th>Soc.St</th> <th>Science</th> <th>Lit & Arts</th> <th>Math</th> <th>Total</th> <th>Avg</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> Fee Waiver Issued? <input type="radio"/> Yes Date: _____												Date	Writing	Soc.St	Science	Lit & Arts	Math	Total	Avg																								
Date	Writing	Soc.St	Science	Lit & Arts	Math	Total	Avg																																				
Ohio Uniform Portfolio System (OUPS) Results: <input type="radio"/> Individual <input type="radio"/> Workplace Date reviewed: _____ Initials of reviewer: _____																																											
Actual GED Test Results, if known. Did student pass? O Yes O No <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Date</th> <th>Writing</th> <th>Soc.St</th> <th>Science</th> <th>Lit & Arts</th> <th>Math</th> <th>Total</th> <th>Avg</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>												Date	Writing	Soc.St	Science	Lit & Arts	Math	Total	Avg																								
Date	Writing	Soc.St	Science	Lit & Arts	Math	Total	Avg																																				

WHAT IS ASSESSMENT?

The Ohio Uniform Portfolio System (Ohio-UPS)

Portfolio assessment is an assessment that involves collecting and analyzing student work in order to make consistent decisions about student progress and level advancement.

The purposes of portfolio assessment are to:

- provide a method for collecting data and making progress or level advancement decisions,
- provide students and programs with alternative methods for monitoring and assessing goal achievement, and
- create a student-centered approach in which students monitor and evaluate their work and achievement in their learning experience.

Portfolio Features

- The portfolio must be reviewed at least every 90 calendar days from the date of registration.
- The portfolio is developmental and shows student growth over time.
- The portfolio shows a more holistic picture of the student than standardized test results do.
- The portfolio is evidence of the importance of self-evaluation by students and is a vehicle to help students develop awareness of their skills.
- The portfolio involves instructor/student collaboration:
 - Collection of evidence of student work is a selective and collaborative process between the student and instructor.
 - Evaluation of the portfolio is the shared responsibility of the student and instructor.
 - Portfolio assessment gives the instructor and the student information about the student's progress and level advancement relative to his or her previous performance on goals.

WHAT IS ASSESSMENT?

Required Elements of Each Student's Portfolio		
Contents	Actions	Persons Involved
Standardized Test Score	<i>(See Assessment, pages 4.2-4.3.)*</i>	Instructor
Goal Form	<i>(See Goal-Setting, page 5.6.)*</i>	Instructor Student
Individual Learning Plan (ILP)	<i>(See Goal-Setting, pages 5.7-5.8.)*</i>	Instructor Student
Documentation Log <i>(See Documentation Logs, 12.1-12.53.)*</i>	Select the documentation log(s) appropriate to the student's Educational Functioning Level in the area in which the student is being tracked. Record the student's mastery of standards and competencies on the documentation log.	Instructor Student
Student Work	Select student work that shows progress and advancement in the mastery of standards and competencies. <i>(See the standards and competencies listed on pages 6.5-6.36.)*</i> <i>The type of work and the number of items collected is to be determined collaboratively by the instructor and student.</i>	Instructor Student

*Refer to respective sections of the manual for further information.



Suggestion Box

Actions for Managing the Portfolio Process

- Plan the process for handling confidential information.
- Choose the physical form of the portfolio and how it will be stored.
- Use color-coded forms to quickly recognize the paperwork in the portfolio.

WHAT IS ASSESSMENT?



To Do

Learning Style Assessment

It is important that each student's preferred learning style be identified in order to educate the student on specific practices that promote higher levels of learning, to tailor the student's Individual Learning Plan (ILP), and to determine instruction.

- All students are to be assessed using a learning style inventory.
- Programs may choose from a variety of standardized and alternative learning style inventories.
- Learning style inventory suggestions and materials are available at the ABL Resource Centers. Links to the regional ABL Resource Centers are found on the Ohio Literacy Resource Center (OLRC) website at <http://literacy.kent.edu/Oasis/Resc/ohagen.htm>.

Additional Assessments

Programs are encouraged to supplement required assessments with additional assessment instruments. These other assessments help to avoid over-testing students.



Suggestion Box

Some additional assessments may include:

- | | |
|-----------------------------------|------------------------------------|
| • Checklists | • Performance samples |
| • Individual projects or products | • End of chapter tests |
| • Small group projects | • Anecdotal records |
| • Roleplaying | • Rubrics or matrices |
| • Journals | • Student interviews |
| • Demonstrations | • Audio or video tapes |
| • Teacher-made tests | • Worksheet or homework assignment |
| • Student self-evaluations | • Computerized assessment |

OHIO ABLE ASSESSMENT POLICY

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L-100: All ABLE programs must employ proper test administration practices.

L-100a: All ABLE programs must administer a locator/initial appraisal unless the specific test chosen has no accompanying locator/initial appraisal.

L-100-1: All non-ESOL ABLE programs must adopt a standardized assessment from the State ABLE Office's approved list. These standardized assessments must be used for placement of students into Educational Functioning Levels and for post-testing. They may also be used to demonstrate progress or level advancement in conjunction with the Ohio Uniform Portfolio System (Ohio-UPS). [For ESOL Policy see L-100-2, Workplace Policy see L-100-9, and L-100-11 for Family Literacy Policy.] These assessments include:

- The Test of Adult Basic Education (TABE) forms 7 & 8
- The Test of Adult Basic Education Workplace (See L-100-1b.)
- Adult Measures of Essential Skills (AMES)
- Comprehensive Adult Student Assessment Systems (CASAS Life Skills or ECS)
- WRAT 3 (See L-100-3.)
- Slosson Oral Reading Test (See L-100-3.)

L-100-1a: The TABE Word List may be used for the locator/initial appraisal assessment for students functioning at the Beginning ABE Literacy level (Educational Functioning Level 1).

L-100-1b: The TABE Workplace may be used for students functioning at or above High Intermediate Basic Education level (Educational Functioning Level 4).

L-100-2: All ABLE programs serving ESOL (English for Speakers of Other Languages) students must adopt a standardized assessment from the State ABLE Office's approved list. These standardized assessments must be used for placement of students into Educational Functioning Levels and for post-testing. These assessments include:

- Basic English Skills Test (BEST) Oral Interview Long Form
- BEST Literacy Skills (must be preceded by BEST Oral Interview Long Form)
- CASAS Life Skills Series (must be preceded by CASAS ESL Appraisal (Form 20)

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L-100-2a: The same standardized assessment used for placement must also be used for post-testing.

L-100-3: Any non-ESOL ABLE program serving students functioning at the Beginning ABE Literacy level (Educational Functioning Level 1) may administer one of the following state approved alternative assessments for placement:

- Wide Range Achievement Test (WRAT 3)-reading only
- Slosson Oral Reading Test (SORT)

To determine the appropriateness of these assessments, the student's score on a locator/initial appraisal assessment must be used. The TABE Word List may be used for the locator/initial appraisal assessment. (See L-100-1a.)

L-100-3a: If a student scores above 1.9 on either the WRAT 3 or the Slosson, he/she must be given one of the standardized assessments listed under L-100-1 to determine placement level.

L-100-3b: The WRAT 3 and Slosson may not be used to demonstrate student progress, level advancement, or post-testing.

L-100-4: All ABLE programs must test students in at least the students' primary goal areas. *[Clarification: All programs must test in the student's primary goal area but may test in other areas also.]*

L-100-4a: Each student must choose a primary goal (student's first choice) from the goal list appearing on the Student Registration Form (Questions #12). An optional secondary goal should be encouraged (Question #13).

L-100-4b: Primary and secondary goals must be recorded on the Student Registration Form only after the student has successfully completed diagnostic testing.

L-100-4c: Students who are tested in all basic skills areas must be placed and tracked in their lowest score area.

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L-100-4c-1: For example, if a student takes a full assessment and his/her lowest score is in math, he/she is placed at the appropriate level for that area. Progress, level advancement, and post-testing are also tracked in the math skill area. However, the program is encouraged to keep documentation showing progress in the other skills areas that have been targeted for instruction as well.

L-100-4d: At least every 90 calendar days from the date of registration, a student's portfolio must be reviewed and updated. Programs may choose to administer a standardized test in the student's goal or basic skill area if it is determined to be appropriate and beneficial. This information must be entered on the Student Progress Form. *[Clarification: Programs must maintain and update student progress data for enrolled students using the ABLELink student record system at least every 90 calendar days starting from the date of registration.]*

L-100-5: All ABLE programs that teach basic computer literacy skills must administer the state approved Kansas Computer Literacy Assessment (KCLA) or the Technology and Internet Assessment (TIA). This does not include programs that simply use computers as a tool to teach basic skills.

L-100-5a: Only students who enter the program with the primary or secondary goal of gaining basic computer literacy skills are required to take the KCLA or TIA.

L-100-5b: Students who score below the Beginning Basic Education level (Educational Functioning Level 2) on a state approved standardized assessment must be placed in basic skills rather than computer literacy. In this case the student has not demonstrated sufficient literacy skills to begin a computer literacy program.

L-100-5c: Students who score at or above the Low Adult Secondary Education level (Educational Functioning Level 5) on the KCLA or TIA must be referred to another training program for advanced computer skills.

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- L-100-6:** All ABLE programs must utilize the Ohio Uniform Portfolio System.
[Clarification: At least one representative from each program is required to be trained on the implementation of Ohio-UPS.]
- L-100-6a:** Each student must have a portfolio.
- L-100-6b:** Portfolios may not be used for placement into any of the six Educational Functioning Levels.
- L-100-6c:** The portfolio must be used to demonstrate student progress.
- L-100-6d:** The portfolio may be used to demonstrate level advancement.
- L-100-6e:** ABLE programs that choose to follow the approved Workplace Education Model may use a class portfolio instead of an individual portfolio for each student.
- L-100-7:** ABLE programs serving MR/DD students enrolled within a county mental retardation program (MR/DD) and those who are residents of State Developmental Centers may not be subject to standardized testing and may be placed at the lowest Educational Functioning Level. Educational Functioning Level information may be available from the referring agency.
- L-100-7a:** Progress and/or level advancement may be determined using population appropriate assessments within the Ohio-UPS.
- L-100-8:** All ABLE programs serving Ohio Department of Mental Health students must adopt a standardized assessment from the State ABLE Office's approved list. These standardized assessments must be used for placement into Educational Functioning Levels and for post-testing. They may also be used to demonstrate progress or level advancement in conjunction with the Ohio Uniform Portfolio System (Ohio-UPS). (See L-100-1.)
- L-100-8a:** Ohio Department of Mental Health students who enter ABLE classes through the Competency Education and the Substance Abuse/Mental Illness (SAMI) programs may be given the WRAT 3 assessment test for placement purposes only, regardless of Educational Functioning Level.

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L-100-9: Workplace literacy programs may administer the AMES, CAPS, CASAS, or TABE 7 & 8 for placement and post-testing at all Educational Functioning Levels. KCLA or TIA may be added to the assessment choices at Educational Functioning Levels 2, 3, and 4. TABE Workplace or WorkKeys may be added at Educational Functioning Levels 4, 5, and 6. Standardized assessments may also be used to demonstrate progress or level advancement in conjunction with the Ohio Uniform Portfolio System (Ohio-UPS).

L-100-10: ABLE programs serving students with a primary or secondary goal of earning a GED or secondary school diploma may administer the Official GED Practice Test under the following conditions:

L-100-10a: For placement:

- Students must have participated in orientation.
- Students must have been administered a TABE Locator Test, or other state approved locator/initial appraisal assessment, and must have achieved scores of 13 or higher in reading, 14 or higher in math, and 11 or higher in language.
- If a student meets or exceeds the scores designated above, the program may administer the Official GED Practice Test. If the student takes the GED Practice Test and passes only one or two of the sub-tests, the student may be placed at the Low Adult Secondary Education level (Educational Functioning Level 5). If the student passes three of the sub-tests, the student may be placed at the High Adult Secondary Education level (Educational Functioning Level 6).
- If a student does not meet or exceed the designated scores on the locator/initial appraisal assessment, the program must administer a standardized assessment instrument to determine the student's placement level.

L-100-10b: For progress/post-testing:

- Testing results from the Official GED Practice Test or Official GED Test may be used for progress and post-testing if the student is in the High Intermediate Basic Education level (Educational Functioning Level 4) or above.

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- Students must pass at least three of the sub-tests to progress to High Adult Secondary Education level (Educational Functioning Level 6) from Low Adult Secondary Education level (Educational Functioning Level 5).
- Passing the Official GED Practice Test and/or Official GED Test is sufficient evidence of completion of the High Adult Secondary Education level (Educational Functioning Level 6).

L-100-10c: ESOL guidelines:

- The Official GED Practice Test may not be used as a placement, progress, or post-test for ESOL students.

L-100-11: Family Literacy programs must administer AMES, CASAS, The Ohio Survey on Parent Involvement for Family Literacy Programs, the New York State Family Literacy Observation Record, or TABE 7 & 8 for placement and post-testing at all Educational Functioning Levels.

L-100-11a: KCLA or TIA may be added to the assessment choices at Educational Functioning Levels 2, 3, and 4.

L-100-11b: Standardized assessments may also be used to demonstrate progress or level advancement in conjunction with the Ohio Uniform Portfolio System (Ohio-UPS).

L-100-11c: The Ohio Survey on Parent Involvement for Family Literacy Programs or the New York State Family Literacy Observation Record must be used to document measures under Core Indicator of Performance #4.

OHIO ABLE ASSESSMENT POLICY

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Assessment Policy Statements

1. Ohio's assessment policy must fully comply with requirements of the National Reporting System.
2. The state assessment policy must be flexible enough to address the needs of the various student populations we serve.
3. The State ABLE Office offers programs a menu of approved standardized tests related to placement, progress, level advancement, and post-testing.
4. All students are to be assessed using a learning style inventory during orientation; however, for special populations such as ESOL or MRDD students, it may be more appropriate to administer the inventory at a time other than during orientation.
5. Programs are required to include an assessment plan within Part 8-Approach Addendum, Item II Assessment Policy and Student Experience Model of their continuation grant applications for FY 2002. Programs must assure that all staff administering the assessments are thoroughly trained on test administration and score interpretation.
6. The person or persons assigned to administer testing is a local program decision.
7. Programs may choose to use either the TABE 7 & 8 full battery or the TABE 7 & 8 survey. If a program uses a full battery for placement testing, then the alternate battery may be used for post-testing. If a program uses the survey for placement testing, then the same form of the survey is to be used for post-testing.
8. For ESOL programs which choose to use a standardized post-test for documentation of level gain, the options include:

<u>Placement</u>	<u>Post-testing</u>
BEST Oral B	BEST Oral C
BEST Oral C	BEST Oral B
BEST Literacy B	BEST Literacy C
BEST Literacy C	BEST Literacy B

OHIO ABLE ASSESSMENT POLICY

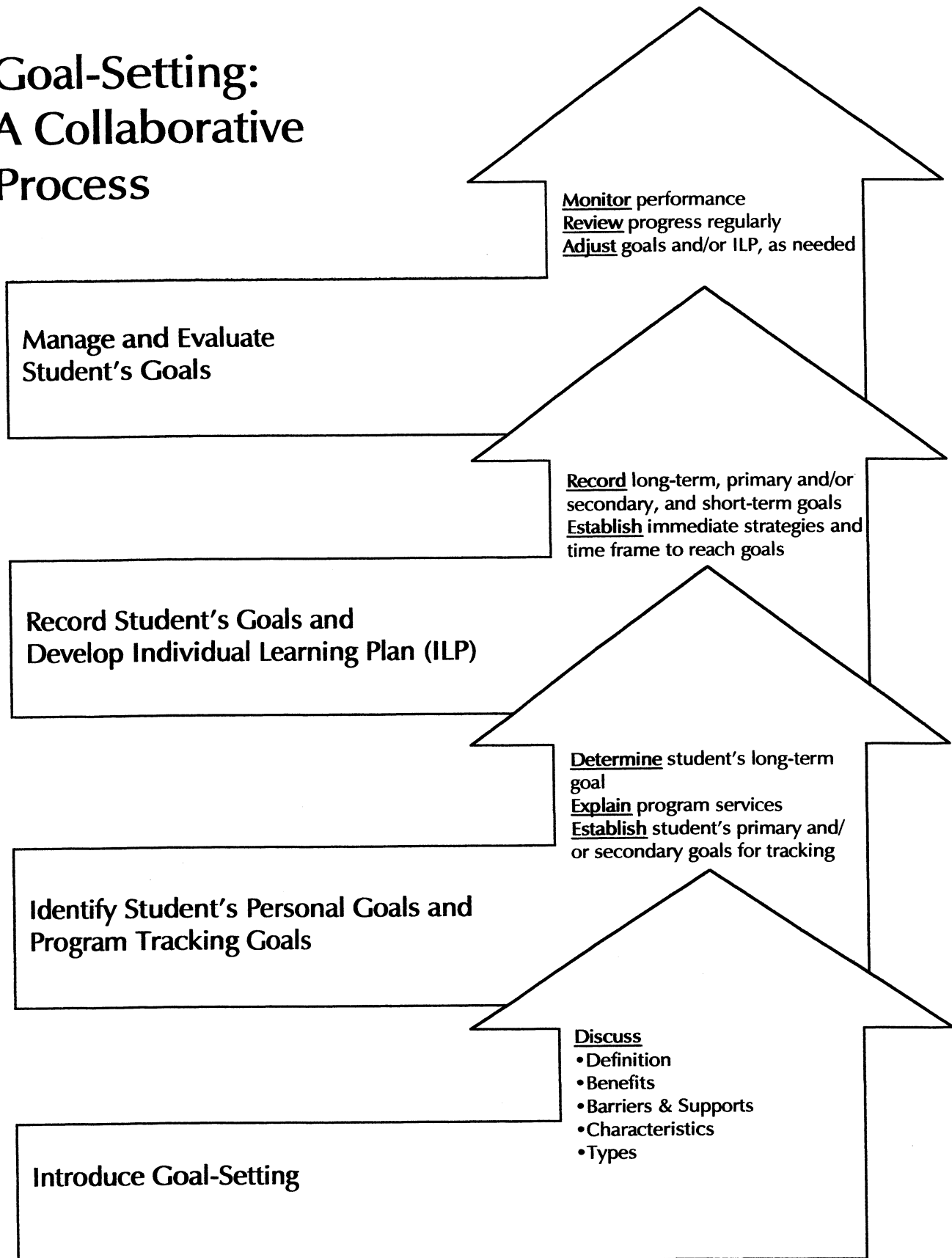
Fiscal Year 2002

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9. Professional development opportunities are made available to the field to meet assessment training needs by Ohio's State Leadership Network. In some cases, however, individual programs may need to arrange and support their own assessment training needs.
10. Programs must retain hard copies of student portfolio contents (i.e., documentation log and attached evidence of mastery) for one year after the student exits the program.
11. For audit purposes, programs must retain, either in paper or electronic form, individual student records (i.e., data from the Student Registration Form, Student Progress Form, and Student Exit Form) for no less than five years following the completion of the State Audit of that State Fiscal Year period. This may be accommodated through retention of a program's ABLELink database records for fiscal years covering this time period.

POLICY ADOPTED: (Signed JAB, SDAE/OH) June 1, 2001

Goal-Setting: A Collaborative Process



RATIONALE FOR GOAL-SETTING

Goal-setting is one of the most important processes of any learning experience. This ongoing process begins during orientation, extends into developing the student's Individual Learning Plan (ILP), and continues in the classroom throughout instruction as the student progresses.

Student Implications:

- If students have a clear vision of where they are going and the steps they will take to get there, they will be motivated to stay in the program.
- Goals give long-term vision and short-term motivation by helping students measure progress/level advancement and take pride in their achievements.

Program Implications:

- Program performance is assessed by comparing students' outcomes to their stated primary and, if applicable, secondary goals. *(For example, in examining employment measures, a rate or percentage is computed by dividing the number of students who obtained a job by the number of students who designated obtaining a job as a primary or secondary goal.)*
- Success in meeting program objectives, including reporting level advancement and goal attainment, may be increased by helping students set realistic goals, achievable within the program year.



Suggestion Box

Goal-Setting Resources

- *Goal-Setting and ILP Resources, pages 10.1-10.6, in the manual*
- ABLE Resource Centers (<http://literacy.kent.edu/Oasis/Resc/ohagen.htm>)
- Indicators of Program Quality Resource Guide (<http://literacy.kent.edu/Oasis/indicators/index.html>)



ABLELink Information

ABLELink will calculate percentages of goal completion for the APR.

INITIAL GOAL-SETTING INSTRUCTION (During Orientation)

Initial goal-setting instruction helps prospective students begin the process of setting their own goals and making an informed decision about participation in an ABLE program.

Initial Goal-Setting Instruction Features

- Initial goal-setting instruction must take place during orientation.
- This instruction explains the benefits of goal-setting and the basic principles, components, and action steps involved.
- It may be best to offer initial goal-setting instruction in a group setting.

Introducing Goal-Setting

What is a goal and goal-setting?

- A goal is something that a person wants to learn, do, have, or be.
- Goal-setting involves defining and prioritizing choices and deciding how to get from the beginning to the end.
- Defining goals helps a person take action.

What are the benefits of goal-setting to the student?

- Student benefits of goal-setting include: achievement, improved performance, enhanced self-confidence and self-esteem, increased motivation, and persistence.

What are the supports and barriers to goal achievement?

- A support network (e.g., family, friends, work and business contacts, support groups, and professional counselors) may help in achieving goals. Students need to identify the support networks in their lives and recognize how support can help them overcome barriers.
- Certain factors in life may hinder the achievement of goals. Students need to identify those factors in their lives that are potential barriers to goal achievement and to prepare themselves to deal with those factors.

What are the characteristics of goal-setting?

- Effective goals are specific, measurable, action-oriented, realistic, and time-bound.

INITIAL GOAL-SETTING INSTRUCTION (During Orientation)

What are the types of goals?

In order to make goal-setting more manageable, it is important to break down larger goals into smaller goals that can be achieved in shorter periods of time. Goals can be divided into long-term, short-term, and immediate goals.

Long-Term Goal

- This is a major, overarching goal.
- It provides a general target to aim toward.
- The long-term goal may be distant and may extend beyond the program year (1 to 5 years).

Short-Term Goal

- This is a smaller goal that supports the long-term goal.
- Several short-term goals may be needed to achieve the long-term goal.
- The short-term goal may be achieved in a relatively short period of time (1 to 3 months).

Immediate Goal

- This goal has a more narrow focus than the short-term goal.
- It may be a combination of actions and specific activities.
- Several immediate goals may be needed to achieve the short-term goal.
- The immediate goal may be frequently monitored to determine progress or level advancement.
- It may be achieved in a short period of time (3 to 4 weeks).



Suggestion Box

Refer to "*Sample: Goal Form/ILP*" (page 10.6) in the *Goal-Setting and ILP Resources* section for an example of a student's long-term, short-term, and immediate goals.

IDENTIFYING STUDENTS' PERSONAL GOALS AND PROGRAM TRACKING GOALS

This part of the goal-setting process provides an opportunity to help students translate their personal goals into program tracking goals (primary/secondary goals) that can be achieved through ABE services.

- **Determine Students' Long-Term Goals-** Based on the initial goal-setting instruction on long-term goals, program staff are to help students determine their major, overarching goals. *See the previous page for a discussion of long-term goals.*
- **Explain Program Services-** Program staff are to inform students of available services and discuss how the services may help the students reach their long-term goals.
- **Establish Students' Primary and/or Secondary Goals-** Program staff are to help the students identify primary and, if applicable, secondary goals and explain how these are program tracking goals and the students' progress and level advancement in these goals will be measured and documented.
 - All students are required to identify a primary goal which can be achieved within the program year from those listed in Question #12 on the Student Registration Form.
 - If a student has identified a secondary goal which can be achieved within the program year, it is to be indicated in Question #13 on the Student Registration Form.
 - The student's primary goal and, if applicable, secondary goal are recorded on the Student Registration Form after the completion of diagnostic testing.



Suggestion Box

Actions for Selecting Primary and Secondary Goals

- Identify the student's primary and/or secondary goals in a one-on-one setting.
- Record the student's goals on a goal form. (The goal form is discussed in more detail on the following page.)

RECORDING STUDENTS' GOALS

What is a Goal Form?

The goal form is the form used to record the student's long-term, short-term, primary, and, if applicable, secondary goals.

Goal Form Features

- Each student must have a goal form.
- Each ABLE program may develop its own form.
- The form must contain: student name, program name, orientation site (if different from program name), date, long-term goal, short-term goal, primary goal, and, if applicable, secondary goal.
- The goal form may be combined with the ILP.



Suggestion Box

Actions for Completing the Goal Form

- Complete the goal form in a one-on-one setting.
- See the discussion of long-term, short-term, immediate, primary, and secondary goals on the previous pages before recording information on the goal form.
- *Refer to Goal-Setting and ILP Resources, pages 10.1-10.6, for further information.*

DEVELOPING AN INDIVIDUAL LEARNING PLAN

What is an Individual Learning Plan (ILP)?

An ILP is a road map for the student and instructor to help the student reach his/her educational goals during the learning process. It reflects the immediate strategies, steps, and activities the student will employ to reach his/her goals.

ILP Features

- Each ABL program must have an ILP for every student.
- Each ABL program may develop its own ILP form. *Sample ILP forms are included on pages 10.3-10.4 in the Goal-Setting and ILP Resources section of the manual.*

The ILP Process

In creating an ILP the instructor and student:

- discuss the importance of the ILP process (i.e., planning, implementation, and monitoring progress/level advancement),
- discuss the roles of the instructor and student in the ILP process,
- designate the time frame in which to review goal progress and achievement, and
- record the ILP information, using assessment results.



To Do

Refer to *Monitoring Student Performance, pages 6.1-6.38*, for information on how to use the ILP to review student's progress and level advancement.

DEVELOPING AN INDIVIDUAL LEARNING PLAN

What is the ILP Supposed to Look Like?

Because the design of the ILP is a local program decision, the depth of the information on the form may vary from program to program. But, at a minimum, the ILP is to contain:

- **Identifying Information**– Student name, instructor name, date ILP is written, ABL site
- **Instructional Information**– Steps and activities to accomplish the student's goals, time frame for meeting immediate goal, comments (e.g., indication of whether goal is met, explanation of why goal is not met, date of reviews and/or revisions)



Suggestion Box

Depending on program need, other items may be useful to add to the ILP, such as:

- Curriculum and material choices
- Evaluation and assessment choices (e.g., diagnostic testing scores, student's preferred learning style)
- General plan for each Educational Functioning Level in each subject with specifics being added by the instructor
- Space to record deviations from the original plan
- Student self-assessment

Program Benefits of the ILP

The ILP:

- is tied directly to what happens in the learning process,
- provides positive direction for goals,
- improves program consistency across ABL programs,
- encourages frequent monitoring of progress toward goals,
- is clearly written and understandable by student and instructor, and
- responds to the unique and diverse needs of adult students.

MONITORING STUDENT PERFORMANCE

WHAT IS MONITORING STUDENT PERFORMANCE?

Monitoring student performance is the process of gathering evidence of what a student can do and using that evidence to make decisions influencing the learning experience.

The purpose for monitoring a student's performance is to:

- provide the student with ongoing feedback about his/her performance,
- provide the instructor insight into the effectiveness of the instructional plan and to identify areas needing adjustment, and
- provide the program with current student information for the maintenance and updating of data in ABLELink.

Monitoring Features

- A formal review of each student's performance is required at least every 90 calendar days starting from the date of registration.
- Each student's performance information must be recorded on the Student Progress Form.



Clarification/Definition

Criteria for Advancing to Next Educational Functioning Level: Students must complete 75 percent of all the standards and competencies within an Educational Functioning Level to be eligible to advance to the next Educational Functioning Level.

Criteria for Progressing Within the Educational Functioning Level: Progress is defined as achieving less than 75 percent of the standards and competencies within an Educational Functioning Level.



ABLELink Information

Programs must maintain and update student progress data for enrolled students using ABLELink at least every 90 calendar days starting from the date of registration.

MONITORING STUDENT PERFORMANCE

WHAT IS MONITORING STUDENT PERFORMANCE?

How to Monitor Student Performance

Tools	Details	Persons involved
Standards (See pages 6.5-6.36 for a listing of the standards and competencies.)		
	Collect evidence that reflects student progress toward and mastery of standards and competencies.*	Instructor Student
	Alter instructional strategies and materials to help student in mastering standards and competencies, as needed.	Instructor
	<i>Programs are encouraged to plan instruction in competencies of every standard so that students do not miss an application skill which would increase their likelihood for success in the next Educational Functioning Level.</i>	
Portfolio		
Evidence Collection	Record the mastery of standards and competencies on documentation log.*	Instructor
	Attach student work used to demonstrate mastery to the documentation log.	Instructor
90 Day Calendar Review	Review achievement according to the baseline information used for placement (first portfolio review).	Instructor Student
	Use the level of performance identified in the last review as a baseline against which to measure progress and level advancement (subsequent reviews).	Instructor Student
Assessment		
	Follow assessment time line identified on ILP.	Instructor
	Use a variety of assessment measures to gather student performance data.	Instructor
	Review assessment data to help in decision-making about changing resources, targeting and/or adjusting instruction, refocusing student efforts, and advancing to the next Educational Functioning Level.	Instructor

* Increase student involvement in the selection and reflection process.

MONITORING STUDENT PERFORMANCE

WHAT IS MONITORING STUDENT PERFORMANCE?

How to Monitor Student Performance

Tools	Details	Persons involved
Goal Review		
	Use formal and informal methods of evaluating student goals.	Instructor Student
	<ul style="list-style-type: none"> If the student is progressing on the same short-term goals, he/she should continue working on the goals. 	Instructor Student
	<ul style="list-style-type: none"> If the short-term goals have been met, new ones should be set and recorded. 	Instructor Student
	<ul style="list-style-type: none"> If the review reveals that the student has met his/her long-term goal and is ready to exit the program, complete an Exit Form as directed. 	Instructor
	<ul style="list-style-type: none"> If the student wishes to choose another long-term goal, revisit the goal-setting process and complete a new goal form and ILP. 	Instructor Student
	<ul style="list-style-type: none"> If the student has identified the GED, getting a job, or retaining a job as a primary or secondary goal, complete the follow-up procedure. 	Instructor
ILP		
Informal Review	<p>Using the above monitoring tools, review the ILP on a regular basis and make adjustments to the plan as needed.</p> <p><i>Informal, possibly unscheduled, reviews offer a "snapshot" of the student's progress and allow more opportunity for decision-making about the student's ILP.</i></p>	Instructor Student
Formal Review	Using the above monitoring tools, formally review the ILP every 90 calendar days for reporting purposes and make adjustments to the plan as needed.	Instructor Student

Further information on the tools to monitor student performance is available in the *Assessment (pages 4.1-4.15)* and *Goal-Setting (pages 5.1-5.8)* sections of the manual.

MONITORING STUDENT PERFORMANCE

- This part of the *Monitoring Student Performance* section of the manual contains the standards and competencies for math, reading, writing, and ESOL.
- Designing instructional strategies and curriculum to include standards and competencies helps instructors to monitor and track student achievement. (See the *Glossary of Terms, pages 15.1 and 15.3, for definitions of standards and competencies.*)

MONITORING STUDENT PERFORMANCE

Beginning Literacy Math Standards and Competencies (Level 1)

1. **Recognize numbers and numerals.**
 - 1.1 Identify and write the numerals 1 - 9.
 - 1.2 Count recognizing correct number sequence up to 100.
 - 1.3 Identify place value.
2. **Demonstrate basic computation skills.**
 - 2.1 Identify when addition or subtraction is needed to solve simple mathematical problems.
 - 2.2 Add and subtract whole numbers involving simple borrowing.
 - 2.3 Add and subtract using a calculator.
3. **Apply numbers in consumer settings.**
 - 3.1 Identify names and values of common coins and currency.
 - 3.2 Recognize symbols for currency, such as (\$) and (.)
 - 3.3 Use currency and coins to make change.
 - 3.4 Read and write time, both analog and digital.
 - 3.5 Read and write dates.
 - 3.6 Use numbers in daily situations (e.g., price tags, checkbooks, receipts).
4. **Understand basic mathematics concepts.**
 - 4.1 Count by 2's, 5's, and 10's.
 - 4.2 Recognize simple shapes (squares, rectangles, circles, and triangles).
 - 4.3 Identify and continue simple patterns and sequences.
 - 4.4 Identify, present, and write simple fractions.

MONITORING STUDENT PERFORMANCE

Beginning ABLE Math Standards and Competencies (Level 2)

1. **Compute using whole numbers and identify simple fractions.**
 - 1.1 Identify and write the numerals from 1 - 100.
 - 1.2 Add and subtract whole numbers involving extensive borrowing and carrying.
 - 1.3 Multiply and divide whole numbers with regrouping and remainders.
 - 1.4 Identify when multiplication or division is needed to solve simple mathematical problems.
 - 1.5 Recognize and use basic multiplication and division facts to complete mathematical problems.
 - 1.6 Write simple fractions from pictorial illustrations.
 - 1.7 Apply calculator skills in multiplying and dividing of whole numbers.
 - 1.8 Count and recognize correct number sequence to 1,000.
 - 1.9 Identify and continue moderately complex patterns and sequences.
2. **Apply numbers in consumer settings.**
 - 2.1 Interpret meanings of dates, times, and temperatures.
 - 2.2 Calculate solutions to simple problems involving dates, times, and temperatures.
 - 2.3 Use numbers in daily situations (e.g., travel and appointment schedules, recipes, etc).

MONITORING STUDENT PERFORMANCE

Low Intermediate ABLE Math Standards and Competencies (Level 3)

1. **Compute using whole numbers and fractions.**
 - 1.1 Average whole numbers.
 - 1.2 Round whole numbers.
 - 1.3 Add and subtract fractions with common denominators.
2. **Solve simple word problems.**
 - 2.1 Demonstrate problem solving steps.
 - 2.2 Identify key words and determine which operations are required to solve simple word problems.
 - 2.3 Solve simple word problems.
3. **Use common mathematical documents.**
 - 3.1 Interpret basic charts, graphs, schedules, tables, and/or diagrams.
 - 3.2 Construct basic charts, graphs, schedules, tables, and/or diagrams.
4. **Understand basic algebraic terms and functions.**
 - 4.1 Identify, classify, and write numeric symbols as numbers and as words.
 - 4.2 Identify basic algebraic functions and patterns.
5. **Measure.**
 - 5.1 Recognize, use, and measure linear dimensions.
 - 5.2 Recognize, use, and measure basic geometric shapes and angles.
 - 5.3 Recognize, use, and measure weight.
 - 5.4 Select, use, and interpret basic problem-solving tools (e.g., calculators, mathematical tables, and instruments such as rulers, scales, gauges, and dials).
 - 5.5 Calculate solutions to simple problems involving distance and weight.
 - 5.6 Interpret typical uses of numbers in documents and in consumer settings (e.g., maps, nutritional information, recipes, etc).

MONITORING STUDENT PERFORMANCE

High Intermediate ABLE Math Standards and Competencies (Level 4)

- 1. Recognize numbers and demonstrate moderately complex computation skills.**
 - 1.1 Identify information needed to solve a moderately complex mathematical problem.
 - 1.2 Recognize moderately complex mathematical concepts (i.e., decimals, number lines, sequences, percents, ratios, comparisons).
 - 1.3 Identify missing elements in simple numeric and word problems.
- 2. Compute using fractions, decimals, and percents.**
 - 2.1 Compute (add, subtract, multiply, & divide) fractions with and without common denominators.
 - 2.2 Identify and calculate equivalent fractions.
 - 2.3 Compute (add, subtract, multiply, & divide) decimals.
 - 2.4 Convert decimal fractions to common fractions and percents.
 - 2.5 Solve word problems involving fractions and decimals.
- 3. Measure.**
 - 3.1 Recognize, use, and measure moderately complex geometric shapes and angles.
 - 3.2 Recognize, use, and measure area and volume.
 - 3.3 Calculate solutions to moderately complex problems involving distance, weight, and volume.
 - 3.4 Interpret uses of numbers in documents and in various settings.
- 4. Solve moderately complex word problems.**
 - 4.1 Solve moderately complex word problems.
- 5. Estimate.**
 - 5.1 Estimate arithmetic results without a calculator prior to calculations (e.g., estimate sales tax or tip on service).
 - 5.2 Use estimation to check the reasonableness of results.
 - 5.3 Compare and round decimals.

MONITORING STUDENT PERFORMANCE

Low Adult Secondary Math Standards and Competencies (Level 5)

1. Demonstrate complex computation skills.
 - 1.1 Recognize and use complex mathematical concepts (i.e., percentages, sequences, ratios, and proportions).
 - 1.2 Identify information needed to solve complex mathematical problems requiring several logical steps and multiple computations.
 - 1.3 Identify and use complex geometric and algebraic functions, patterns, and formulas.
 - 1.4 Solve complex word problems.
2. Use common mathematical documents.
 - 2.1 Interpret moderately complex schedules, tables, charts, and diagrams.
 - 2.2 Construct moderately complex schedules, tables, charts, and diagrams.
3. Estimate.
 - 3.1 Estimate arithmetic results for complex computation problems without a calculator prior to calculations.
 - 3.2 Use estimation to check reasonableness of results.

MONITORING STUDENT PERFORMANCE

High Adult Secondary Math Standards and Competencies (Level 6)

1. Apply knowledge of mathematical concepts to understand and compute using mathematical information.
 - 1.1 Interpret, organize, and analyze data using basic statistical conventions (e.g., mean, median, mode, percentiles).
 - 1.2 Identify key words and determine which operations are required to solve word problems involving fractions, decimals, percentages, and geometric or algebraic functions.
 - 1.3 Locate missing information and identify misleading or unnecessary information to complete task.
 - 1.4 Generalize, interpret, and apply methods and results over a variety of mathematical contexts.

MONITORING STUDENT PERFORMANCE

Beginning Literacy Reading Standards and Competencies (Level 1)

1. Use word recognition skills to decode, pronounce, and comprehend the meaning of familiar words and of new words introduced through instruction.
 - 1.1 Recognize selected words by sight (sight vocabulary).
 - 1.2 Apply basic symbol/sound correspondences for the letters of the alphabet to pronounce and identify words (phonics skills).
 - 1.3 Apply basic word/language patterns (e.g., syllables, common affixes) to pronounce and identify words.
 - 1.4 Use context clues to identify unfamiliar words.
 - 1.5 Apply picture clues to identify unfamiliar words.
 - 1.6 Use simple reference tools (e.g., picture dictionary, word lists, electronic spellers) as source of information about unfamiliar words in text.
 - 1.7 Display an understanding of the concepts of print (left to right, return sweep, and top to bottom).
 - 1.8 Read and comprehend simple sentences.
 - 1.9 Apply simple punctuation knowledge to interpret meaning.
2. Demonstrate knowledge of principles of alphabetization.
 - 2.1 Write and say alphabet in correct order.
 - 2.2 Distinguish upper and lower case letters of the alphabet.
 - 2.3 Apply knowledge to arrange selected words in alphabetical order.
3. Apply reading skills to functional and information texts.
 - 3.1 Recognize common symbols (e.g., \$, %, &).
 - 3.2 Identify common functional and survival signs (e.g., stop, restroom, fire).
4. Apply basic comprehension-monitoring (metacognitive) strategies.
 - 4.1 Use pre-reading strategies (e.g., prediction, questioning, prior knowledge).
 - 4.2 Use comprehension checking strategies (e.g., rereading, self-questioning).

MONITORING STUDENT PERFORMANCE

Beginning ABL Reading Standards and Competencies (Level 2)

1. **Demonstrate knowledge of vocabulary in selected instructional contexts.**
 - 1.1 Identify and comprehend the meaning of basic functional (i.e., life skills), occupational, and content-specific (i.e., academic) vocabulary.
 - 1.2 Use context clues and the meaning of common affixes to select or infer the meaning of unfamiliar words.
 - 1.3 Use context clues to distinguish meanings of synonyms, antonyms, and homonyms.
 - 1.4 Apply vocabulary knowledge to comprehend text on familiar topics introduced through instruction.
2. **Read and interpret common signs, symbols, and abbreviations.**
 - 2.1 Identify and interpret basic social and survival signs (e.g., classified ads, clothing labels, road signs, and alpha-numeric codes, such as aisle numbers).
 - 2.2 Identify and interpret common safety codes and symbols.
 - 2.3 Identify and interpret commonly-used abbreviations (e.g., weights, measures, and sizes).
 - 2.4 Apply knowledge of signs, symbols, and abbreviations to comprehend and perform simple tasks (e.g., recipes, prescriptions, public signs, laundering labels).
3. **Apply skills to read and interpret simple functional and informational documents (e.g., tables, schedules, charts, graphs, maps, forms).**
 - 3.1 Locate information in simple documents and common reference sources (e.g., telephone directory, encyclopedia).
 - 3.2 Follow directions for completing common documents (e.g., forms, schedules).
 - 3.3 Interpret abbreviations commonly used in documents.
 - 3.4 Apply knowledge of simple documents to perform basic tasks.

MONITORING STUDENT PERFORMANCE

Low Intermediate ABLE Reading Standards and Competencies (Level 3)

1. **Select and apply appropriate word recognition skills to pronounce and comprehend the meaning of familiar words and to estimate the pronunciation of unfamiliar words.**
 - 1.1 Recognize increasing number of words by sight (sight vocabulary).
 - 1.2 Apply knowledge of language patterns (e.g., syllables, common affixes) to pronounce and predict the meaning of unfamiliar words.
 - 1.3 Use context clues to approximate the pronunciation of unfamiliar words.
 - 1.4 Identify and use references to pronounce and identify the meanings of unfamiliar words in text.
2. **Demonstrate knowledge of vocabulary in varied instructional contexts.**
 - 2.1 Recognize and comprehend the meaning of moderately complex occupational, technical, and content-specific vocabulary.
 - 2.2 Apply knowledge of context clues to predict the meaning of unfamiliar words and to distinguish meanings of homographs and words with multiple meanings.
 - 2.3 Use context clues to infer appropriate meaning of moderately complex passages.
 - 2.4 Use the meaning of affixes and roots to build vocabulary in specific contexts.
 - 2.5 Apply knowledge of synonyms, antonyms, homonyms, homographs, and words with multiple definitions to determine meanings of unfamiliar words.
3. **Read and interpret signs, symbols, abbreviations, and common acronyms.**
 - 3.1 Identify and interpret codes and symbols found in various contexts (e.g., specific home, work, or community environments).
 - 3.2 Apply knowledge of signs, symbols, abbreviations, and common acronyms to comprehend and apply to moderately complex tasks.
 - 3.3 Interpret simple dials and scales.

MONITORING STUDENT PERFORMANCE

Low Intermediate ABLE Reading Standards and Competencies (Level 3) continued

4. Apply reading skills to interpret functional and informational texts (e.g., consumer information, newspapers, civic documents).
- 4.1 Identify and summarize main idea and critical details and relate them to other topics.
 - 4.2 Identify author's point of view and relate it to other sources, real life experiences, different genre, and related topics.
 - 4.3 Makes inferences and draw conclusions from author's purpose and point of view.
 - 4.4 Distinguish facts from opinions.

MONITORING STUDENT PERFORMANCE

High Intermediate ABLE Reading Standards and Competencies (Level 4)

1. Demonstrate literal and inferential comprehension of simply written materials.
 - 1.1 Identify directly stated main ideas.
 - 1.2 Identify inferred main ideas.
 - 1.3 Locate directly stated details (e.g., examples, facts, descriptions, reasons) that contribute to understanding the main idea.
 - 1.4 Paraphrase and summarize (e.g., retell, recall, or explain) information in simple texts.
 - 1.5 Draw conclusions based on details in the text.
 - 1.6 Identify and interpret basic figurative language (e.g., similes, metaphors, idioms).
2. Demonstrate knowledge of paragraph structure and document organization.
 - 2.1 Identify basic organizational patterns (e.g., cause-effect, sequence, chronology, compare-contrast) for different types of reading material or documents.
 - 2.2 Use syntactic clues (e.g., sequence pattern: first, second, then) that guide the reader through selected text organization patterns.
 - 2.3 Summarize information according to organizational pattern of materials.
3. Demonstrate skill in varying reading rate for specific purposes.
 - 3.1 Read carefully to learn new information.
 - 3.2 Skim to determine main idea.
 - 3.3 Scan to locate a specific detail.

MONITORING STUDENT PERFORMANCE

Low Adult Secondary Reading Standards and Competencies (Level 5)

1. **Demonstrate knowledge of vocabulary in varied instructional contexts.**
 - 1.1 Use word structures (e.g., affixes, synonyms, multiple meanings) to expand vocabulary in specific contexts.
 - 1.2 Recognize and comprehend the meaning of complex occupational, technical, and content-specific (academic) vocabulary.
 - 1.3 Use context clues and knowledge of word structures to predict meaning of unfamiliar words and to infer appropriate meaning of complex passages.
2. **Demonstrate literal and inferential comprehension of moderately complex materials.**
 - 2.1 Identify directly stated main ideas.
 - 2.2 Identify inferred main ideas.
 - 2.3 Demonstrate understanding of abstract themes.
 - 2.4 Distinguish a conclusion from a supporting statement or detail.
 - 2.5 Locate directly stated details (e.g., examples, facts, descriptions, reasons) that contribute to understanding the main idea.
 - 2.6 Paraphrase and summarize (e.g., retell, recall, or explain) information in moderately complex texts.
 - 2.7 Draw conclusions based on details in the text.
 - 2.8 Identify and interpret common figurative language found in texts.
 - 2.9 Apply knowledge and skills to interpret and analyze information in various contexts (e.g. health, work, parenting, community agencies).
3. **Read and interpret moderately complex documents (i.e., tables, schedules, charts, graphs, maps, forms, diagrams).**
 - 3.1 Locate several pieces of information in moderately complex documents.
 - 3.2 Follow directions for completing moderately complex documents.
 - 3.3 Summarize information located in moderately complex documents.
 - 3.4 Identify relationships between similar documents (e.g., charge slip and invoice) and compare information.
 - 3.5 Apply prior knowledge to comprehend signs, symbols, abbreviations, and acronyms.
4. **Demonstrate knowledge of paragraph structure and document organization.**
 - 4.1 Apply knowledge of organizational patterns to improve comprehension and organize summary of text.
 - 4.2 Integrate information from charts, graphs, and tables to improve comprehension of text.
 - 4.3 Use resources such as bibliographies and footnotes to gather additional information.

MONITORING STUDENT PERFORMANCE

High Adult Secondary Reading Standards and Competencies (Level 6)

1. Demonstrate literal and inferential comprehension of complex materials.
 - 1.1 Identify directly stated and inferred main ideas.
 - 1.2 Identify implied details and unstated assumptions that contribute to understanding the main idea.
 - 1.3 Recognize and understand complex instructions or directions that include conditionals and multiple steps.
 - 1.4 Identify and interpret figurative language found in texts.
 - 1.5 Apply knowledge and skills to interpret, analyze, draw conclusions, and generalize from written information.
 - 1.6 Identify opinions, propaganda, bias, and sources to evaluate written materials.
 - 1.7 Apply information and ideas to new contexts or situations.
 - 1.8 Analyze a variety of genre (non-fiction and fiction).
2. Read and interpret complex documents (i.e., tables, schedules, charts, graphs, maps, and forms, diagrams).
 - 2.1 Follow directions for completing complex documents.
 - 2.2 Summarize and compare information in complex documents.
 - 2.3 Draw conclusions from information presented in documents.
 - 2.4 Analyze information in documents to predict or make decisions.

MONITORING STUDENT PERFORMANCE

Beginning Literacy Writing Standards and Competencies (Level 1)

1. Demonstrate basic eye-hand coordination.

- 1.1 Use a common (standard) writing instrument.
- 1.2 Trace simple shapes and lines.
- 1.3 Copy simple shapes and lines.
- 1.4 Write left to right and top to bottom on a page.

2. Demonstrate basic knowledge of the alphabet.

- 2.1 Identify upper and lower case letters of the alphabet in the printed form.
- 2.2 Write upper and lower case letters of the alphabet from print.
- 2.3 Write upper and lower case letters of the alphabet from memory.
- 2.4 Write letters that correspond to sounds.
- 2.5 Write basic words spelled orally.
- 2.6 Spell familiar words as pronounced.
- 2.7 Spell phonemically words as pronounced.
- 2.8 Understand basic word and letter patterns.

3. Apply the writing process to complete basic writing tasks.

- 3.1 Write words and/or phrases in sequence as pronounced.
- 3.2 Write words to form phrases as pronounced.
- 3.3 Write words to form simple sentences as pronounced.
- 3.4 Write words to form simple messages as pronounced.
- 3.5 Compose simple phrases.
- 3.6 Compose simple sentences.
- 3.7 Compose simple messages.
- 3.8 Complete simple forms using name, address, phone number, and social security number.

MONITORING STUDENT PERFORMANCE

Beginning ABL Writing Standards and Competencies (Level 2)

1. Apply basic principles of language mechanics in written work.
 - 1.1 Identify and use common nouns.
 - 1.2 Identify and use proper nouns.
 - 1.3 Identify and use singular and plural nouns.
 - 1.4 Identify and use common verbs.
 - 1.5 Identify and use singular and plural verbs.
 - 1.6 Understand subject-verb agreement.
 - 1.7 Use basic principles of capitalization.
 - 1.8 Identify and use common punctuation marks.
2. Complete basic writing tasks.
 - 2.1 Write names and addresses correctly.
 - 2.2 Write simple lists, notes, and messages legibly and with accurate content.
 - 2.3 Complete basic forms and documents legibly and with accurate content.
 - 2.4 Write a variety of complete simple sentences including statements, questions, and commands.
 - 2.5 Write a basic paragraph including a topic sentence and several supporting sentences.
 - 2.6 Write a simple personal letter using an appropriate format.
 - 2.7 Complete a simple job application form with correct data.
 - 2.8 Complete all basic writing tasks legibly and with accurate content.
3. Demonstrate knowledge of basic writing concepts.
 - 3.1 Identify basic writing purposes.
 - 3.2 Identify audience for writing.
 - 3.3 Identify procedures for producing final document.
 - 3.4 Produce final document using basic writing concepts.

MONITORING STUDENT PERFORMANCE

Low Intermediate ABLE Writing Standards and Competencies (Level 3)

1. **Demonstrate knowledge of spelling conventions.**
 - 1.1 Spell correctly familiar and unfamiliar words that are pronounced.
 - 1.2 Apply knowledge of spelling rules and exceptions.
 - 1.3 Apply knowledge of spelling rules and exceptions to correct errors.
 - 1.4 Write an accurate paragraph using spelling conventions.
2. **Apply basic language mechanics principles in written work.**
 - 2.1 Use correct capitalization in all written work.
 - 2.2 Use correct punctuation in all written work.
 - 2.3 Recognize basic parts of speech.
 - 2.4 Apply standard English in all formal writing.
3. **Demonstrate knowledge of writing concepts.**
 - 3.1 Write a variety a complete, simple and compound sentences.
 - 3.2 Write simple paragraphs using directly stated and inferred main ideas and supportive details.
 - 3.3 Analyze audience and purpose for writing.
 - 3.4 Choose appropriate format and language for audience and/or purpose.
 - 3.5 Write accurate notes and messages to different audiences.
 - 3.6 Understand and apply the basic organization and structure of written information.
 - 3.7 Complete moderately complex forms and documents legibly and with accurate content.
 - 3.8 Write a simple business or personal letter using appropriate format and content for a specific audience.
4. **Demonstrate appropriate use of dictionaries and reference materials.**
 - 4.1 Locate words in the dictionary using alphabetizing knowledge.
 - 4.2 Use dictionary to divide words into syllables.
 - 4.3 Use dictionary diacritical marks for pronunciation guide.
 - 4.4 Use dictionary to understand word origin, use, and tenses.

MONITORING STUDENT PERFORMANCE

High Intermediate ABLE Writing Standards and Competencies (Level 4)

1. **Apply spelling conventions and language mechanics principles in written work.**
 - 1.1 Write words correctly.
 - 1.2 Write using correct capitalization.
 - 1.3 Write using correct punctuation.
 - 1.4 Write using correct grammar.
2. **Use basic proofreading skills to correct errors in capitalization, punctuation, grammar, and spelling.**
 - 2.1 Recognize and correct common errors in specific language conventions (e.g. subject-verb agreement).
 - 2.2 Recognize and correct simple errors in grammar, syntax, punctuation, and spelling.
 - 2.3 Seek feedback to correct errors in grammar, syntax, punctuation, and spelling.
 - 2.4 Revise material to be direct, concise, clear, consistent, and accurate.
3. **Apply writing concepts consistently in all written work.**
 - 3.1 Write a variety of complete and descriptive sentences to convey shades of meaning.
 - 3.2 Incorporate technical vocabulary in writing, as appropriate.
 - 3.3 Write paragraphs including directly stated and inferred main ideas and supportive details to clearly convey messages.
 - 3.4 Apply organizational and structural writing concepts to write clearly and logically.
 - 3.5 Analyze audience and purpose for writing and apply to written work.
 - 3.6 Complete complex forms, documents, or simple resumes accurately.
 - 3.7 Compose a formal letter using correct punctuation and format.
 - 3.8 Complete a multi-paragraph paper on material read or observed.

MONITORING STUDENT PERFORMANCE

Low Adult Secondary Writing Standards and Competencies (Level 5)

1. Use more sophisticated sentence structure to express ideas and thoughts.
 - 1.1 Create and/or combine sentences using coordination and subordination.
 - 1.2 Recognize and use parallel structure.
 - 1.3 Recognize and use active and passive voice to create emphasis and variety.
 - 1.4 Use semicolons and other punctuation accurately.
2. Apply language mechanics principles correctly in all written work.
 - 2.1 Use verb tense accurately.
 - 2.2 Use subject-verb agreement accurately.
 - 2.3 Identify and use appropriate adjective and adverb forms.
 - 2.4 Use correct pronoun references.
 - 2.5 Correctly capitalize words.
 - 2.6 Correctly punctuate sentences.
 - 2.7 Use all parts of speech accurately.
 - 2.8 Select words whose denotations and connotations match your meaning.
3. Compose a report or summary on material read or observed.
 - 3.1 Develop an outline using correct organizational structures.
 - 3.2 Complete a first draft of a document containing several paragraphs.
 - 3.3 Incorporate organizational structures (headings, references, quotations) in writing.
 - 3.4 Use all language conventions appropriately.
 - 3.5 Proofread, revise, and edit the first draft.
 - 3.6 Complete a final draft.
 - 3.7 Write accurate synthesis of oral instructions or facts.
 - 3.8 Write a synopsis of material read or observed.

MONITORING STUDENT PERFORMANCE

Low Adult Secondary Writing Standards and Competencies (Level 5) continued

4. Refine proofreading and dictionary reference skills.

- 4.1 Use dictionary efficiently and effectively.
- 4.2 Use thesaurus and other reference sources.
- 4.3 Use compensatory methods for spelling and editing.
- 4.4 Revise writing to be more direct, clear, concise, consistent, and accurate.

MONITORING STUDENT PERFORMANCE

High Adult Secondary Writing Standards and Competencies (Level 6)

1. Compose appropriate written documents.
 - 1.1 Compose draft documents as required.
 - 1.2 Review and understand various writing styles.
 - 1.3 Review and understand various document styles.
 - 1.4 Revise and edit draft documents to complete a final draft document.
2. Use writing as a tool for professional or personal communication.
 - 2.1 Write an application letter and resume for employment.
 - 2.2 Write an opinion letter to be mailed to an elected official, newspaper, or group.
 - 2.3 Write a formal letter to a business, agency, or institution.
 - 2.4 Write a short story, poem, or essay based on personal experience.

MONITORING STUDENT PERFORMANCE

ESOL Standards and Competencies Beginning Literacy (Level 1)

CULTURAL & SOCIAL

Has basic knowledge of:

- C.1.1 Basic nonverbal communication
- C.1.2 American money
- C.1.3 Government/public symbols/signs
- C.1.4 Family relationships/roles

Learning Strategies

- LL.1.1 *Listening & Speaking* - Express ability/inability to understand
- LL.1.2 *Reading & Writing* - Classify
- LL.1.3 *Planning to Learn* - Lower anxiety level
- LL.1.4 *Life-long Learning* - Identify learning needs

LISTENING & SPEAKING

Listening (Receptive)

Comprehends:

- L.1.1 Simple words including basic emergency and survival words
- L.1.2 Simple one step directions with modeling
- L.1.3 Simple learned questions (yes/no, personal information)
- L.1.4 Simple learned social conversations
- L.1.5 Common beginning and final consonant sounds

Speaking (Productive)

Produces:

- S.1.1 Simple words including basic, emergency and survival words
- S.1.2 Simple one step directions with modeling
- S.1.3 Simple learned questions (yes/no, personal information)
- S.1.4 Simple learned social conversations
- S.1.5 Common beginning and final consonant sounds

Revised 6/01/01 (FY 2002)

MONITORING STUDENT PERFORMANCE

ESOL Standards and Competencies Beginning Literacy (Level 1) continued

READING & WRITING

Reading (Receptive)

Comprehends:

- R.1.1 Upper and lower case letters, numerals and basic words
- R.1.2 Simple one-step directions
- R.1.3 Sound/symbol relationships and sight words
- R.1.4 Main idea of simple text
- R.1.5 Simple one/two word text (lists, labels, common forms)

Writing (Productive)

Produces:

- W.1.1 Upper and lower case letters, numerals and basic words
- W.1.2 Simple present tense (be verbs)
- W.1.3 Word/sentence boundaries
- W.1.4 Personal information on forms
- W.1.5 Lists, personal dictionaries

MONITORING STUDENT PERFORMANCE

ESOL Standards and Competencies Beginning ABLE (Level 2)

CULTURAL & SOCIAL

Has basic knowledge of:

- C.2.1 Nonverbal facial/body cues
- C.2.2 Simple financial systems
- C.2.3 Basic laws/rules
- C.2.4 Dress and personal appearance

Learning Strategies

- LL.2.1 *Listening & Speaking* - Ask for clarification/repetition
- LL.2.2 *Reading & Writing* - Skim for information
- LL.2.3 *Planning to Learn* - Take risks with language use
- LL.2.4 *Life-long Learning* - Identify resources for learning (libraries, computers, etc.)

LISTENING & SPEAKING

Listening (Receptive)

Comprehends:

- L.2.1 Simple phrases with familiar vocabulary
- L.2.2 Simple one step directions without modeling
- L.2.3 Limited simple informational questions
- L.2.4 Simple routine social conversations spoken slowly with frequent repetition
- L.2.5 Major vowels, consonants and stress patterns

Speaking (Productive)

Produces:

- S.2.1 Extended personal information and basic survival needs/wants
- S.2.2 Simple one step directions without modeling
- S.2.3 Limited simple informational questions
- S.2.4 Simple routine social conversations spoken slowly with frequent repetitions
- S.2.5 Major vowels, consonants and stress patterns

Revised 6/01/01 (FY 2002)

MONITORING STUDENT PERFORMANCE

ESOL Standards and Competencies Beginning ABLE (Level 2) continued

READING & WRITING

Reading (Receptive)

Comprehends:

- R.2.1 Simple sentences with familiar vocabulary
- R.2.2 Simple two to three step directions
- R.2.3 Word families (mop, hop, top)
- R.2.4 Sequence of events
- R.2.5 Basic life skills print and simple informational text

Writing (Productive)

Produces:

- W.2.1 Simple sentences with familiar vocabulary
- W.2.2 Present progressive and simple past tenses
- W.2.3 Capitals and periods
- W.2.4 Information on simple forms involving familiar content
- W.2.5 Basic life skills print and simple formatted (notes, schedules, etc.)

MONITORING STUDENT PERFORMANCE

ESOL Standards and Competencies Low Intermediate ABLE (Level 3)

CULTURAL & SOCIAL

Has basic knowledge of:

- C.3.1 Personal space/touching/body position
- C.3.2 Personal financial transactions
- C.3.3 Simple American rights
- C.3.4 Holidays and rituals

Learning Strategies

- LL.3.1 *Listening & Speaking* - Observe and model others
- LL.3.2 *Reading & Writing* - Scan for main ideas
- LL.3.3 *Planning to Learn* - Apply previous knowledge
- LL.3.4 *Life-long Learning* - Extend and apply knowledge to real life applications

LISTENING & SPEAKING

Listening (Receptive)

Comprehends:

- L.3.1 Simple sentences on familiar topics
- L.3.2 Two to three step directions on familiar topics
- L.3.3 Simple questions on a variety of topics
- L.3.4 Simple limited work, school and social conversations
- L.3.5 Differences in targeted sounds; reduced speech

Speaking (Productive)

Produces:

- S.3.1 Simple sentences on familiar topics
- S.3.2 Two to three step directions on familiar topics
- S.3.3 Simple questions on a variety of topics
- S.3.4 Simple work, school, or social conversations
- S.3.5 Differences in targeted sounds; reduced speech

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MONITORING STUDENT PERFORMANCE

ESOL Standards and Competencies Low Intermediate ABLE (Level 3) continued

READING & WRITING

Reading (Receptive)

Comprehends:

- R.3.1 Simple paragraphs on familiar topics
- R.3.2 Short directions on familiar topics
- R.3.3 Word semantics/syllabification
- R.3.4 Descriptive paragraphs
- R.3.5 Daily living text (phone books, applications)

Writing (Productive)

Produces:

- W.3.1 Simple paragraphs on familiar topics
- W.3.2 Future, irregular past tenses; subject/verb agreement
- W.3.3 Commas, subject/verb agreement
- W.3.4 Information on a variety of forms on familiar topics
- W.3.5 Simple informational communications

MONITORING STUDENT PERFORMANCE

ESOL Standards and Competencies High Intermediate ABLE (Level 4)

CULTURAL & SOCIAL

Has basic knowledge of:

- C.4.1 Behaviors in social setting
- C.4.2 Simple money management
- C.4.3 Simple American government structure
- C.4.4 Education and work attitudes

Learning Strategies

- LL.4.1 *Listening & Speaking* - Apply compensation strategies (guessing, circumlocution)
- LL.4.2 *Reading & Writing* - Use other resources (newspaper, reference materials, internet etc.)
- LL.4.3 *Planning to Learn* - Manage learning (plan when, where and how to learn)
- LL.4.4 *Life-long-Learning* - Identify strengths and weaknesses as a learner

LISTENING & SPEAKING

Listening (Receptive)

Comprehends:

- L.4.1 Simple information on an abstract topic
- L.4.2 Multiple step directions on familiar topics
- L.4.3 Questions on a variety of topics with control of basic grammar
- L.4.4 Conversations on everyday topics with some repetition or rewording
- L.4.5 Rhythm, stress patterns and intonation

Speaking (Productive)

Produces:

- S.4.1 Simple information on abstract topics
- S.4.2 Multiple step directions on familiar topics
- S.4.3 Questions on a variety of topics with control of basic grammar
- S.4.4 Conversations on everyday topics with some repetitions or rewording
- S.4.5 Rhythm, stress patterns, intonation

Revised 6/01/01 (FY 2002)

MONITORING STUDENT PERFORMANCE

ESOL Standards and Competencies High Intermediate ABLE (Level 4) continued

READING & WRITING

Reading (Receptive)

Comprehends:

- R.4.1 Information on familiar topics with unfamiliar vocabulary
- R.4.2 Multi-step directions on familiar topics
- R.4.3 Word structure (affixes, roots)
- R.4.4 Compare/contrast paragraphs
- R.4.5 Simple charts graphics, references

Writing (Productive)

Produces:

- W.4.1 Simple paragraphs on unfamiliar topics
- W.4.2 Perfect tenses, models (should, might)
- W.4.3 Phrases and transitions
- W.4.4 Information on medium complexity forms involving familiar content
- W.4.5 Personal expressive communications (letters, journals learning logs)

MONITORING STUDENT PERFORMANCE

ESOL Standards and Competencies Low Adult Secondary (Level 5)

CULTURAL & SOCIAL

Has basic knowledge of:

- C.5.1 Behaviors in formal settings
- C.5.2 Complex financial interactions
- C.5.3 Basic principles of democracy and citizenship
- C.5.4 History of immigration and multiculturalism

Learning Strategies

- LL.5.1 *Listening & Speaking* – plan and practice language for different settings
- LL.5.2 *Reading & Writing* – take notes
- LL.5.3 *Planning to Learn* – identify, monitor and anticipate problems
- LL.5.4 *Life-long Learning* – develop a vision of future for self and family

LISTENING & SPEAKING

Listening (Receptive)

Comprehends:

- L.5.1 Information on familiar topics from various sources
- L.5.2 Complex directions on familiar topics
- L.5.3 Questions from various sources (telephone , video...)
- L.5.4 Conversations on everyday subjects at normal speed
- L.5.5 Common colloquial language, idioms and slang

Speaking (Productive)

Produces:

- S.5.1 Extended information on familiar topics
- S.5.2 Directions to complete a complex process
- S.5.3 Questions from various sources (telephone, answering machine...)
- S.5.4 Conversations on everyday topics at normal speed
- S.5.5 Common colloquial language, idioms and slang

Revised 6/01/01 (FY 2002)

MONITORING STUDENT PERFORMANCE

ESOL Standards and Competencies Low Adult Secondary (Level 5) continued

READING & WRITING

Reading (Receptive)

Comprehends:

- R. 5.1 Information on unfamiliar topics
- R.5.2 Complex directions on familiar topics
- R.5.3 Word forms (interest/interested/interesting)
- R.5.4 Cause/effect or problem/solution paragraphs
- R.5.5 Specialized charts, graphs, tables and forms

Writing (Productive)

Produces:

- W.5.1 Extended paragraphs on familiar topics
- W.5.2 Passive voice, clauses, transitive and intransitive verbs
- W.5.3 Organized, well-developed paragraphs
- W.5.4 Information on complex forms involving familiar content
- W.5.5 Business and social correspondence

MONITORING STUDENT PERFORMANCE

ESOL Standards and Competencies High Adult Secondary (Level 6)

CULTURAL & SOCIAL

Has basic knowledge of:

- C.6.1 Contextual clues (anger, humor, sarcasm....)
- C.6.2 Planning for the future (insurance, retirement, social security)
- C.6.3 Citizenship responsibilities
- C.6.4 American aspirations and expectations

Learning Strategies

- LL.6.1 *Listening & Speaking* – apply self-monitoring and self-corrective strategies
- LL.6.2 *Reading & Writing* – infer and interpret meaning
- LL.6.3 *Planning to Learn* – reflect and evaluate
- LL.6.4 *Life-long Learning* – monitor life-long learning plan

LISTENING & SPEAKING

Listening (Receptive)

Comprehends:

- L.6.1 Information from various sources on unfamiliar topics
- L.6.2 Complex directions on unfamiliar topics
- L.6.3 Questions to clarify and accomplish
- L.6.4 Extended conversations on familiar topics
- L.6.5 Spoken language variations (slang, accent and register)

Speaking (Productive)

Produces:

- S.6.1 Extended information on unfamiliar topics
- S.6.2 Complex directions on technical and non-technical tasks
- S.6.3 Complex questions to clarify and accomplish
- S.6.4 Extended conversations on familiar topics
- S.6.5 Spoken language variations (slang, register)

Revised 6/01/01 (FY 2002)

MONITORING STUDENT PERFORMANCE

ESOL Standards and Competencies High Adult Secondary (Level 6) continued

READING & WRITING

Reading (Receptive)

Comprehends:

- R.6.1 Complex information on unfamiliar topics
- R.6.2 Complex directions on unfamiliar topics
- R.6.3 Word origin/sentence patterns
- R.6.4 Reads critically beyond literal statements
- R.6.5 Complex formats on a variety of topics (warranties, financial forms)

Writing (Productive)

Produces:

- W.6.1 Extended paragraphs on unfamiliar topics
- W.6.2 Conditional (If I were)
- W.6.3 Organized, well-developed extended writing
- W.6.4 Information on complex forms involving unfamiliar content
- W.6.5 Accurate writing for a variety of purposes and audiences

EXITING STUDENTS

WHEN ARE STUDENTS EXITED?

A student is to be exited from the program when:

- instruction ends, or
- a student has not received instruction for 90 calendar days and is not scheduled to receive further instruction.

Exiting Features

- All **enrolled** students must have a completed Student Exit Form at the end of the program year even if students intend to return the next program year.
- Students identified as participants (i.e., individuals who do not receive 12 hours of service before leaving the program) do not need to complete the Student Exit Form.
- The Student Exit Form is included below for reference.

STUDENT EXIT FORM SFY 2002 (2001-2002)					
Name: _____		_____	_____	_____	
Last		First	M.I.	Maiden (or Other Former Name)	
Social Security #: _____		Exit Date: _____	Site: _____	Instructor: _____	
Entry Goal(s)		GOALS	Exit Goal Achieved		LEAVE
Primary Secondary			(mark all that apply)		Why did the student leave the program? (mark all that apply)
<input type="checkbox"/>	<input type="checkbox"/>	Improved basic skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Met primary goal
<input type="checkbox"/>	<input type="checkbox"/>	Improved English Language skills (ESOL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Met secondary goal
<input type="checkbox"/>	<input type="checkbox"/>	Obtained a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Met academic goal (if other than primary or secondary goal)
<input type="checkbox"/>	<input type="checkbox"/>	Obtained current job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Class closed
<input type="checkbox"/>	<input type="checkbox"/>	Earned GED or secondary school diploma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Family problems
<input type="checkbox"/>	<input type="checkbox"/>	Entered postsecondary education or training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Illness/incapacity
<input type="checkbox"/>	<input type="checkbox"/>	Improved basic skills to increase involvement in children's education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Instruction not helpful
<input type="checkbox"/>	<input type="checkbox"/>	Improved basic skills to increase involvement in children's literacy-related activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lack of child care
<input type="checkbox"/>	<input type="checkbox"/>	Increased involvement in children's education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lack of interest
<input type="checkbox"/>	<input type="checkbox"/>	Increased involvement in children's literacy-related activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lack of transportation
<input type="checkbox"/>	<input type="checkbox"/>	Decreased public assistance received	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Moved
<input type="checkbox"/>	<input type="checkbox"/>	Obtained citizenship skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Time and/or location of services not convenient
<input type="checkbox"/>	<input type="checkbox"/>	Passed citizenship test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Unknown/cannot locate or contact
<input type="checkbox"/>	<input type="checkbox"/>	Registered to vote or voted for the first time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Other (specify: _____)
<input type="checkbox"/>	<input type="checkbox"/>	Other (specify: _____)	<input type="checkbox"/>	<input type="checkbox"/>	
ACHIEVEMENT		Placement Level	Exit Level	Total Hours Attended _____	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> ABLE <input type="checkbox"/> ESOL	<input type="checkbox"/> ABLE <input type="checkbox"/> ESOL	<input type="checkbox"/> Completed Level <input type="checkbox"/> Completed a Level and Left <input type="checkbox"/> Advanced to a Higher Level <input type="checkbox"/> Separated Before Completing a Level <input type="checkbox"/> Progressing at Same Level	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Beginning Literacy	<input type="checkbox"/> Beginning Literacy		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Beginning	<input type="checkbox"/> Beginning		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Low-Intermediate	<input type="checkbox"/> Low-Intermediate		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> High-Intermediate	<input type="checkbox"/> High-Intermediate		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Low Adult Secondary	<input type="checkbox"/> Low Adult Secondary		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> High Adult Secondary	<input type="checkbox"/> High Adult Secondary		



ABLELink Information

All information collected on the Student Exit Form must be entered into ABLELink.

WHAT IS FOLLOW-UP?

In order to comply with the Workforce Investment Act (WIA) and NRS, Ohio is required to collect information relative to the core indicators of performance (students' primary and, if applicable, secondary goals) after students exit ABLE programs. Programs must be consistent in their methods of collection to ensure the comparability, reliability, and validity of information. To provide flexibility there are a number of ways for programs to collect follow-up information.

Methods of Collection

- **Data Matching-** The State ABLE Office has established interagency agreements that allow the Office to access employment-related and GED test data. The State ABLE Office has created procedures for program reporting and receiving data.
 - **To obtain a job/retain current job-**Programs receive data totals only from the data matching, including name, test form, individual test scores, and pass/fail indicator.
 - **To earn GED or secondary school diploma-**Programs receive all student data from the data matching.
- **Agreements with Postsecondary Institutions-** Programs may establish agreements with the admissions offices of postsecondary institutions to collect information on students who enroll in postsecondary education.
- **Follow-Up Surveys-** Programs may use the follow-up surveys included in the manual to collect information on goal attainment.
- **Student Self-Reporting-** Programs may conduct informal discussion between program staff and student in which the student reports on his/her goal attainment.

WHAT IS FOLLOW-UP?

Exiting in the Final Quarter

To capture and account for additional follow-up data acquired during the subsequent program year, programs may complete Table 13, "Core Follow-up Outcome Achievement for Prior Reporting Year and for Unintended Outcomes," in the APR. This table does not apply to Family Literacy related goals.



Clarification/Definition

Exit quarter is the quarter when one or more of the following occurs:

- instruction ends
- student has not received instruction for 90 calendar days and is not scheduled to receive further instruction



To Do

Program staff should inform students that their social security numbers may be needed to complete follow-up procedures for primary and secondary goals related to employment and the GED.

WHAT IS FOLLOW-UP?

Collecting Goal Information

Primary/ Secondary Goal	Time Period to Collect Goal Information	Method to Collect Goal Information
To obtain a job*	First quarter after exit quarter During enrollment if job is obtained while enrolled	Data matching Follow-up survey Student self-reporting**
To retain current job**	Third quarter after exit quarter Third quarter after job is obtained, if job is obtained while enrolled <i>Not measured for students exiting the last two quarters of program year</i>	Data matching Follow-up survey Student self-reporting**
To earn GED or secondary school diploma	Any time during program year	Data matching Follow-up survey Student self-reporting**
To enter postsecondary education or training	Any time during program year	Agreements with postsecondary institutions' admissions offices Follow-up survey Student self-reporting**

* Student is unemployed at program entry, indicates "obtain a job" as goal.

** Student is unemployed at program entry, indicates "obtain a job" as goal, and obtains a job during the first quarter after exit, or student is employed at program entry and indicates "retain current job" as goal.

*** Student self-reporting is to be used as a method to collect goal information if the other methods are unavailable.

WHAT IS FOLLOW-UP?



Suggestion Box

A Plan for Collecting Follow-up Survey Information

- Every 90 calendar days attendance is reviewed, and ABLELink queries are run to determine which students have not attended class during the past 90 calendar days.
- The primary and secondary goals of identified absent students are reviewed to determine if the goals require follow-up.
- Program staff make three phone attempts to obtain follow-up survey information.
- After three attempts, if the student has not been contacted by phone, a written survey is mailed to his/her last known address.
- If the survey is not returned within two weeks, one phone call is made to the student's "emergency" contact person to confirm the student's address or obtain a current address.
- Program staff document all follow-up attempts, noting whether or not attempts were successful.
- Follow-up information is recorded in ABLELink, and supporting documentation is filed in individual student records.

REQUIRED FORMS

STUDENT REGISTRATION FORM

- The Student Registration Form is a required part of the registration process for each student.
- All students must fill out the first page of the Student Registration Form.
- The form addresses demographic and other information related to the Annual Performance Report.
- The Student Registration Form is online (<http://literacy.kent.edu/opas/studentforms.html>).
- The first page of the Student Registration Form is included below for reference.

For office use only: Data Entry Date: _____ Site: _____ ABLE Staff: _____		STUDENT REGISTRATION FORM SFY 2002 (2001 - 2002)		Date Form is completed: _____ Social Security #: _____	
Name: _____ <div style="display: flex; justify-content: space-between; font-size: small;"> Last First M.I. Maiden (or Other Former Name) </div>					
Address: _____ Apt. #: _____ Telephone: Home: (____) _____ - _____					
City: _____ State: _____ Zip: _____ County: _____ Work: (____) _____ - _____					
Age: _____ Date of Birth: _____ Place of Birth: _____ <div style="display: flex; justify-content: space-between; font-size: x-small;"> Month Day Year City State Country </div>					
Emergency information: Contact Person: _____ Phone: _____ Allergies or conditions we should know about: _____					

Fill in the correct circle for each question. 1. <input type="radio"/> Male <input type="radio"/> Female 2. Ethnic Background: MARK ONLY ONE. <input type="radio"/> American Indian or Alaska Native <input type="radio"/> Asian <input type="radio"/> Black or African American <input type="radio"/> Hispanic or Latino <input type="radio"/> Native Hawaiian or Other Pacific Islander <input type="radio"/> White 3. Are you a US Citizen? <input type="radio"/> Yes <input type="radio"/> No 4. Are you a US Veteran? <input type="radio"/> Yes <input type="radio"/> No 5. Are you registered to vote? <input type="radio"/> Yes <input type="radio"/> No 6. Education: Last full grade completed: _____ MARK ALL THAT APPLY. <input type="radio"/> High school/GED graduate or equivalent in country of origin <input type="radio"/> Attended college/university/trade school <input type="radio"/> Graduated from college/university/trade school <input type="radio"/> Other (Specify: _____) <input type="radio"/> Name and location of last school attended: _____ 7. Number of children under 18 living in your home: _____			8. Are you a single parent? <input type="radio"/> Yes <input type="radio"/> No 9. Do you receive public assistance? <input type="radio"/> Yes <input type="radio"/> No If yes, mark all types that apply: <input type="radio"/> TAN F <input type="radio"/> Food Stamps only <input type="radio"/> Subsidized Housing <input type="radio"/> Medicaid # : _____ <input type="radio"/> Other (Specify: _____) 10. Employment Status: MARK ONLY ONE. <input type="radio"/> Employed, Full time <input type="radio"/> Employed, Part time <input type="radio"/> Not employed, but looking for a job <input type="radio"/> Retired 11. How did you find out about this program? MARK ALL THAT APPLY. <input type="radio"/> Employer <input type="radio"/> Family member <input type="radio"/> Friend <input type="radio"/> I attended before <input type="radio"/> Newspaper ad <input type="radio"/> GED on TV - Estimated _____ hours viewed <input type="radio"/> Television/Radio ad <input type="radio"/> Brochure/Flyer <input type="radio"/> Department of Job and Family Services <input type="radio"/> Other (Specify: _____)			12. What is your primary goal for coming to this program? MARK ONLY ONE. <input type="radio"/> To improve basic skills <input type="radio"/> To improve English language skills (ESOL) <input type="radio"/> To obtain a job <input type="radio"/> To retain current job <input type="radio"/> To earn GED or secondary school diploma <input type="radio"/> To enter postsecondary education or training <input type="radio"/> To improve basic skills to increase involvement in children's education (relates to school activities) <input type="radio"/> To improve basic skills to increase involvement in children's literacy-related activities 13. (Optional) What is your secondary goal for coming to this program? MARK ONLY ONE. <input type="radio"/> To improve basic skills <input type="radio"/> To improve English language skills (ESOL) <input type="radio"/> To obtain a job <input type="radio"/> To retain current job <input type="radio"/> To earn GED or secondary school diploma <input type="radio"/> To enter postsecondary education or training <input type="radio"/> To increase involvement in children's education (relates to school activities) <input type="radio"/> To increase involvement in children's literacy-related activities <input type="radio"/> To decrease public assistance received <input type="radio"/> To obtain citizenship skills <input type="radio"/> To register to vote or to vote for the first time <input type="radio"/> Other (Specify: _____)		
--	--	--	---	--	--	---	--	--

Items that may need explanation, include:

"For office use only" is for staff members to indicate the date the student's information is entered into ABLELink, the site where the student is attending class, and the teacher who is instructing the student.

"Date Form is Completed" is the date that the Student Registration Form is completed by the student.

For office use only: Data Entry Date: _____ Site: _____ ABLE Staff: _____		STUDENT REGISTRATION FORM SFY 2002 (2001 - 2002)		Date Form is completed: _____ Social Security #: _____	
Name: _____ <div style="display: flex; justify-content: space-between; font-size: small;"> Last First M.I. Maiden (or Other Former Name) </div>					
Address: _____ Apt. #: _____ Telephone: Home: (____) _____ - _____					
City: _____ State: _____ Zip: _____ County: _____ Work: (____) _____ - _____					
Age: _____ Date of Birth: _____ Place of Birth: _____ <div style="display: flex; justify-content: space-between; font-size: x-small;"> Month Day Year City State Country </div>					
Emergency information: Contact Person: _____ Phone: _____ Allergies or conditions we should know about: _____					

"Emergency information" is necessary in the event something happens to the student. The Contact Person and phone number *should not* be a doctor, hospital, or 911.

STUDENT REGISTRATION FORM

Fill in the correct circle for each question.

1. ☐ Male ☐ Female

2. Ethnic Background: MARK ONLY ONE
☐ American Indian or Alaska Native
☐ Asian
☐ Black or African American
☐ Hispanic or Latino
☐ Native Hawaiian or Other Pacific Islander
☐ White

3. Are you a US Citizen? ☐ Yes ☐ No

4. Are you a US Veteran? ☐ Yes ☐ No

5. Are you registered to vote? ☐ Yes ☐ No

6. Education:
 Last full grade completed: _____
 MARK ALL THAT APPLY:
☐ High school/GED graduate or equivalent in country of origin
☐ Attended college/university/trade school
☐ Graduated from college/university/trade school
☐ Other (Specify: _____)
☐ Name and location of last school attended: _____

7. Number of children under 18 living in your home: _____

8. Are you a single parent? ☐ Yes ☐ No

9. Do you receive public assistance?
☐ Yes ☐ No
 If yes, mark all types that apply:
☐ TANF
☐ Food Stamps only
☐ Subsidized Housing
☐ Medicaid #: _____
☐ Other (Specify: _____)

10. Employment Status: MARK ONLY ONE
☐ Employed, Full time
☐ Employed, Part time
☐ Not employed, but looking for a job
☐ Not employed, not looking for a job
☐ Retired

11. How did you find out about this program?
 MARK ALL THAT APPLY:
☐ Employer
☐ Family member
☐ Friend
☐ I attended before
☐ Newspaper ad
☐ GED on TV Estimated _____ hours viewed
☐ Television/Radio ad
☐ Brochure/Flyer
☐ Department of Job and Family Services
☐ Other (Specify: _____)

"Are you a single parent?" means that the student has sole custodial support of one or more dependent children.

"Do you receive public assistance?"
 Yes is marked if the student is receiving financial assistance from Federal, State, or local government agencies, including Temporary Assistance for Needy Families (TANF), food stamps, refugee cash assistance, old-age assistance, general assistance, and aid to the blind or totally disabled.

"Number of children under 18 living in your home"

This number should reflect *all* children under 18 living in the student's home, regardless of the relationship of the children to the student. This number would include foster children, brothers and sisters, and grandchildren.

"What is your primary goal for coming to this program?"

After diagnostic testing each student (in collaboration with ABE staff) must select a primary goal from this list that is attainable within the program year.

"What is your secondary goal for coming to this program?"

After diagnostic testing a student (in collaboration with ABE staff) may select a secondary goal from this list that is attainable within the program year. Choosing a secondary goal is optional.

12. What is your primary goal for coming to this program? MARK ONLY ONE.

- ☐ To improve basic skills
- ☐ To improve English language skills (ESOL)
- ☐ To obtain a job
- ☐ To retain current job
- ☐ To earn GED or secondary school diploma
- ☐ To enter postsecondary education or training
- ☐ To improve basic skills to increase involvement in children's education (relates to school activities)
- ☐ To improve basic skills to increase involvement in children's literacy-related activities

13. (Optional) What is your secondary goal for coming to this program? MARK ONLY ONE.

- ☐ To improve basic skills
- ☐ To improve English language skills (ESOL)
- ☐ To obtain a job
- ☐ To retain current job
- ☐ To earn GED or secondary school diploma
- ☐ To enter postsecondary education or training
- ☐ To increase involvement in children's education (relates to school activities)
- ☐ To increase involvement in children's literacy-related activities
- ☐ To decrease public assistance received
- ☐ To obtain citizenship skills
- ☐ To register to vote or to vote for the first time
- ☐ Other (Specify: _____)

STUDENT REGISTRATION FORM

"Optional Questions" address information not found on the Annual Performance Report but that may be of interest to the program. Local program staff may request the student to answer all, some, or none of the questions.

Optional Questions								
Name: _____ SS#: _____	B. Workplace 16. Employer: _____ 17. Dept/area: _____ Shift: _____ 18. In what field is your current job? <input type="checkbox"/> Business <input type="checkbox"/> Education <input type="checkbox"/> Farming <input type="checkbox"/> Manufacturing/trade <input type="checkbox"/> Retail/sales <input type="checkbox"/> Service <input type="checkbox"/> Other (Specify: _____)	C. ESOL 20. Date when you entered the country: _____ 21. Do you plan to stay in the US permanently? <input type="checkbox"/> Yes <input type="checkbox"/> No How long? _____ 22. What is your native language? _____ 23. What languages do you speak? _____ 24. Have you studied English before? <input type="checkbox"/> Yes How long? _____ <input type="checkbox"/> No 25. I am here to improve my <input type="checkbox"/> speaking <input type="checkbox"/> writing <input type="checkbox"/> reading <input type="checkbox"/> listening <input type="checkbox"/> knowledge of American culture 26. I am here to prepare for The U.S. Citizenship Test. <input type="checkbox"/> Yes <input type="checkbox"/> No						
A. General 14. Did you pass the Ohio 9th grade proficiency test? <input type="checkbox"/> Yes, all of the sections <input type="checkbox"/> Some of the sections. Specify _____ <input type="checkbox"/> No <input type="checkbox"/> N/A 15. Do you have: a driver's license? <input type="checkbox"/> Yes <input type="checkbox"/> No a library card? <input type="checkbox"/> Yes <input type="checkbox"/> No reliable transportation? <input type="checkbox"/> Yes <input type="checkbox"/> No reliable child care? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	19. Present skills/experience: <input type="checkbox"/> Clerical (data entry, cash register, secretarial, etc.) <input type="checkbox"/> Computer <input type="checkbox"/> Manual (bricklayer, carpenter, heavy equipment operator, etc.) <input type="checkbox"/> Retail (cashier, stocker, sales clerk, etc.) <input type="checkbox"/> Service (health care, child care, etc.) <input type="checkbox"/> Technical (TV, refrigerator, auto, etc.) <input type="checkbox"/> Other (Specify: _____)							
STAFF USE ONLY FOR INITIAL PLACEMENT RESULTS MARK ALL THAT APPLY. ** <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> Student Status <input type="checkbox"/> Disabled <input type="checkbox"/> Displaced Homemaker <input type="checkbox"/> Migrant Farm Worker Type of Program where Student is Placed (if applicable) <input type="checkbox"/> Workplace Literacy <input type="checkbox"/> Institutionalized Settings <input type="checkbox"/> Jail <input type="checkbox"/> Homeless Program </td> <td style="width: 33%; vertical-align: top;"> <input type="checkbox"/> Rural* Resident <input type="checkbox"/> Dislocated Worker <input type="checkbox"/> Homeless <input type="checkbox"/> Family Literacy <input type="checkbox"/> Corrections Facility <input type="checkbox"/> Community Corrections <input type="checkbox"/> English Literacy and Civics Education </td> <td style="width: 33%; vertical-align: top;"> PLACEMENT LEVEL Mark the ABLE level: <input type="checkbox"/> Beginning ABE Literacy (0 - 1.9) <input type="checkbox"/> High-Intermediate (6.0 - 8.9) Mark the ESOL level: <input type="checkbox"/> Beginning ESOL Literacy <input type="checkbox"/> High-Intermediate </td> </tr> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Beginning Basic Education (2.0 - 3.9) <input type="checkbox"/> Low Adult Secondary (9.0 - 10.9) </td> <td style="vertical-align: top;"> <input type="checkbox"/> Low-Intermediate (4.0 - 5.9) <input type="checkbox"/> High Adult Secondary (11.0 - 12.9) <input type="checkbox"/> Beginning ESOL <input type="checkbox"/> Low Advanced <input type="checkbox"/> Low-Intermediate <input type="checkbox"/> High Advanced </td> <td></td> </tr> </table>			Student Status <input type="checkbox"/> Disabled <input type="checkbox"/> Displaced Homemaker <input type="checkbox"/> Migrant Farm Worker Type of Program where Student is Placed (if applicable) <input type="checkbox"/> Workplace Literacy <input type="checkbox"/> Institutionalized Settings <input type="checkbox"/> Jail <input type="checkbox"/> Homeless Program	<input type="checkbox"/> Rural* Resident <input type="checkbox"/> Dislocated Worker <input type="checkbox"/> Homeless <input type="checkbox"/> Family Literacy <input type="checkbox"/> Corrections Facility <input type="checkbox"/> Community Corrections <input type="checkbox"/> English Literacy and Civics Education	PLACEMENT LEVEL Mark the ABLE level: <input type="checkbox"/> Beginning ABE Literacy (0 - 1.9) <input type="checkbox"/> High-Intermediate (6.0 - 8.9) Mark the ESOL level: <input type="checkbox"/> Beginning ESOL Literacy <input type="checkbox"/> High-Intermediate	<input type="checkbox"/> Beginning Basic Education (2.0 - 3.9) <input type="checkbox"/> Low Adult Secondary (9.0 - 10.9)	<input type="checkbox"/> Low-Intermediate (4.0 - 5.9) <input type="checkbox"/> High Adult Secondary (11.0 - 12.9) <input type="checkbox"/> Beginning ESOL <input type="checkbox"/> Low Advanced <input type="checkbox"/> Low-Intermediate <input type="checkbox"/> High Advanced	
Student Status <input type="checkbox"/> Disabled <input type="checkbox"/> Displaced Homemaker <input type="checkbox"/> Migrant Farm Worker Type of Program where Student is Placed (if applicable) <input type="checkbox"/> Workplace Literacy <input type="checkbox"/> Institutionalized Settings <input type="checkbox"/> Jail <input type="checkbox"/> Homeless Program	<input type="checkbox"/> Rural* Resident <input type="checkbox"/> Dislocated Worker <input type="checkbox"/> Homeless <input type="checkbox"/> Family Literacy <input type="checkbox"/> Corrections Facility <input type="checkbox"/> Community Corrections <input type="checkbox"/> English Literacy and Civics Education	PLACEMENT LEVEL Mark the ABLE level: <input type="checkbox"/> Beginning ABE Literacy (0 - 1.9) <input type="checkbox"/> High-Intermediate (6.0 - 8.9) Mark the ESOL level: <input type="checkbox"/> Beginning ESOL Literacy <input type="checkbox"/> High-Intermediate						
<input type="checkbox"/> Beginning Basic Education (2.0 - 3.9) <input type="checkbox"/> Low Adult Secondary (9.0 - 10.9)	<input type="checkbox"/> Low-Intermediate (4.0 - 5.9) <input type="checkbox"/> High Adult Secondary (11.0 - 12.9) <input type="checkbox"/> Beginning ESOL <input type="checkbox"/> Low Advanced <input type="checkbox"/> Low-Intermediate <input type="checkbox"/> High Advanced							

"Staff Use Only for Initial Placement Results" is completed by program staff for all students.

"Student Status"

Each of the categories is defined in the *Glossary of Terms* in the manual.

STAFF USE ONLY FOR INITIAL PLACEMENT RESULTS		
MARK ALL THAT APPLY. ** Student Status <input type="checkbox"/> Disabled <input type="checkbox"/> Rural* Resident <input type="checkbox"/> Displaced Homemaker <input type="checkbox"/> Dislocated Worker <input type="checkbox"/> Migrant Farm Worker <input type="checkbox"/> Homeless Type of Program where Student is Placed (if applicable) <input type="checkbox"/> Workplace Literacy <input type="checkbox"/> Family Literacy <input type="checkbox"/> Institutionalized Settings <input type="checkbox"/> Corrections Facility <input type="checkbox"/> Jail <input type="checkbox"/> Community Corrections <input type="checkbox"/> Homeless Program <input type="checkbox"/> English Literacy and Civics Education		
PLACEMENT LEVEL Mark the ABLE level: <input type="checkbox"/> Beginning ABE Literacy (0 - 1.9) <input type="checkbox"/> Beginning Basic Education (2.0 - 3.9) <input type="checkbox"/> Low-Intermediate (4.0 - 5.9) <input type="checkbox"/> High-Intermediate (6.0 - 8.9) <input type="checkbox"/> Low Adult Secondary (9.0 - 10.9) <input type="checkbox"/> High Adult Secondary (11.0 - 12.9) Mark the ESOL level: <input type="checkbox"/> Beginning ESOL Literacy <input type="checkbox"/> Beginning ESOL <input type="checkbox"/> Low-Intermediate <input type="checkbox"/> High-Intermediate <input type="checkbox"/> Low Advanced <input type="checkbox"/> High Advanced		

"PLACEMENT LEVEL" is the Educational Functioning Level in which the student is placed when entering the program.

"Type of Program where Student is Placed" indicates the program type in which the student is placed. Note that for many students no program type needs to be marked. Also, *English Literacy and Civics Education* has been added to this list for reporting purposes.

For office use: Data Entry Date: _____

Site: _____ ABLE Staff: _____

STUDENT REGISTRATION FORM

SFY 2002 (2001 - 2002)

Date Form is completed: _____

Social Security #: _____ - _____ - _____

Name: _____

Last

First

M.I.

Maiden (or Other Former Name)

Address: _____

Apt. #: _____

Telephone: Home: (____) _____ - _____

City: _____

State: _____

Zip: _____

County: _____

Work: (____) _____ - _____

Age: _____

Date of Birth: _____

Place of Birth: _____

Month

Day

Year

City

State

Country

Emergency information: Contact Person: _____

Phone: _____

Allergies or conditions we should know about: _____

Fill in the correct circle for each question.

1. ☐ Male ☐ Female

2. Ethnic Background: **MARK ONLY ONE.**

☐ American Indian or Alaska Native

☐ Asian

☐ Black or African American

☐ Hispanic or Latino

☐ Native Hawaiian or Other Pacific Islander

☐ White

3. Are you a US Citizen? ☐ Yes ☐ No

4. Are you a US Veteran? ☐ Yes ☐ No

5. Are you registered to vote? ☐ Yes ☐ No

6. Education:

Last full grade completed: _____

MARK ALL THAT APPLY.

☐ High school/GED graduate or equivalent in country of origin

☐ Attended college/university/trade school

☐ Graduated from college/university/trade school

☐ Other (Specify: _____)

☐ Name and location of last school attended: _____

7. Number of children under 18 living in your home: _____

12. What is your primary goal for coming to this program? **MARK ONLY ONE.**

☐ To improve basic skills

☐ To improve English language skills (ESOL)

☐ To obtain a job

☐ To retain current job

☐ To earn GED or secondary school diploma

☐ To enter postsecondary education or training

☐ To improve basic skills to increase involvement in children's education (*relates to school activities*)

☐ To improve basic skills to increase involvement in children's literacy-related activities

13. (Optional) What is your secondary goal for coming to this program? **MARK ONLY ONE.**

☐ To improve basic skills

☐ To improve English language skills (ESOL)

☐ To obtain a job

☐ To retain current job

☐ To earn GED or secondary school diploma

☐ To enter postsecondary education or training

☐ To increase involvement in children's education (*relates to school activities*)

☐ To increase involvement in children's literacy-related activities

☐ To decrease public assistance received

☐ To obtain citizenship skills

☐ To register to vote or to vote for the first time

☐ Other (Specify: _____)

Name: _____

SS#: _____

Optional Questions

B. Workplace

16. Employer: _____

17. Dept/area: _____ Shift: _____

18. In what field is your current job?

- ☐ Business
- ☐ Education
- ☐ Farming
- ☐ Manufacturing/trade
- ☐ Retail/sales
- ☐ Service
- ☐ Other (Specify: _____)

19. Present skills/experience:

- ☐ Clerical (data entry, cash register, secretarial, etc.)
- ☐ Computer
- ☐ Manual (bricklayer, carpenter, heavy equipment operator, etc.)
- ☐ Retail (cashier, stocker, sales clerk, etc.)
- ☐ Service (health care, child care, etc.)
- ☐ Technical (TV, refrigerator, auto, etc.)
- ☐ Other (Specify: _____)

A. General

14. Did you pass the Ohio 9th grade proficiency test?

- ☐ Yes, all of the sections
- ☐ Some of the sections. Specify _____
- ☐ No
- ☐ N/A

15. Do you have:

- a driver's license? ☐ Yes ☐ No
- a library card? ☐ Yes ☐ No
- reliable transportation? ☐ Yes ☐ No
- reliable child care? ☐ Yes ☐ No ☐ N/A

C. ESOL

20. Date when you entered the country: _____

21. Do you plan to stay in the US permanently?
☐ Yes ☐ No How long? _____

22. What is your native language? _____

23. What languages do you speak? _____

24. Have you studied English before?
☐ Yes How long? _____ ☐ No

25. I am here to improve my
☐ speaking
☐ writing
☐ reading
☐ listening
☐ knowledge of American culture

26. I am here to prepare for The U.S. Citizenship Test
☐ Yes ☐ No

STAFF USE ONLY FOR INITIAL PLACEMENT RESULTS		PLACEMENT LEVEL	
MARK ALL THAT APPLY. **		Mark the ABLE level:	
Student Status	<input type="radio"/> Disabled <input type="radio"/> Displaced Homemaker <input type="radio"/> Migrant Farm Worker <input type="radio"/> Rural* Resident <input type="radio"/> Dislocated Worker <input type="radio"/> Homeless	<input type="radio"/> Beginning Basic Education (2.0 - 3.9) <input type="radio"/> Low Adult Secondary (9.0 - 10.9) <input type="radio"/> High Adult Secondary (11.0 - 12.9)	<input type="radio"/> Low-Intermediate (4.0 - 5.9) <input type="radio"/> High Adult Secondary (11.0 - 12.9)
Type of Program where Student is Placed (if applicable)	<input type="radio"/> Workplace Literacy <input type="radio"/> Institutionalized Settings <input type="radio"/> Jail <input type="radio"/> Homeless Program <input type="radio"/> English Literacy and Civics Education	<input type="radio"/> Beginning ESOL <input type="radio"/> Low Advanced <input type="radio"/> High Advanced	<input type="radio"/> Low-Intermediate <input type="radio"/> High Advanced

**Note: Refer to definitions in the O-PAS manual for clarification of categories.

*defined by NRS as places of less than 2,500 inhabitants and outside urbanized areas

STUDENT PROGRESS FORM

- The Student Progress Form must be filled out for each student at least every 90 calendar days.
- The Student Progress Form contains all of the assessments approved by the State ABLE Office.
- Programs are encouraged to modify the form to fit their reporting needs.
- The Student Progress Form is online (<http://literacy.kent.edu/opas/studentforms.html>)
- The first page of the Student Progress Form is included below for reference.

STUDENT PROGRESS FORM
SFY 2002 (2001-2002)

Name: _____ Last _____ First _____ M.I. _____ Maiden Name (or Other Former Name) _____
Social Security #: _____ Site: _____ Instructor: _____ Date: _____

Level at Placement Date: _____	1 st Progress Assessment Date: _____	2 nd Progress Assessment Date: _____	3 rd Progress Assessment Date: _____	4 th Progress Assessment Date: _____	Level at Exit Date: _____
<input type="radio"/> ABLE <input type="radio"/> ESOL <input type="radio"/> Beginning Literacy <input type="radio"/> Beginning <input type="radio"/> Low-Intermediate <input type="radio"/> High-Intermediate <input type="radio"/> Low Adult Secondary <input type="radio"/> High Adult Secondary	<input type="radio"/> ABLE <input type="radio"/> ESOL <input type="radio"/> Beginning Literacy <input type="radio"/> Beginning <input type="radio"/> Low-Intermediate <input type="radio"/> High-Intermediate <input type="radio"/> Low Adult Secondary <input type="radio"/> High Adult Secondary	<input type="radio"/> ABLE <input type="radio"/> ESOL <input type="radio"/> Beginning Literacy <input type="radio"/> Beginning <input type="radio"/> Low-Intermediate <input type="radio"/> High-Intermediate <input type="radio"/> Low Adult Secondary <input type="radio"/> High Adult Secondary	<input type="radio"/> ABLE <input type="radio"/> ESOL <input type="radio"/> Beginning Literacy <input type="radio"/> Beginning <input type="radio"/> Low-Intermediate <input type="radio"/> High-Intermediate <input type="radio"/> Low Adult Secondary <input type="radio"/> High Adult Secondary	<input type="radio"/> ABLE <input type="radio"/> ESOL <input type="radio"/> Beginning Literacy <input type="radio"/> Beginning <input type="radio"/> Low-Intermediate <input type="radio"/> High-Intermediate <input type="radio"/> Low Adult Secondary <input type="radio"/> High Adult Secondary	<input type="radio"/> ABLE <input type="radio"/> ESOL <input type="radio"/> Beginning Literacy <input type="radio"/> Beginning <input type="radio"/> Low-Intermediate <input type="radio"/> High-Intermediate <input type="radio"/> Low Adult Secondary <input type="radio"/> High Adult Secondary

Test of Adult Basic Education (TABE) Results: Date: _____
 Locator: Reading _____ Math _____ Language _____
 Test type: ☐ Complete Battery ☐ Survey
 Form: ☐ 7 ☐ 8
☐ Health ☐ Trade/Technical ☐ Business/Office ☐ General
 Subject Level # Correct Scale Score Grade Equiv.
 Reading _____
 Math Comp. _____
 Appl. Math. _____
 Total Math _____
 Language _____
 Total Battery _____

Adult Measures of Essential Skills (AMES) Results:
 Date: _____ Locator: Reading _____ Math _____ Language _____
 Form: _____ A _____ B _____ C _____ D _____ E _____
 Subject Level # Correct Scale Score Grade Equiv.
 Reading _____
 Communication _____
 Computation _____
 Applied Probl. _____

Ohio Uniform Portfolio System (Ohio - UPS) Results:
☐ Individual ☐ Workplace
 Date reviewed: _____ Initials of reviewer: _____

Comprehensive Adult Student Assessment System (CASAS) Results:
 Appraisal: Date: _____
 Type of Test: ☐ Life Skills ☐ ESL Form 20 ☐ Employability (ECS)
 Scaled Scores: Reading _____ Math _____ Listening (ESOL Only) _____
 Assessment: Date: _____
 Level (Circle one): A _____ B _____ C _____ D _____ Form: _____
 Scaled Scores: Reading _____ Math _____ Listening (ESOL Only) _____

Official Practice GED (General Educational Development Tests) Results:
 Practice Test: Form: ☐ AA ☐ BB ☐ CC ☐ DD ☐ EE ☐ FF ☐ FA

Date	Writing	SSC-51	Science	Life & Arts	Math	Total	Avg

 Fee Waiver Issued? ☐ Yes ☐ No Date: _____

Actual GED Test Results, if known. Did student pass? ☐ Yes ☐ No

Date	Writing	SSC-51	Science	Life & Arts	Math	Total	Avg

Additions to the Student Progress Form, include:

"Mark the reason for testing" has been removed from the form, and instead, "Date" is added in each box so that the form can be used multiple times.

Level at Placement Date: _____	1 st Progress Assessment Date: _____	2 nd Progress Assessment Date: _____	3 rd Progress Assessment Date: _____	4 th Progress Assessment Date: _____	Level at Exit Date: _____
<input type="radio"/> ABLE <input type="radio"/> ESOL <input type="radio"/> Beginning Literacy <input type="radio"/> Beginning <input type="radio"/> Low-Intermediate <input type="radio"/> High-Intermediate <input type="radio"/> Low Adult Secondary <input type="radio"/> High Adult Secondary	<input type="radio"/> ABLE <input type="radio"/> ESOL <input type="radio"/> Beginning Literacy <input type="radio"/> Beginning <input type="radio"/> Low-Intermediate <input type="radio"/> High-Intermediate <input type="radio"/> Low Adult Secondary <input type="radio"/> High Adult Secondary	<input type="radio"/> ABLE <input type="radio"/> ESOL <input type="radio"/> Beginning Literacy <input type="radio"/> Beginning <input type="radio"/> Low-Intermediate <input type="radio"/> High-Intermediate <input type="radio"/> Low Adult Secondary <input type="radio"/> High Adult Secondary	<input type="radio"/> ABLE <input type="radio"/> ESOL <input type="radio"/> Beginning Literacy <input type="radio"/> Beginning <input type="radio"/> Low-Intermediate <input type="radio"/> High-Intermediate <input type="radio"/> Low Adult Secondary <input type="radio"/> High Adult Secondary	<input type="radio"/> ABLE <input type="radio"/> ESOL <input type="radio"/> Beginning Literacy <input type="radio"/> Beginning <input type="radio"/> Low-Intermediate <input type="radio"/> High-Intermediate <input type="radio"/> Low Adult Secondary <input type="radio"/> High Adult Secondary	<input type="radio"/> ABLE <input type="radio"/> ESOL <input type="radio"/> Beginning Literacy <input type="radio"/> Beginning <input type="radio"/> Low-Intermediate <input type="radio"/> High-Intermediate <input type="radio"/> Low Adult Secondary <input type="radio"/> High Adult Secondary

STUDENT PROGRESS FORM

"Ohio Uniform Portfolio System (Ohio-UPS) Results:" are entered onto the form for each student at least every 90 calendar days. "Workplace" has been added to the form to record portfolio results in a workplace educational setting. See *Workplace Education Model, pages 13.1-13.4*, for further information.

Ohio Uniform Portfolio System (Ohio - UPS) Results:
☐ Individual ☐ Workplace
 Date reviewed: _____ Initials of reviewer: _____

"Ohio Survey on Parent Involvement for Family Literacy Programs Results:" has been added to the form for use by Family Literacy programs. Instructors who use this assessment instrument must indicate the date and form (A or B) and then place the score on the appropriate line.

Ohio Survey on Parent Involvement for Family Literacy Programs Results:
 Date: _____
 Form A: Placement Score: _____ Exit Score: _____
 Form B: Placement Score: _____ Exit Score: _____

New York State Family Literacy Observation Record Results:
 Date of Observation: _____

Category	Score
I. Parent's Support for Child's Learning in the Home Environment	
II. Parent's Role in Interactive Literacy	
III. Parent's Role in Supporting Child's Learning in Formal Educational Settings	
IV. Taking on the Parent Role	

"New York State Family Literacy Parent Observation Record Results:" has been added to the form for use by Family Literacy programs. Instructors who use this assessment instrument must indicate the date of observation and record the student's score.

Technology and Internet Assessment (TIA) Results:

Scale	Percentile	Raw Score
Use of Technology (UOT)		
Specific Computer Skills (SCS)		
Acquisition of Technical Knowledge (ATK)		
Basic Internet Knowledge (BIK)		
Internet Information Skills (IIS)		
Adapting to Technological Change (ATC)		
Impact of Technology (IOT)		
Ethics in Technology (ETI)		
Educational Functioning Level		
Composite Score		

"Technology and Internet Assessment (TIA) Results:" has been added to the form. Instructors who use this assessment instrument must indicate the student's percentile, raw score, Educational Functioning Level, and composite score.

**IDENTIFICATION PRESS FORM
SFY 2002 (2001-2002)**

Name:

[illegible]

Test of Adult Basic Education (TABE) Results: Date:

Locator:	Reading	Math	Language
1			
2			
3			
4			
5			
6			
7			
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98			
99			
100			

Test type: ☐ Complete Battery ☐ Survey ☐ Survey

○ Work-Related Foundations

Form: 07 08

☐ Health ☐ Trade/Technical ☐ Business/Office ☐ General

Reading

Math Comp.

Appl. Math.

Total Math

Language

Total Battery

Adult Measures of Essential Skills (AMES) Results:

Date: _____ **Locator:** Reading **Math** **Language**

Form: A B C D E

Subject	Level	# Correct	Scale Score	Grade Equivalent
Mathematics	Grade 5	18	450	5.0
Reading	Grade 5	22	500	5.0
Writing	Grade 5	20	475	5.0
Science	Grade 5	15	375	5.0
History	Grade 5	12	300	5.0
Art	Grade 5	10	250	5.0
Music	Grade 5	8	200	5.0
Physical Education	Grade 5	6	150	5.0
Health	Grade 5	4	100	5.0
Language Arts	Grade 5	16	400	5.0
Mathematics	Grade 4	14	350	4.0
Reading	Grade 4	18	450	4.0
Writing	Grade 4	16	400	4.0
Science	Grade 4	10	250	4.0
History	Grade 4	8	200	4.0
Art	Grade 4	6	150	4.0
Music	Grade 4	4	100	4.0
Physical Education	Grade 4	2	50	4.0
Health	Grade 4	1	25	4.0
Language Arts	Grade 4	12	300	4.0
Mathematics	Grade 3	10	250	3.0
Reading	Grade 3	14	350	3.0
Writing	Grade 3	12	300	3.0
Science	Grade 3	8	200	3.0
History	Grade 3	6	150	3.0
Art	Grade 3	4	100	3.0
Music	Grade 3	2	50	3.0
Physical Education	Grade 3	1	25	3.0
Health	Grade 3	0	0	3.0
Language Arts	Grade 3	8	200	3.0
Mathematics	Grade 2	8	200	2.0
Reading	Grade 2	10	250	2.0
Writing	Grade 2	8	200	2.0
Science	Grade 2	6	150	2.0
History	Grade 2	4	100	2.0
Art	Grade 2	2	50	2.0
Music	Grade 2	1	25	2.0
Physical Education	Grade 2	0	0	2.0
Health	Grade 2	0	0	2.0
Language Arts	Grade 2	6	150	2.0
Mathematics	Grade 1	6	150	1.0
Reading	Grade 1	8	200	1.0
Writing	Grade 1	6	150	1.0
Science	Grade 1	4	100	1.0
History	Grade 1	2	50	1.0
Art	Grade 1	1	25	1.0
Music	Grade 1	0	0	1.0
Physical Education	Grade 1	0	0	1.0
Health	Grade 1	0	0	1.0
Language Arts	Grade 1	4	100	1.0
Mathematics	Grade 0	4	100	0.0
Reading	Grade 0	6	150	0.0
Writing	Grade 0	4	100	0.0
Science	Grade 0	2	50	0.0
History	Grade 0	1	25	0.0
Art	Grade 0	0	0	0.0
Music	Grade 0	0	0	0.0
Physical Education	Grade 0	0	0	0.0
Health	Grade 0	0	0	0.0
Language Arts	Grade 0	2	50	0.0

Reading

Communication

Computation

Applied Probl

Ohio Uniform Portfolio System (Ohio - UPS) Results:

- ☐ Individual
- ☐ Workplace

Date reviewed:
Initials of reviewer:

Official Practice GED (General Educational Development Tests) Results:

English version

Spanish version

Practice Test: Form: ○ AA ○ BB ○ CC ○ DD ○ EE ○ FF ○ FA

Date	Writing	Soc.St	Science	Lit & Arts	Math	Total	Avg

Fee Waiver Issued?	Yes	Date:
	<input type="radio"/>	

Actual GED Test Results, if known. Did student pass? ☐ Yes ☐ No

Date	Writing	Soc.St	Science	Lit & Arts	Math	Total	Avg

Wide Range Achievement Test (WRAT-3) Results:

Date: _____ Form: ☐ Tan ☐ Blue
Reading _____

Slosson (SORT) Results:

Date: _____ Grade Level: _____

TABE Work-Related Problem Solving Results:

Date: _____ Form: ☐ 7 ☐ 8
Competency 1 ☐ N ☐ D ☐ P
Competency 2 ☐ N ☐ D ☐ P
Competency 3 ☐ N ☐ D ☐ P
Competency 4 ☐ N ☐ D ☐ P

Basic English Skills Test (BEST) Results (ESOL only):

Date: _____
Form: ☐ Long ☐ B ☐ C
Test Type: ☐ Oral Long Form Scale Score: _____
☐ Literacy Scale Score: _____

Ohio Survey on Parent Involvement for Family Literacy Programs Results:

Date: _____
Form A: Placement Score: _____ Exit Score: _____
Form B: Placement Score: _____ Exit Score: _____

New York State Family Literacy Observation Record Results:

Date of Observation: _____

Category	Score
I. Parent's Support for Child's Learning in the Home Environment	
II. Parent's Role in Interactive Literacy Activities	
III. Parent's Role in Supporting Child's Learning in Formal Educational Settings	
IV. Taking on the Parent Role	

Kansas Computer Literacy Assessment (KCLA) Results:

Date reviewed: _____ Initials of reviewer: _____

Career Ability Placement Survey (CAPS) Results:

Date: _____
Form: ☐ Jr. High ☐ High School ☐ College/Adults

Test	Test Score	Stanine Score
Mechanical Reasoning		
Spatial Relations		
Verbal Reasoning		
Numerical Ability		
Language Usage		
Work Knowledge		
Perceptual Speed and Accuracy		
Manual Speed and Dexterity		

Technology and Internet Assessment (TIA) Results:

Scale	Percentile	Raw Score
Use of Technology (UOT)		
Specific Computer Skills (SCS)		
Acquisition of Technical Knowledge (ATK)		
Basic Internet Knowledge (BIK)		
Internet Information Skills (IIS)		
Adapting to Technological Change (ATC)		
Impact of Technology (IOT)		
Ethics in Technology (EIT)		
Educational Functioning Level		
Composite Score		

Work Keys Results:

Date: _____

Test	Work Keys Level
Applied Mathematics	
Applied Technology	
Listening	
Locating Information	
Observation	
Reading for Information	
Teamwork	
Writing	

STUDENT EXIT FORM

- All enrolled students must have a completed Student Exit Form at the end of the program year.
- The Student Exit Form is online (<http://literacy.kent.edu/opas/studentforms.htm>)
- The Student Exit Form is included below for reference.

STUDENT EXIT FORM SFY 2002 (2001-2002)									
Name: _____		Last		First		M.I.		Maiden (or Other Former Name)	
Social Security #: _____		Exit Date: _____		Site: _____		Instructor: _____			

Entry Goal(s)	GOALS	Exit Goal Achieved (mark all that apply)	LEAVE
Primary Secondary	Improved basic skills		Why did the student leave the program? (mark all that apply) <input type="checkbox"/> Met primary goal <input type="checkbox"/> Met secondary goal <input type="checkbox"/> Met academic goal (if other than primary or secondary goal) <input type="checkbox"/> Class closed <input type="checkbox"/> Family problems <input type="checkbox"/> Illness/incapacity <input type="checkbox"/> Instruction not helpful <input type="checkbox"/> Lack of child care <input type="checkbox"/> Lack of interest <input type="checkbox"/> Lack of transportation <input type="checkbox"/> Moved <input type="checkbox"/> Time and/or location of services not convenient <input type="checkbox"/> Unknown/cannot locate or contact <input type="checkbox"/> Other (specify: _____)
	Improved English language skills (ESOL)		
	Obtained a job		
	Retained current job		
	Earned GED or secondary school diploma		
	Entered postsecondary education or training		
	Improved basic skills to increase involvement in children's education		
	Improved basic skills to increase involvement in children's literacy-related activities		
	Increased involvement in children's education		
	Increased involvement in children's literacy-related activities		
	Decreased public assistance received		
	Obtained citizenship skills		
	Passed citizenship test		
	Registered to vote or voted for the first time		
	Other (specify: _____)		

ACHIEVEMENT	Placement Level	Exit Level	Total Hours Attended _____
	<input type="checkbox"/> ABL <input type="checkbox"/> ESOL <input type="checkbox"/> Beginning Literacy <input type="checkbox"/> Beginning <input type="checkbox"/> Low - Intermediate <input type="checkbox"/> High - Intermediate <input type="checkbox"/> Low Adult Secondary <input type="checkbox"/> High Adult Secondary	<input type="checkbox"/> ABL <input type="checkbox"/> ESOL <input type="checkbox"/> Beginning Literacy <input type="checkbox"/> Beginning <input type="checkbox"/> Low - Intermediate <input type="checkbox"/> High - Intermediate <input type="checkbox"/> Low Adult Secondary <input type="checkbox"/> High Adult Secondary	<input type="checkbox"/> Completed Level <input type="checkbox"/> Completed a Level and Left <input type="checkbox"/> Advanced to a Higher Level <input type="checkbox"/> Separated Before Completing a Level <input type="checkbox"/> Progressing at Same Level

Much of the Student Exit Form has been reorganized. Items that may need explanation, include:

Entry Goal(s)	GOALS	Exit Goal Achieved (mark all that apply)
Primary Secondary	Improved basic skills	
	Improved English language skills (ESOL)	
	Obtained a job	
	Retained current job	
	Earned GED or secondary school diploma	
	Entered postsecondary education or training	
	Improved basic skills to increase involvement in children's education	
	Improved basic skills to increase involvement in children's literacy-related activities	
	Increased involvement in children's education	
	Increased involvement in children's literacy-related activities	
	Decreased public assistance received	
	Obtained citizenship skills	
	Passed citizenship test	
	Registered to vote or voted for the first time	
	Other (specify: _____)	

"Entry Goal(s)"

The student's primary and/or secondary goals from the Student Registration Form are to be marked.

"Exit Goal Achieved"

All of the goals that the student achieves are to be marked at exit.

STUDENT EXIT FORM

“LEAVE”
This section of the form contains several new items (i.e., *Met primary goal*, *Met secondary goal*, *Met academic goal*, and *Class closed*).

LEAVE

Why did the student leave the program?

(mark all that apply)

- ☐ Met primary goal
- ☐ Met secondary goal
- ☐ Met academic goal (if other than primary or secondary goal)
- ☐ Class closed
- ☐ Family problems
- ☐ Illness/incapacity
- ☐ Instruction not helpful
- ☐ Lack of child care
- ☐ Lack of interest
- ☐ Lack of transportation
- ☐ Moved
- ☐ Time and/or location of services not convenient
- ☐ Unknown/cannot locate or contact
- ☐ Other (specify: _____)

“Met academic goal” is to be marked if the student achieved an academic goal other than his/her primary and/or secondary goal

“Class closed” indicates that the class is no longer meeting. This may be because the site is closed or the program has ended for the year (such as during the summer).

The **“Achievement”** section of the form directly relates to the APR.

“Total Hours Attended” indicates the total hours that the student attended the program.

“Placement Level” is the student’s Educational Functioning Level at the time he/she entered the program. And, **“Exit Level”** is the student’s Educational Functioning Level at the time the Student Exit Form is completed.

	Placement Level	Exit Level	Total Hours Attended _____
ACHIEVEMENT	<input type="radio"/> ABLE <input type="radio"/> ESOL <input type="radio"/> Beginning Literacy <input type="radio"/> Beginning <input type="radio"/> Low-Intermediate <input type="radio"/> High-Intermediate <input type="radio"/> Low Adult Secondary <input type="radio"/> High Adult Secondary	<input type="radio"/> ABLE <input type="radio"/> ESOL <input type="radio"/> Beginning Literacy <input type="radio"/> Beginning <input type="radio"/> Low-Intermediate <input type="radio"/> High-Intermediate <input type="radio"/> Low Adult Secondary <input type="radio"/> High Adult Secondary	<input type="radio"/> Completed Level <input type="checkbox"/> Completed a Level and Left <input type="checkbox"/> Advanced to a Higher Level <input type="radio"/> Separated Before Completing a Level <input type="radio"/> Progressing at Same Level

These items indicate the student’s status when the form is completed. Only one of the three items (i.e., *Completed Level*, *Separated Before Completing a Level*, *Progressing at Same Level*) is to be marked.

“Completed a Level and Left” includes students who leave the program after completing one level.

“Advanced to a Higher Level” applies to students who remain enrolled and moved to one or more higher levels.

STUDENT EXIT FORM SFY 2002 \ J1-2002)

Name: _____
 Last First M.I. Maiden (or Other Former Name)

Social Security #: _____ Exit Date: _____ Site: _____ Instructor: _____

Entry Goal(s)	GOALS	Exit Goal Achieved (mark all that apply)	LEAVE
<input type="radio"/> Primary	Improved basic skills	<input type="radio"/>	Why did the student leave the program? (mark all that apply) <input type="radio"/> Met primary goal <input type="radio"/> Met secondary goal <input type="radio"/> Met academic goal (if other than primary or secondary goal) <input type="radio"/> Class closed <input type="radio"/> Family problems <input type="radio"/> Illness/incapacity <input type="radio"/> Instruction not helpful <input type="radio"/> Lack of child care <input type="radio"/> Lack of interest <input type="radio"/> Lack of transportation <input type="radio"/> Moved <input type="radio"/> Time and/or location of services not convenient <input type="radio"/> Unknown/cannot locate or contact <input type="radio"/> Other (specify: _____)
<input type="radio"/> Secondary	Improved English Language skills (ESOL)	<input type="radio"/>	
<input type="radio"/>	Obtained a job	<input type="radio"/>	
<input type="radio"/>	Retained current job	<input type="radio"/>	
<input type="radio"/>	Earned GED or secondary school diploma	<input type="radio"/>	
<input type="radio"/>	Entered postsecondary education or training	<input type="radio"/>	
<input type="radio"/>	Improved basic skills to increase involvement in children's education	<input type="radio"/>	
<input type="radio"/>	Improved basic skills to increase involvement in children's literacy-related activities	<input type="radio"/>	
<input type="radio"/>	Increased involvement in children's education	<input type="radio"/>	
<input type="radio"/>	Increased involvement in children's literacy-related activities	<input type="radio"/>	
<input type="radio"/>	Decreased public assistance received	<input type="radio"/>	
<input type="radio"/>	Obtained citizenship skills	<input type="radio"/>	
<input type="radio"/>	Passed citizenship test	<input type="radio"/>	
<input type="radio"/>	Registered to vote or voted for the first time	<input type="radio"/>	
<input type="radio"/>	Other (specify: _____)	<input type="radio"/>	

ACHIEVEMENT	Placement Level	Exit Level	Total Hours Attended _____
	<input type="radio"/> ABLE <input type="radio"/> ESOL <input type="radio"/> Beginning Literacy <input type="radio"/> Beginning <input type="radio"/> Low-Intermediate <input type="radio"/> High-Intermediate <input type="radio"/> Low Adult Secondary <input type="radio"/> High Adult Secondary	<input type="radio"/> ABLE <input type="radio"/> ESOL <input type="radio"/> Beginning Literacy <input type="radio"/> Beginning <input type="radio"/> Low-Intermediate <input type="radio"/> High-Intermediate <input type="radio"/> Low Adult Secondary <input type="radio"/> High Adult Secondary	

FOLLOW-UP SURVEYS

- This part of the *Required Forms* section of the manual contains the follow-up surveys that programs may use to collect goal information after a student has exited.
- Follow-up surveys for the following primary/secondary goals are included:
 - Earn GED or Secondary School Diploma
 - Enter Post-secondary Education or Training
 - Obtain a Job
 - Retain Current Job
- The last page of this section contains a “Sample Calling Log” that programs may use to record attempts to collect a student’s follow-up goal information.

Student's Name _____

Social Security # _____

O-PAS Follow-up Survey

GOAL: Earn a GED or Secondary School Diploma

Hello. My name is _____. I work for _____. You may remember that during your orientation we informed you we would be calling students who have attended our adult education (ABLE) classes to find out what happens to them after they leave us. We would like to know if our ABLE class helped you achieve your goal of passing the General Educational Development (GED) tests or obtaining a secondary (high school) diploma.

This survey will take only a few minutes, and I assure you that all information you give to me will be strictly confidential.

Is this a convenient time?

- ☐ Yes
- ☐ No [obtain a time to call back] →

ENROLLMENT

First, I'd like to make sure that I have the correct information about the class you were in. I understand that you were in _____ (INSTRUCTOR)'s class at _____ (LOCATION-Specify the street, the building, anything that will help the student clarify his/her attendance) about _____ (#) months ago. Is that correct?

- ☐ Yes
- ☐ No [obtain correct information] →

General Educational Development (GED) or High School Diploma

1. Did you receive a GED or high school completion certificate/diploma at the end of your class or since you left (INSTRUCTOR)'s class.

- ☐ Yes [Proceed to Question 2]
- ☐ No [Proceed to Question 3]
- ☐ Do not know or refuses to answer [Proceed to Closing]

2. What type of diploma/certificate/degree did you receive? (Do not read choices. Check all that apply.)

- ☐ GED
- ☐ High School Diploma
- ☐ Certificate of Competence
- ☐ Other (Specify) _____
- ☐ Do not know or refused to answer

3. If you did not receive a GED or high school completion certificate/diploma, why not?
(Do not read choices. Check all that apply.)

- ☐ Test has not been scheduled
- ☐ Do not have access to testing site
- ☐ Have not completed fee waiver paperwork
- ☐ Have not obtained appropriate signatures
- ☐ Left the instruction
- ☐ Instruction ended
- ☐ Other (Specify) _____
- ☐ Do not know or refuses to answer

CLOSING

Do you have any questions or other comments?

Thank you very much for taking the time to answer my questions. The information you provided will be used to make our programs better. We wish you continued success.

Survey administered by: _____ on _____ (Date) _____ (Time)

Survey administered by: _____ on _____ (Date) _____ (Time)

Survey administered by: _____ on _____ (Date) _____ (Time)

Results:

_____ 1 st Call
<input type="checkbox"/> Left Message
<input type="checkbox"/> No Answer
<input type="checkbox"/> Disconnected

_____ 2 nd Call
<input type="checkbox"/> Left Message
<input type="checkbox"/> No Answer
<input type="checkbox"/> Disconnected

_____ 3 rd Call
<input type="checkbox"/> Left Message
<input type="checkbox"/> No Answer
<input type="checkbox"/> Disconnected

Student's Name _____

Social Security # _____

O-PAS Follow-up Survey

GOAL: Enter Post-Secondary Education or Training

Hello. My name is _____. I work for _____. You may remember that during your orientation we informed you we would be calling students who have attended our adult education (ABLE) classes to find out what happens to them after they leave us. We would like to know if our ABLE class helped you achieve your goal of entering post-secondary education or training.

This survey will take only a few minutes, and I assure you that all information you give to me will be strictly confidential.

Is this a convenient time?

- ☐ Yes
- ☐ No [obtain a time to call back] →

ENROLLMENT

First, I'd like to make sure that I have the correct information about the class you were in. I understand that you were in _____ (INSTRUCTOR)'s class at _____ (LOCATION-Specify the street, the building, anything that will help the student clarify his/her attendance) about _____ (#) months ago. Is that correct?

- ☐ Yes
- ☐ No [obtain correct information] →

POSTSECONDARY EDUCATION AND TRAINING

1. Since the end of your class, have you enrolled in any post-secondary (beyond high school level) educational or training programs?
 - ☐ Yes [Proceed to Next Question]
 - ☐ No [Proceed to Closing]
2. In what type of class or classes have you enrolled? (Do not read choices. Check all that apply.)
 - ☐ Vocational/Job Training
 - ☐ Community College/College Level
 - ☐ Other (Specify) _____
 - ☐ Do not know or refuses to answer

CLOSING

Do you have any questions or other comments?

Thank you very much for taking the time to answer my questions. The information you provided will be used to make our programs better. We wish you continued success.

Survey administered by: _____ on _____ (Date) _____ (Time)

Survey administered by: _____ on _____ (Date) _____ (Time)

Survey administered by: _____ on _____ (Date) _____ (Time)

Results:

_____ 1 st Call
<input type="checkbox"/> Left Message
<input type="checkbox"/> No Answer
<input type="checkbox"/> Disconnected

_____ 2 nd Call
<input type="checkbox"/> Left Message
<input type="checkbox"/> No Answer
<input type="checkbox"/> Disconnected

_____ 3 rd Call
<input type="checkbox"/> Left Message
<input type="checkbox"/> No Answer
<input type="checkbox"/> Disconnected

Student's Name _____

Social Security # _____

O-PAS Follow-up Survey

GOAL: Obtain a Job

Hello. My name is _____. I work for _____. You may remember that during your orientation we informed you we would be calling students who have attended our adult education (ABLE) classes to find out what happens to them after they leave us. We would like to know if our ABLE class helped you achieve your goal of obtaining a job.

This survey will take only a few minutes, and I assure you that all information you give to me will be strictly confidential.

Is this a convenient time?

- ☐ Yes
- ☐ No [obtain a time to call back] →

ENROLLMENT

First, I'd like to make sure that I have the correct information about the class you were in. I understand that you were in _____(INSTRUCTOR)'s class at _____(LOCATION-Specify the street, the building, anything that will help the student clarify his/her attendance) about _____(#) months ago. Is that correct?

- ☐ Yes
- ☐ No [obtain correct information] →

EMPLOYMENT RETENTION

1. While you were enrolled in (INSTRUCTOR)'s class, did you get a job?

- ☐ Yes [Congratulate the Student and Proceed to Next Section]
- ☐ No [Proceed to Question 2]
- ☐ Do not know or refuses to answer [Proceed to Closing]

2. Since you stopped taking the class, have you gotten a job?

- ☐ Yes [Congratulate the Student and Proceed to Next Section]
- ☐ No [Encourage the student and Proceed to Next Section]
- ☐ Do not know or refuses to answer [Proceed to Closing]

EMPLOYMENT RETENTION FOLLOW-UP INFORMATION

You may remember from your orientation that someone from our program will also be calling you again in about six months to see how you are doing and how the job (or job search) is going. We are interested in your continued success and look forward to talking with you again.

CLOSING

Do you have any questions or other comments?

Thank you very much for taking the time to answer my questions. The information you provided will be used to make our programs better. We wish you continued success.

Survey administered by: _____ on _____ (Date) _____ (Time)

Survey administered by: _____ on _____ (Date) _____ (Time)

Survey administered by: _____ on _____ (Date) _____ (Time)

Results:

____ 1st Call

- ☐ Left Message
- ☐ No Answer
- ☐ Disconnected

____ 2nd Call

- ☐ Left Message
- ☐ No Answer
- ☐ Disconnected

____ 3rd Call

- ☐ Left Message
- ☐ No Answer
- ☐ Disconnected

Student's Name _____

Social Security # _____

O-PAS Follow-up Survey

GOAL: Retain Current Job

Hello. My name is _____. I work for _____. You may remember that during your orientation we informed you we would be calling students who have attended our adult education (ABLE) classes to find out what happens to them after they leave us. We would like to know if our ABLE class helped you achieve your goal of retaining your job.

This survey will take only a few minutes, and I assure you that all information you give to me will be strictly confidential.

Is this a convenient time?

- ☐ Yes
- ☐ No *[obtain a time to call back]* →

ENROLLMENT

First, I'd like to make sure that I have the correct information about the class you were in. I understand that you were in _____ (INSTRUCTOR)'s class at _____ (LOCATION-Specify the street, the building, anything that will help the student clarify his/her attendance) about _____ (#) months ago. Is that correct?

- ☐ Yes
- ☐ No *[obtain correct information]* →

EMPLOYMENT RETENTION

1. Before you were enrolled in (INSTRUCTOR)'s class, did you have a job?

- ☐ Yes *[Proceed to Question 4]*
- ☐ No *[Proceed to Question 2]*
- ☐ Do not know or refuses to answer *[Proceed to Closing]*

2. While you were enrolled in (INSTRUCTOR)'s class, did you get a job?

- ☐ Yes *[Proceed to Question 4]*
- ☐ No *[Proceed to Question 3]*
- ☐ Do not know or refuses to answer *[Proceed to Closing]*

3. Since you stopped taking the class, have you gotten a job?

- ☐ Yes [Proceed to Question 4]
- ☐ No [Proceed to Closing]
- ☐ Do not know or refuses to answer [Proceed to Closing]

4. Do you still have that job, or do you now have a different job?

- ☐ Still have same job
- ☐ Have different job
- ☐ Lost job(s); now unemployed
- ☐ Do not know or refuses to answer

CLOSING

Do you have any questions or other comments?

Thank you very much for taking the time to answer my questions. The information you provided will be used to make our programs better. We wish you continued success.

Survey administered by: _____ on _____ (Date) _____ (Time)

Survey administered by: _____ on _____ (Date) _____ (Time)

Survey administered by: _____ on _____ (Date) _____ (Time)

Results:

_____ 1 st Call
<input type="checkbox"/> Left Message
<input type="checkbox"/> No Answer
<input type="checkbox"/> Disconnected

_____ 2 nd Call
<input type="checkbox"/> Left Message
<input type="checkbox"/> No Answer
<input type="checkbox"/> Disconnected

_____ 3 rd Call
<input type="checkbox"/> Left Message
<input type="checkbox"/> No Answer
<input type="checkbox"/> Disconnected

Sample Calling Log

Interviewer: _____

Date/Time	Student's Name/ Phone Number	Contact Information (Who, nature of conversation, any messages left, etc.)	Status of Call (Interview completed, scheduled recall, etc.)

GOAL-SETTING AND ILP RESOURCES

GOAL-SETTING AND ILP RESOURCES

- This section of the manual provides materials to assist programs in the goal-setting process and the development of a student's ILP.
- The resources on the following pages are suggestions.
- Programs may contact the ABLÉ Resource Centers at <http://literacy.kent.edu/Oasis/Resc/ohagen.htm> for further suggestions and materials.

ABLE Student's Goal Setting Form

Today's Date: _____ Participant's Name: _____ ABLE Site: _____

Long-Term Goal: (1 to 5 years) _____	
Primary and Secondary Goals-Completed Before June 30, 20____ (within program year)	
Primary Goal <input type="checkbox"/> To improve basic skills <input type="checkbox"/> To improve English Language skills (ESOL) <input type="checkbox"/> To obtain a job <input type="checkbox"/> To retain current job <input type="checkbox"/> To earn GED or secondary school diploma <input type="checkbox"/> To enter postsecondary education or training	Secondary Goal (optional) <input type="checkbox"/> To improve basic skills <input type="checkbox"/> To improve English Language skills (ESOL) <input type="checkbox"/> To obtain a job <input type="checkbox"/> To retain current job <input type="checkbox"/> To earn GED or secondary school diploma <input type="checkbox"/> To enter postsecondary education or training <input type="checkbox"/> To increase involvement in children's education <input type="checkbox"/> To increase involvement in children's literacy-related activities <input type="checkbox"/> To decrease public assistance received <input type="checkbox"/> To obtain citizenship skills <input type="checkbox"/> To register to vote or to vote for the first time <input type="checkbox"/> Other (specify: _____)
Short-Term Goal: (1 to 3 months) _____	

Individual Learning Plan (ILP)

Student's Name _____

Date _____

Instructor's Name _____

ABLE Site _____

Immediate Goals	Strategies to Meet Immediate Goals	Comments
Time Frame _____ to _____		
Time Frame _____ to _____		
Time Frame _____ to _____		

ILP and Documentation Log

Student's Name: _____

Date: _____

Instructor's Name: _____

Site: _____

COMPETENCIES AND SKILLS	TASKS/ACTIVITIES/MATERIALS	MASTERY EVIDENCE	COMMENTS	TIME-LINE
Other Skills				

Student Completion Date and Instructor Initials: _____

Minimum Performance Level ____ (75%)

GOAL-SETTING AND ILP RESOURCES

General Guidelines

It is important for students to:

- identify goals that are meaningful to them,
- keep goals small,
- organize and prioritize goals, and
- write positive goal statements.

Tips on Setting Effective Goals

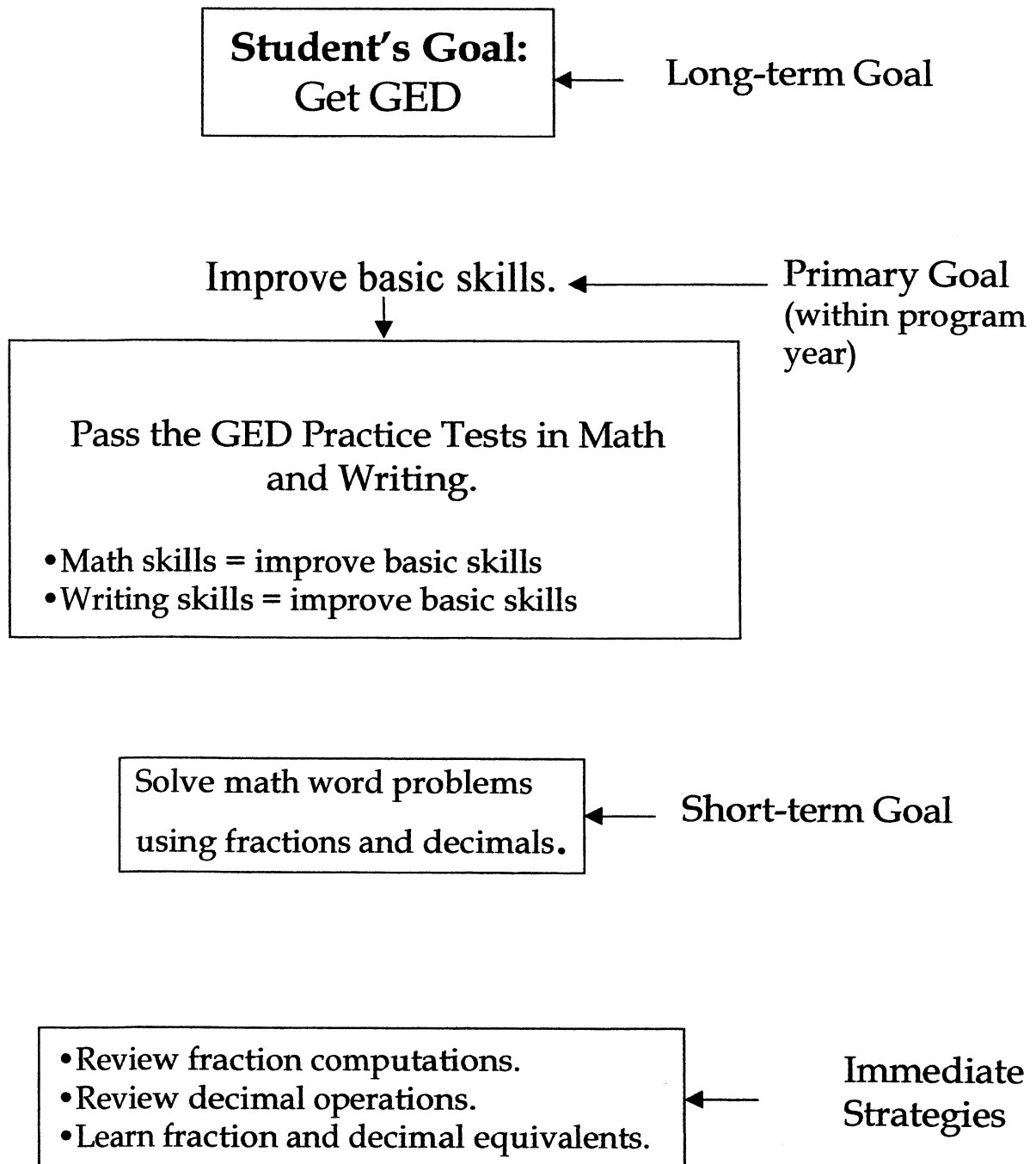
The following criteria can be used to help students set goals.

S	= specific	Goal is defined as clearly as possible.
M	= measurable	Goal can be measured.
A	= achievable	Goal is within a student's grasp but not so far that it is not attainable.
R	= realistic	Goal is based on a clear understanding of what the student is trying to achieve and the skills and the knowledge to be mastered in the process.
T	= time-bound	Goal is set with a specific time-line and dates identified for checking progress toward goal achievement.

GOAL-SETTING AND ILP RESOURCES

SAMPLE: Goal Form/ILP

The following is an example of how to help a student break down a goal into smaller goals and strategies.



ASSESSMENT CHARTS

Assessment Chart for Placement, Progress, and Post-testing (FY2002) Ohio Department of Education-ABLE

Functioning Level	Basic Literacy	GED Preparation	Workplace Literacy	Family Literacy
Beginning ABE Literacy 0-1.9 (grade equivalent)	Placement 1. AMES 2. CASAS 3. Slosson* 4. TABE 7 & 8 5. WRAT 3*	Not Applicable	Placement 1. AMES 2. CAPS 3. CASAS 4. Slosson* 5. TABE 7 & 8 6. WRAT 3*	Placement 1. AMES 2. CASAS 3. New York State Family Literacy Observation Record 4. Ohio Survey on Parent Involvement for Family Literacy Programs 5. Slosson* 6. TABE 7 & 8 7. WRAT 3*
	Progress 1. Uniform Portfolio System 2. AMES CASAS TABE 7 & 8		Progress 1. Uniform Portfolio System 2. AMES CAPS CASAS TABE 7 & 8	Progress 1. Uniform Portfolio System 2. AMES CASAS New York State Family Literacy Observation Record TABE 7 & 8
	Post-testing 1. AMES CASAS TABE 7 & 8 2. Uniform Portfolio System**		Post-testing 1. AMES CAPS CASAS TABE 7 & 8 2. Uniform Portfolio System**	Post-testing 1. AMES CASAS New York State Family Literacy Observation Record Ohio Survey on Parent Involvement for Family Literacy Programs TABE 7 & 8 2. Uniform Portfolio System**

*The Slosson and WRAT 3 can be used for placement at this level for Basic Literacy, Workplace Literacy, and Family Literacy. To determine the appropriateness of these assessments, the student's score on the standardized test locator should be used.

**If student exits before standardized test can be given, use the last teacher-approved, recorded Uniform Portfolio System data.

Assessment Chart for Placement, Progress, and Post-Testing (FY2002) Ohio Department of Education-ABLE

Functioning Level	Basic Literacy	GED Preparation	Workplace Literacy	Family Literacy
Beginning Basic Education 2 - 3.9 (grade equivalent)	Placement 1. AMES 2. CASAS 3. KCLA (<i>Kansas Computer Literacy Assessment</i>) 4. TABE 7 & 8 5. TIA (<i>Technology and Internet Assessment</i>)	Not Applicable	Placement 1. AMES 2. CAPS 3. CASAS 4. KCLA 5. TABE 7 & 8 6. TIA	Placement 1. AMES 2. CASAS 3. KCLA 4. New York State Family Literacy Observation Record 5. Ohio Survey on Parent Involvement for Family Literacy Programs 6. TABE 7 & 8 7. TIA
	Progress 1. Uniform Portfolio System 2. AMES CASAS KCLA TABE 7 & 8 TIA		Progress 1. Uniform Portfolio System 2. AMES CAPS CASAS KCLA TABE 7 & 8 TIA	Progress 1. Uniform Portfolio System 2. AMES CASAS KCLA New York State Family Literacy Observation Record TABE 7 & 8 TIA
	Post-testing 1. AMES CASAS KCLA TABE 7 & 8 TIA 2. Uniform Portfolio System**		Post-testing 1. AMES CAPS CASAS KCLA TABE 7 & 8 TIA 2. Uniform Portfolio System**	Post-testing 1. AMES CASAS New York State Family Literacy Observation Record Ohio Survey on Parent Involvement for Family Literacy Programs TABE 7 & 8 2. Uniform Portfolio System**

**If student exits before standardized test can be given, use the last teacher-approved, recorded Uniform Portfolio System data.

Assessment Chart for Placement, Progress, and Post-Testing (FY2002) Ohio Department of Education-ABLE

Functioning Level	Basic Literacy	GED Preparation	Workplace Literacy	Family Literacy
Low-Intermediate Basic Education 4-5.9 (grade equivalent)	Placement 1. AMES 2. CASAS 3. KCLA 4. TABE 7 & 8 5. TIA	Not Applicable	Placement 1. AMES 2. CAPS 3. CASAS 4. KCLA 5. TABE 7 & 8 6. TIA	Placement 1. AMES 2. CASAS 3. KCLA 4. New York State Family Literacy Observation Record 5. Ohio Survey on Parent Involvement for Family Literacy Programs 6. TABE 7 & 8 7. TIA
	Progress 1. Uniform Portfolio System 2. AMES CASAS KCLA TABE 7 & 8 TIA		Progress 1. Uniform Portfolio System 2. AMES CAPS CASAS KCLA TABE 7 & 8 TIA	Progress 1. Uniform Portfolio System 2. AMES CASAS KCLA New York State Family Literacy Observation Record TABE 7 & 8 TIA
	Post-testing 1. AMES CASAS KCLA TABE 7 & 8 TIA 2. Uniform Portfolio System**		Post-testing 1. AMES CAPS CASAS KCLA TABE 7 & 8 TIA 2. Uniform Portfolio System**	Post-testing 1. AMES CASAS KCLA New York State Family Literacy Observation Record Ohio Survey on Parent Involvement for Family Literacy Programs TABE 7 & 8 TIA 2. Uniform Portfolio System**

**If student exits before standardized test can be given, use the last teacher-approved, recorded Uniform Portfolio System data.

Assessment Chart for Placement, Progress, and Post-Testing (FY2002) Ohio Department of Education-ABLE

Functioning Level	Basic Literacy	GED Preparation	Workplace Literacy	Family Literacy
High-Intermediate Basic Education 6-8.9 (grade equivalent)	Placement 1. AMES 2. CASAS 3. KCLA 4. TABE 7 & 8 5. TABE Workplace 6. TIA	Placement 1. AMES 2. CASAS 3. TABE 7 & 8 4. TABE Workplace	Placement 1. AMES 2. CAPS 3. CASAS 4. KCLA 5. TABE 7 & 8 6. TABE Workplace 7. TIA 8. Work Keys	Placement 1. AMES 2. CASAS 3. KCLA 4. New York State Family Literacy 5. Observation Record 6. Ohio Survey on Parent Involvement for Family Literacy Programs 7. TABE 7 & 8 8. TABE Workplace 9. TIA
	Progress 1. Uniform Portfolio System 2. AMES 3. CASAS 4. KCLA 5. TABE 7 & 8 6. TABE Workplace 7. TIA 8. Official GED Practice Test	Progress 1. Uniform Portfolio System 2. AMES 3. CASAS 4. TABE 7 & 8 5. TABE Workplace 6. Official GED Practice Test 7. TIA	Progress 1. Uniform Portfolio System 2. AMES 3. CAPS 4. CASAS 5. KCLA 6. TABE 7 & 8 7. TABE Workplace 8. TIA 9. Work Keys 10. Official GED Practice Test	Progress 1. Uniform Portfolio System 2. AMES 3. CASAS 4. KCLA 5. New York State Family Literacy 6. Observation Record 7. TABE 7 & 8 8. TABE Workplace 9. TIA 10. Official GED Practice Test
	Post-testing 1. AMES 2. CASAS 3. KCLA 4. Official GED Practice Test 5. TABE 7 & 8 6. TABE Workplace 7. TIA 8. Uniform Portfolio System**	Post-testing 1. AMES 2. CASAS 3. Official GED Practice Test 4. TABE 7 & 8 5. TABE Workplace 6. Uniform Portfolio System**	Post-testing 1. AMES 2. CAPS 3. CASAS 4. KCLA 5. Official GED Practice Test 6. TABE 7 & 8 7. TABE Workplace 8. Work Keys 9. Uniform Portfolio System**	Post-testing 1. AMES 2. CASAS 3. KCLA 4. New York State Family Literacy 5. Observation Record 6. Official GED Practice Test 7. Ohio Survey on Parent Involvement for Family Literacy Programs 8. TABE 7 & 8 9. TABE Workplace 10. TIA 11. Uniform Portfolio System**

**If student exits before standardized test can be given, use the last teacher-approved, recorded Uniform Portfolio System data.

Assessment Chart for Placement, Progress, and Post-Testing (FY2002) Ohio Department of Education-ABLE

Functioning Level	Basic Literacy	GED Preparation	Workplace Literacy	Family Literacy
Low Adult Secondary Education 9 - 10.9 (grade equivalent)	Not Applicable	Placement 1. AMES 2. CASAS 3. Official GED Practice Test*** 4. TABE 7 & 8 5. TABE Workplace	Placement 1. AMES 2. CAPS 3. CASAS 4. Official GED Practice Test*** 5. TABE 7 & 8 6. TABE Workplace 7. Work Keys	Placement 1. AMES 2. CASAS 3. New York State Family Literacy Observation Record 4. Official GED Practice Test*** 5. Ohio Survey on Parent Involvement for Family Literacy Programs 6. TABE 7 & 8 7. TABE Workplace
		Progress 1. Uniform Portfolio System 2. AMES CASAS Official GED Practice Test Official GED Test TABE 7 & 8 TABE Workplace	Progress 1. Uniform Portfolio System 2. AMES CAPS CASAS Official GED Practice Test Official GED Test TABE 7 & 8 TABE Workplace Work Keys	Progress 1. Uniform Portfolio System 2. AMES CASAS New York State Family Literacy Observation Record Official GED Practice Test Official GED Test TABE 7 & 8 TABE Workplace
		Post-testing 1. AMES CASAS Official GED Practice Test Official GED Test TABE 7 & 8 TABE Workplace Uniform Portfolio System** 2. Uniform Portfolio System**	Post-testing 1. AMES CASAS Official GED Practice Test Official GED Test TABE 7 & 8 TABE Workplace CAPS Work Keys 2. Uniform Portfolio System**	Post-testing 1. AMES CASAS TABE 7 & 8 TABE Workplace New York State Family Literacy Observation Record Official GED Practice Test Official GED Test Ohio Survey on Parent Involvement for Family Literacy Programs 2. Uniform Portfolio System**

**If student exits before standardized test can be given, use the last teacher- approved, recorded Uniform Portfolio System data.

***See L-100-10a in the *Ohio ABLE Assessment Policy* for guidelines.

Assessment Chart for Placement, Progress, and Post-testing (FY2002) Ohio Department of Education-ABLE

Functioning Level	Basic Literacy	GED Preparation	Workplace Literacy	Family Literacy
High Adult Secondary Education 11- 12.9 (grade equivalent)	Not Applicable	Placement 1. AMES 2. CASAS 3. Official GED Practice Test*** 4. TABE 7 & 8 5. TABE Workplace	Placement 1. AMES 2. CAPS 3. CASAS 4. Official GED Practice Test*** 5. TABE 7 & 8 6. TABE Workplace 7. Work Keys	Placement 1. AMES 2. CASAS 3. New York State Family Literacy Observation Record 4. Official GED Practice Test*** 5. Ohio Survey on Parent Involvement for Family Literacy Programs 6. TABE 7 & 8 7. TABE Workplace
		Progress 1. Uniform Portfolio System 2. AMES CASAS Official GED Practice Test Official GED Test TABE 7 & 8 TABE Workplace	Progress 1. Uniform Portfolio System 2. AMES CAPS CASAS Official GED Practice Test Official GED Test TABE 7 & 8 TABE Workplace Work Keys	Progress 1. Uniform Portfolio System 2. AMES CASAS New York State Family Literacy Observation Record Official GED Practice Test Official GED Test TABE 7 & 8 TABE Workplace
		Post-testing 1. AMES CASAS Official GED Practice Test Official GED Test TABE 7 & 8 TABE Workplace Uniform Portfolio System** 2. Uniform Portfolio System**	Post-testing 1. AMES CAPS CASAS Official GED Practice Test Official GED Test TABE 7 & 8 TABE Workplace Work Keys 2. Uniform Portfolio System**	Post-testing 1. AMES CASAS New York State Family Literacy Observation Record Official GED Practice Test Official GED Test Ohio Survey on Parent Involvement for Family Literacy Programs TABE 7 & 8 TABE Workplace 2. Uniform Portfolio System**

**If student exits before standardized test can be given, use the last teacher- approved, recorded Uniform Portfolio System data.

***See L-100-10a in the *Ohio ABLE Assessment Policy* for guidelines.

ESOL Assessment Chart for Placement, Progress, Post-testing aligned with ODE ABLE FY02 Assessment Policy

Functioning Level	Placement	Progress	Post
Beginning ESOL Literacy CASAS (Life Skills): 165-180 BEST Oral: 0-15 BEST Literacy: 0-7	Choose 1 of the following: 1) BEST Oral Interview (Long Form Only)* 2) CASAS ESL Appraisal (FORM 20) <i>* If a student scores 5 or more correct answers on the BEST Oral Interview, the BEST Literacy Skills also may be given.</i>	Choose 1 of the following: 1) BEST Oral Interview (Long Form Only) 2) CASAS Life Skills** 3) Uniform Portfolio System <i>* If a student scores 5 or more correct answers on the BEST Oral Interview (Long Form), the BEST Literacy Skills also may be given.</i>	Choose 1 of the following: 1) BEST Oral Interview (Long Form Only)* 2) CASAS Life Skills** 3) Uniform Portfolio System <i>* If a student scores 5 or more correct answers on the BEST Oral Interview (Long Form), the BEST Literacy Skills also may be given.</i>
Beginning ESOL CASAS(Life Skills):181-200 BEST Oral: 16-41 BEST Literacy: 8-46	Choose 1 of the following: 1) BEST Oral Interview (Long Form Only) 2) BEST Oral Interview (Long Form Only) <u>and</u> BEST Literacy Skills 3) CASAS ESL Appraisal (FORM 20)	Choose 1 of the following: 1) BEST Oral Interview (Long Form Only) <u>and</u> BEST Literacy Skills 2) CASAS Life Skills 3) Uniform Portfolio System	Choose 1 of the following: 1) BEST Oral Interview (Long Form Only) <u>and</u> BEST Literacy Skills 2) CASAS Life Skills 3) Uniform Portfolio System
Low Intermediate ESOL CASAS(Life Skills): 201-210 BEST Oral: 42-50 BEST Literacy: 47-53	Choose 1 of the following: 1) BEST Oral Interview (Long Form Only) 2) BEST Oral Interview (Long Form Only) <u>and</u> BEST Literacy Skills 3) CASAS ESL Appraisal (FORM 20)	Choose 1 of the following: 1) BEST Oral Interview (Long Form Only) <u>and</u> BEST Literacy Skills 2) CASAS Life Skills 3) Uniform Portfolio System	Choose 1 of the following: 1) BEST Oral Interview (Long Form Only) <u>and</u> Literacy Skills 2) CASAS Life Skills 3) Uniform Portfolio System
High Intermediate ESOL CASAS(Life Skills): 211-220 BEST Oral: 51-57 BEST Literacy: 54-65	Choose 1 of the following: 1) BEST Oral Interview (Long Form Only) 2) BEST Oral Interview (Long Form Only) <u>and</u> BEST Literacy Skills 3) CASAS ESL Appraisal (FORM 20)	Choose 1 of the following: 1) BEST Oral Interview (Long Form Only) <u>and</u> BEST Literacy Skills 2) CASAS Life Skills 3) Uniform Portfolio System	Choose 1 of the following: 1) BEST Oral Interview (Long Form Only) <u>and</u> BEST Literacy Skills 2) CASAS Life Skills 3) Uniform Portfolio System
Low Advanced ESOL CASAS(Life Skills): 221-235 BEST Oral: 58-64 BEST Literacy: 66+	Choose 1 of the following: 1) BEST Oral Interview (Long Form Only) 2) BEST Oral Interview (Long Form Only) <u>and</u> BEST Literacy Skills 3) CASAS ESL Appraisal (FORM 20)	Choose 1 of the following: 1) BEST Oral Interview (Long Form Only) <u>and</u> BEST Literacy Skills 2) CASAS Life Skills 3) Uniform Portfolio System	Choose 1 of the following: 1) BEST Oral Interview (Long Form Only) <u>and</u> BEST Literacy Skills 2) CASAS Life Skills 3) Uniform Portfolio System
High Advanced ESOL CASAS(Life Skills): 236 + BEST Oral: 65+	Choose 1 of the following: 1) BEST Oral Interview (Long Form Only) 2) CASAS ESL Appraisal (FORM 20)	Choose 1 of the following: 1) BEST Oral Interview (Long Form Only) 2) CASAS Life Skills 3) Uniform Portfolio System	Choose 1 of the following: 1) BEST Oral Interview (Long Form Only) 2) CASAS Life Skills 3) Uniform Portfolio System

NOTE: BEST Literacy does not test above NRS Level 5(Low Advanced)

** Note that the CASAS ESL Appraisal(FORM 20) is used only for Placement at the beginning level. CASAS LIFE SKILLS is used for Progress and Post.

Assessment Instruments Utilization Chart (FY02 Assessment Policy)

Instrument	Program Type	Functioning Level	Instrument Use
AMES	Basic Literacy GED Preparation Workplace Literacy Family Literacy	Beginning ABE Literacy through High Intermediate High Intermediate through High Adult Secondary All Levels All Levels	Placement, Progress, Post Placement, Progress, Post Placement, Progress, Post Placement, Progress, Post
BEST- Oral Interview (Long form)	ESOL	ALL Levels	Placement, Progress, Post*
BEST- Oral (Long form) and BEST Literacy Skills	ESOL	ALL Levels	Placement, Progress, Post*
CASAS	Basic Literacy GED Preparation Workplace Literacy Family Literacy	Beginning ABE Literacy through High Intermediate High Intermediate through High Adult Secondary All Levels All Levels	Placement, Progress, Post Placement, Progress, Post Placement, Progress, Post Placement, Progress, Post
CASAS ESL Appraisal Form 20 (a locator)	ESOL	All Levels	Placement
CASAS Life Skills	ESOL	All Levels	Progress, Post
CAPS	Workplace	All Levels	Placement, Progress, Post
Kansas Computer Literacy Assessment	Basic Literacy GED Preparation Workplace Literacy Family Literacy	Beginning Basic Education through High Intermediate Not Applicable Beginning Basic Education through High Intermediate Beginning Basic Education through High Intermediate	Placement, Progress, Post Not Applicable Placement, Progress, Post Placement, Progress, Post
New York State Family Literacy Observation Record	Family Literacy	All Levels	Placement, Progress, Post
Official GED Practice Test	Basic Literacy GED Preparation Workplace Literacy Family Literacy	High Intermediate High Intermediate, High Intermediate, High Intermediate, High Intermediate,	Progress, Post **Placement, Progress, Post **Placement, Progress, Post **Placement, Progress, Post

*See Assessment Policy

**Official GED Practice Test can only be used for placement at the Low and High Adult Secondary Levels.

Assessment Instruments Utilization Chart (FY02 Assessment Policy)

Instrument	Program Type	Functioning Level	Instrument Use
Official GED Test	Basic Literacy GED Preparation Workplace Literacy Family Literacy	Not Applicable Low and High Adult Secondary Low and High Adult Low and High Adult	Not Applicable Progress, Post Progress, Post Progress, Post
Ohio Survey on Parent Involvement for Family Literacy Programs	Family Literacy	All Levels	Placement, Post
Slosson	Basic Literacy GED Preparation Workplace Literacy Family Literacy	Beginning ABE Literacy Not Applicable Beginning ABE Literacy Beginning ABE Literacy	Placement (must be used with other instruments) Not Applicable Placement (must be used with other instruments) Placement (must be used with other instruments)
TABLE 7 & 8	Basic Literacy GED Preparation Workplace Literacy Family Literacy	Beginning ABE Literacy through High Intermediate High Intermediate through High Adult Secondary All Levels All Levels	Placement, Progress, Post Placement, Progress, Post Placement, Progress, Post Placement, Progress, Post
TABLE Workplace	Basic Literacy GED Preparation Workplace Literacy Family Literacy	High Intermediate through High Adult Secondary High Intermediate through High Adult Secondary High Intermediate through High Adult Secondary High Intermediate through High Adult Secondary	Placement, Progress, Post Placement, Progress, Post Placement, Progress, Post Placement, Progress, Post
Technology and Internet Assessment***	Basic Literacy GED Preparation Workplace Literacy Family Literacy	Beginning Basic Education through High Intermediate Not Applicable Beginning Basic Education through High Intermediate Beginning Basic Education through High Intermediate	Placement, Progress, Post Not Applicable Placement, Progress, Post Placement, Progress, Post
Work Keys	Workplace Literacy	High Intermediate through High Adult Secondary	Placement, Progress, Post
WRAT 3	Basic Literacy GED Preparation Workplace Literacy Family Literacy	Beginning ABE Literacy Not Applicable Beginning ABE Literacy Beginning ABE Literacy	Placement (must be used with other instruments) Not Applicable Placement (must be used with other instruments) Placement (must be used with other instruments)

***Only accessible online

Contact Information for Assessments used in O-PAS

Assessment Name	Publisher's Address	Phone and Website
AMES <i>Adult Measure of Essential Skills</i>	Steck Vaughn P.O. Box 690789 Orlando, FL 32819-0789	800-531-5015 www.steck-vaughn.com
BEST <i>Best English Skills Test</i>	Center for Applied Linguistics 1118 22 nd Street NW Washington, DC 20037	 www.cal.org/
CASAS <i>Comprehensive Adult Assessment System</i>	CASAS 8910 Clairemont Mesa Blvd. San Diego, CA 92123-1104	800-255-1036 www.casas.org
GED Practice Test <i>Official Practice Test</i>	Steck Vaughn P.O. Box 690789 Orlando, FL 32819-0789	800-531-5015 www.steck-vaughn.com
KCLA <i>Kansas Computer Literacy Assessment</i>		literacy.kent.edu/opas/doc_logs/
Ohio Survey On Parent Involvement for Family Literacy Programs		literacy.kent.edu/opas/html
New York State Family Literacy Observation Record*		
SORT <i>Slosson Oral Reading Test</i>	Slosson Educational Publications P O Box 280 538 Buffalo Rd. East Aurora New York, NY 14052-0280	888-Slosson (756-7766) www.slosson.com
TABE <i>Tests of Adult Basic Education</i>	CTB McGraw Hill CTB Order Service Center P.O. Box 140 Monterey, CA 93942-0150	800-538-9547 www.ctb.com
TIA <i>Technology and Internet Assessment</i>	H & H Publishing, Inc. 1231 Kapp Drive Clearwater, FL 33765	800-366-4079 www.HHpublishing.com
WorkKeys	American College Testing (ACT) 2201 North Dodge Street P.O. Box 168 Iowa City, IA 52243	888-399-9675 www.act.org/workkeys/
WRAT <i>Wide Range Achievement Test</i>	Jastak Associates, Inc. P.O. Box 3410 Wilmington, DE 1904-0205	800-200-WRAT www.widerange.com/wrat3.html

*Contact the State ABLE Office for information.

DOCUMENTATION LOGS

Beginning Literacy Numeracy Documentation Log

Student's Name: _____

Date: _____

Site: _____

Instructor: _____

WHEN TO USE: After an individual has completed their diagnostic testing, review the participant's results and determine targets for instruction.

SCORING: When the participant demonstrates mastery of a competency, check YES.

SUGGESTED ASSESSMENT STRATEGIES:

- teacher-made tests
- projects/products with clearly defined criteria or performance standards
- student self-evaluations
- checklists
- performance samples
- end of chapter tests
- anecdotal records of teacher observation
- rubrics or matrixes
- student interviews
- audio or video tapes
- worksheets showing progress
- computerized assessment

	DEMONSTRATES MASTERY YES NO		MASTERY DOCUMENTATION	DATE CERTIFIED
1. Recognize numbers and numerals.				
1.1 Identify and write the numerals 1 - 9.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.2 Count recognizing correct number sequence up to 100.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.3 Identify place value.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2. Demonstrate basic computation skills.				
2.1 Identify when addition or subtraction is needed to solve simple mathematical problems.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.2 Add and subtract whole numbers involving simple borrowing.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.3 Add and subtract using a calculator.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3. Apply numbers in consumer settings.				
3.1 Identify names and values of common coins and currency.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.2 Recognize symbols for currency, such as (\$) and (.).	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.3 Use currency and coins to make change.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.4 Read and write time, both analog and digital.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.5 Read and write dates.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.6 Use numbers in daily situations (e.g., price tags, checkbooks, receipts).	<input type="checkbox"/>	<input type="checkbox"/>		_____

Beginning ABLE Numeracy Documentation Log

Student's Name: _____

Date: _____

Teacher: _____

Instructor: _____

WHEN TO USE: After an individual has completed their diagnostic testing, review the participant's results and determine targets for instruction.

SCORING: When the participant demonstrates mastery of a competency, check YES.

SUGGESTED ASSESSMENT STRATEGIES:

- | | |
|---|---|
| <ul style="list-style-type: none"> ● teacher-made tests ● projects/products with clearly defined criteria or performance standards ● student self-evaluations ● checklists ● performance samples ● end of chapter tests | <ul style="list-style-type: none"> ● anecdotal records of teacher observation ● rubrics or matrixes ● student interviews ● audio or video tapes ● worksheets showing progress ● computerized assessment |
|---|---|

	DEMONSTRATES MASTERY YES NO		MASTERY DOCUMENTATION	DATE CERTIFIED
1. Compute using whole numbers and identify simple fractions.				
1.1 Identify and write the numerals from 1 - 100.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.2 Add and subtract whole numbers involving extensive borrowing and carrying.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.3 Multiply and divide whole numbers with regrouping and remainders.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.4 Identify when multiplication or division is needed to solve simple mathematical problems.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.5 Recognize and use basic multiplication and division facts to complete mathematical problems.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.6 Write simple fractions from pictorial illustrations.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.7 Apply calculator skills in multiplying and dividing of whole numbers.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.8 Count and recognize correct number sequence to 1,000.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.9 Identify and continue moderately complex patterns and sequences.	<input type="checkbox"/>	<input type="checkbox"/>		_____
	<input type="checkbox"/>	<input type="checkbox"/>		_____

Low Intermediate ABLE Numeracy Documentation Log

Student's Name: _____

Date: _____

Address: _____

Instructor: _____

WHEN TO USE: After an individual has completed their diagnostic testing, review the participant's results and determine targets for instruction.

SCORING: When the participant demonstrates mastery of a competency, check YES.

SUGGESTED ASSESSMENT STRATEGIES:

- | | |
|---|---|
| <ul style="list-style-type: none"> ● teacher-made tests ● projects/products with clearly defined criteria or performance standards ● student self-evaluations ● checklists ● performance samples ● end of chapter tests | <ul style="list-style-type: none"> ● anecdotal records of teacher observation ● rubrics or matrixes ● student interviews ● audio or video tapes ● worksheets showing progress ● computerized assessment |
|---|---|

	DEMONSTRATES MASTERY YES NO	MASTERY DOCUMENTATION	DATE CERTIFIED
<p>1. <i>Compute using whole numbers and fractions.</i></p> <p>1.1 Average whole numbers.</p> <p>1.2 Round whole numbers.</p> <p>1.3 Add and subtract fractions with common denominators.</p>	<div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div>		<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>
<p>2. <i>Solve simple word problems.</i></p> <p>2.1 Demonstrate problem solving steps.</p> <p>2.2 Identify key words and determine which operations are required to solve simple word problems.</p> <p>2.3 Solve simple word problems.</p>	<div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div>		<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>
<p>3. <i>Use common mathematical documents.</i></p> <p>3.1 Interpret basic charts, graphs, schedules, tables, and/or diagrams.</p> <p>3.2 Construct basic charts, graphs, schedules, tables, and/or diagrams.</p>	<div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div>		<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>

	DEMONSTRATES MASTERY YES NO	MASTERY DOCUMENTATION	DATE CERTIFIED
Understand basic algebraic terms and functions. 4.1 Identify, classify, and write numeric symbols as numbers and as words. 4.2 Identify basic algebraic functions and patterns.	<div> <input type="checkbox"/> YES <input type="checkbox"/> NO </div> <div> <input type="checkbox"/> YES <input type="checkbox"/> NO </div>		<div>_____</div> <div>_____</div>
5. Measure. 5.1 Recognize, use, and measure linear dimensions. 5.2 Recognize, use, and measure basic geometric shapes and angles. 5.3 Recognize, use, and measure weight. 5.4 Select, use, and interpret basic problem-solving tools (e.g., calculators, mathematical tables, and instruments such as rulers, scales, gauges, and dials). 5.5 Calculate solutions to simple problems involving distance and weight. 5.6 Interpret typical uses of numbers in documents and in consumer settings (e.g., maps, nutritional information, recipes, etc).	<div> <input type="checkbox"/> YES <input type="checkbox"/> NO </div> <div> <input type="checkbox"/> YES <input type="checkbox"/> NO </div> <div> <input type="checkbox"/> YES <input type="checkbox"/> NO </div> <div> <input type="checkbox"/> YES <input type="checkbox"/> NO </div> <div> <input type="checkbox"/> YES <input type="checkbox"/> NO </div> <div> <input type="checkbox"/> YES <input type="checkbox"/> NO </div>		<div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div>

Number of "YES" checks _____

Minimum Performance Level 12 (75%)

Student Completion Date and Instructor Initials: _____

Instructor/Student Comments and Observations:

High Intermediate ABLE Numeracy Documentation Log

Student's Name: _____

Date: _____

Teacher: _____

Instructor: _____

WHEN TO USE: After an individual has completed their diagnostic testing, review the participant's results and determine targets for instruction.
SCORING: When the participant demonstrates mastery of a competency, check YES.

SUGGESTED ASSESSMENT STRATEGIES:

- teacher-made tests
- projects/products with clearly defined criteria or performance standards
- student self-evaluations
- checklists
- performance samples
- end of chapter tests
- anecdotal records of teacher observation
- rubrics or matrixes
- student interviews
- audio or video tapes
- worksheets showing progress
- computerized assessment

	DEMONSTRATES MASTERY YES NO		MASTERY DOCUMENTATION	DATE CERTIFIED
1. <i>Recognize numbers and demonstrate moderately complex computation skills.</i>				
1.1 Identify information needed to solve a moderately complex mathematical problem.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.2 Recognize moderately complex mathematical concepts (i.e., decimals, number lines, sequences, percents, ratios, comparisons).	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.3 Identify missing elements in simple numeric and word problems.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2. <i>Compute using fractions, decimals, and percents.</i>				
2.1 Compute (add, subtract, multiply, & divide) fractions with and without common denominators.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.2 Identify and calculate equivalent fractions.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.3 Compute (add, subtract, multiply, & divide) decimals.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.4 Convert decimal fractions to common fractions and percents.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.5 Solve word problems involving fractions and decimals.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3. <i>Measure.</i>				
3.1 Recognize, use, and measure moderately complex geometric shapes and angles.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.2 Recognize, use, and measure area and volume.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.3 Calculate solutions to moderately complex problems involving distance, weight, and volume.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.4 Interpret uses of numbers in documents and in various settings.	<input type="checkbox"/>	<input type="checkbox"/>		_____

Low Adult Secondary Education Numeracy Documentation Log

Student's Name: _____

Date: _____

Site: _____

Instructor: _____

WHEN TO USE: After an individual has completed their diagnostic testing, review the participant's results and determine targets for instruction.

SCORING: When the participant demonstrates mastery of a competency, check YES.

SUGGESTED ASSESSMENT STRATEGIES:

- | | |
|---|---|
| <ul style="list-style-type: none"> ● teacher-made tests ● projects/products with clearly defined criteria or performance standards ● student self-evaluations ● checklists ● performance samples ● end of chapter tests | <ul style="list-style-type: none"> ● anecdotal records of teacher observation ● rubrics or matrixes ● student interviews ● audio or video tapes ● worksheets showing progress ● computerized assessment |
|---|---|

	DEMONSTRATES MASTERY YES NO	MASTERY DOCUMENTATION	DATE CERTIFIED
1. Demonstrate complex computation skills.			
1.1 Recognize and use complex mathematical concepts (i.e., percentages, sequences, ratios, and proportions).	<input type="checkbox"/> <input type="checkbox"/>		_____
1.2 Identify information needed to solve complex mathematical problems requiring several logical steps and multiple computations.	<input type="checkbox"/> <input type="checkbox"/>		_____
1.3 Identify and use complex geometric and algebraic functions, patterns, and formulas.	<input type="checkbox"/> <input type="checkbox"/>		_____
1.4 Solve complex word problems.			
2. Use common mathematical documents.			
2.1 Interpret moderately complex schedules, tables, charts, and diagrams.	<input type="checkbox"/> <input type="checkbox"/>		_____
2.2 Construct moderately complex schedules, tables, charts, and diagrams.	<input type="checkbox"/> <input type="checkbox"/>		_____
3. Estimate.			
3.1 Estimate arithmetic results for complex computation problems without a calculator prior to calculations.	<input type="checkbox"/> <input type="checkbox"/>		_____
3.2 Use estimation to check reasonableness of results.	<input type="checkbox"/> <input type="checkbox"/>		_____

Number of "YES" checks _____

Minimum Performance Level 6 (75%)

Student Completion Date and Instructor Initials: _____

Instructor/Student Comments and Observations:

High Adult Secondary Education Numeracy Documentation Log

Student's Name: _____

Date: _____

Instructor: _____

WHEN TO USE: After an individual has completed their diagnostic testing, review the participant's results and determine targets for instruction.

SCORING: When the participant demonstrates mastery of a competency, check YES.

SUGGESTED ASSESSMENT STRATEGIES:

- teacher-made tests
- projects/products with clearly defined criteria or performance standards
- student self-evaluations
- checklists
- performance samples
- end of chapter tests
- anecdotal records of teacher observation
- rubrics or matrixes
- student interviews
- audio or video tapes
- worksheets showing progress
- computerized assessment

	DEMONSTRATES MASTERY YES NO		MASTERY DOCUMENTATION	DATE CERTIFIED
1. Apply knowledge of mathematical concepts to understand and compute using mathematical information.				
1.1 Interpret, organize, and analyze data using basic statistical conventions (e.g., mean, median, mode, percentiles).	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.2 Identify key words and determine which operations are required to solve word problems involving fractions, decimals, percentages, and geometric or algebraic functions.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.3 Locate missing information and identify misleading or unnecessary information to complete task.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.4 Generalize, interpret, and apply methods and results over a variety of mathematical contexts.	<input type="checkbox"/>	<input type="checkbox"/>		_____

Number of "YES" checks _____

Minimum Performance Level 3 (75%)

Student Completion Date and Instructor Initials: _____

Instructor/Student Comments and Observations:

Beginning Literacy Reading Documentation Log

Student's Name: _____

Date: _____

Teacher: _____

Instructor: _____

WHEN TO USE: After an individual has completed their diagnostic testing, review the participant's results and determine targets for instruction.

SCORING: When the participant demonstrates mastery of a competency, check YES.

SUGGESTED ASSESSMENT STRATEGIES:

- teacher-made tests
- projects/products with clearly defined criteria or performance standards
- student self-evaluations
- checklists
- performance samples
- end of chapter tests
- anecdotal records of teacher observation
- rubrics or matrixes
- student interviews
- audio or video tapes
- worksheets showing progress
- computerized assessment

	DEMONSTRATES MASTERY		MASTERY DOCUMENTATION	DATE CERTIFIED
	YES	NO		
1. Use word recognition skills to decode, pronounce, and comprehend the meaning of familiar words and of new words introduced through instruction.				
1.1 Recognize selected words by sight (sight vocabulary).	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.2 Apply basic symbol/sound correspondences for the letters of the alphabet to pronounce and identify words (phonics skills).	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.3 Apply basic word/language patterns (e.g., syllables, common affixes) to pronounce and identify words.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.4 Use context clues to identify unfamiliar words.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.5 Apply picture clues to identify unfamiliar words.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.6 Use simple reference tools (e.g., picture dictionary, word lists, electronic spellers) as source of information about unfamiliar words in text.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.7 Display an understanding of the concepts of print (left to right, return sweep, and top to bottom).	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.8 Read and comprehend simple sentences.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.9 Apply simple punctuation knowledge to interpret meaning.	<input type="checkbox"/>	<input type="checkbox"/>		_____

	DEMONSTRATES MASTERY YES NO		MASTERY DOCUMENTATION	DATE CERTIFIED
<i>2. Demonstrate knowledge of principles of alphabetization.</i>				
2.1 Write and say alphabet in correct order.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.2 Distinguish upper and lower case letters of the alphabet.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.3 Apply knowledge to arrange selected words in alphabetical order.	<input type="checkbox"/>	<input type="checkbox"/>		_____
<i>3. Apply reading skills to functional and information texts.</i>				
3.1 Recognize common symbols (e.g., \$, %, &).	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.2 Identify common functional and survival signs (e.g., stop, restroom, fire).	<input type="checkbox"/>	<input type="checkbox"/>		_____
<i>4. Apply basic comprehension-monitoring (metacognitive) strategies.</i>				
4.1 Use pre-reading strategies (e.g., prediction, questioning, prior knowledge).	<input type="checkbox"/>	<input type="checkbox"/>		_____
4.2 Use comprehension checking strategies (e.g., rereading, self-questioning).	<input type="checkbox"/>	<input type="checkbox"/>		_____

Number of "YES" checks _____

Minimum Performance Level 12 (75%)

Student Completion Date and Instructor Initials: _____

Instructor/Student Comments and Observations:

Beginning ABLE Reading Documentation Log

Student's Name: _____

Date: _____

Title: _____

Instructor: _____

WHEN TO USE: After an individual has completed their diagnostic testing, review the participant's results and determine targets for instruction.
SCORING: When the participant demonstrates mastery of a competency, check YES.

SUGGESTED ASSESSMENT STRATEGIES:

- | | |
|---|---|
| <ul style="list-style-type: none"> ● teacher-made tests ● projects/products with clearly defined criteria or performance standards ● student self-evaluations ● checklists ● performance samples ● end of chapter tests | <ul style="list-style-type: none"> ● anecdotal records of teacher observation ● rubrics or matrixes ● student interviews ● audio or video tapes ● worksheets showing progress ● computerized assessment |
|---|---|

	DEMONSTRATES MASTERY YES NO	MASTERY DOCUMENTATION	DATE CERTIFIED
1. Demonstrate knowledge of vocabulary in selected instructional contexts. 1.1 Identify and comprehend the meaning of basic functional (i.e., life skills), occupational, and content-specific (i.e., academic) vocabulary.	<input type="checkbox"/> <input type="checkbox"/>		_____
1.2 Use context clues and the meaning of common affixes to select or infer the meaning of unfamiliar words.	<input type="checkbox"/> <input type="checkbox"/>		_____
1.3 Use context clues to distinguish meanings of synonyms, antonyms, and homonyms.	<input type="checkbox"/> <input type="checkbox"/>		_____
1.4 Apply vocabulary knowledge to comprehend text on familiar topics introduced through instruction.	<input type="checkbox"/> <input type="checkbox"/>		_____
2. Read and interpret common signs, symbols, and abbreviations. 2.1 Identify and interpret basic social and survival signs (e.g., classified ads, clothing labels, road signs, and alpha-numeric codes, such as aisle numbers).	<input type="checkbox"/> <input type="checkbox"/>		_____
2.2 Identify and interpret common safety codes and symbols.	<input type="checkbox"/> <input type="checkbox"/>		_____
2.3 Identify and interpret commonly-used abbreviations (e.g., weights, measures, and sizes).	<input type="checkbox"/> <input type="checkbox"/>		_____
2.4 Apply knowledge of signs, symbols, and abbreviations to comprehend and perform simple tasks (e.g., recipes, prescriptions, public signs, laundering labels).	<input type="checkbox"/> <input type="checkbox"/>		_____

Low Intermediate ABLE Reading Documentation Log

Student's Name: _____

Date: _____

e: _____

Instructor: _____

WHEN TO USE: After an individual has completed their diagnostic testing, review the participant's results and determine targets for instruction.
SCORING: When the participant demonstrates mastery of a competency, check YES.

SUGGESTED ASSESSMENT STRATEGIES:

- | | |
|---|---|
| <ul style="list-style-type: none"> ● teacher-made tests ● projects/products with clearly defined criteria or performance standards ● student self-evaluations ● checklists ● performance samples ● end of chapter tests | <ul style="list-style-type: none"> ● anecdotal records of teacher observation ● rubrics or matrixes ● student interviews ● audio or video tapes ● worksheets showing progress ● computerized assessment |
|---|---|

	DEMONSTRATES MASTERY YES NO		MASTERY DOCUMENTATION	DATE CERTIFIED
1. <i>Select and apply appropriate word recognition skills to pronounce and comprehend the meaning of familiar words and to estimate the pronunciation of unfamiliar words.</i>	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.1 Recognize increasing number of words by sight (sight vocabulary).	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.2 Apply knowledge of language patterns (e.g., syllables, common affixes) to pronounce and predict the meaning of unfamiliar words.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.3 Use context clues to approximate the pronunciation of unfamiliar words.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.4 Identify and use references to pronounce and identify the meanings of unfamiliar words in text.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2. <i>Demonstrate knowledge of vocabulary in varied instructional contexts.</i>				
2.1 Recognize and comprehend the meaning of moderately complex occupational, technical, and content-specific vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.2 Apply knowledge of context clues to predict the meaning of unfamiliar words and to distinguish meanings of homographs and words with multiple meanings.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.3 Use context clues to infer appropriate meaning of moderately complex passages.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.4 Use the meaning of affixes and roots to build vocabulary in specific contexts.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.5 Apply knowledge of synonyms, antonyms, homonyms, homographs, and words with multiple definitions to determine meanings of unfamiliar words.	<input type="checkbox"/>	<input type="checkbox"/>		_____

High Intermediate ABLE Reading Documentation Log

Student's Name: _____

Date: _____

Teacher: _____

Instructor: _____

WHEN TO USE: After an individual has completed their diagnostic testing, review the participant's results and determine targets for instruction.
SCORING: When the participant demonstrates mastery of a competency, check YES.

SUGGESTED ASSESSMENT STRATEGIES:

- teacher-made tests
- projects/products with clearly defined criteria or performance standards
- student self-evaluations
- checklists
- performance samples
- end of chapter tests
- anecdotal records of teacher observation
- rubrics or matrixes
- student interviews
- audio or video tapes
- worksheets showing progress
- computerized assessment

	DEMONSTRATES MASTERY YES NO		MASTERY DOCUMENTATION	DATE CERTIFIED
1 <i>Demonstrate literal and inferential comprehension of simply written materials.</i>				
1.1 Identify directly stated main ideas.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.2 Identify inferred main ideas.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.3 Locate directly stated details (e.g., examples, facts, descriptions, reasons) that contribute to understanding the main idea.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.4 Paraphrase and summarize (e.g., retell, recall, or explain) information in simple texts.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.5 Draw conclusions based on details in the text.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.6 Identify and interpret basic figurative language (e.g., similes, metaphors, idioms).	<input type="checkbox"/>	<input type="checkbox"/>		_____
2. <i>Demonstrate knowledge of paragraph structure and document organization.</i>				
2.1 Identify basic organizational patterns (e.g., cause-effect, sequence, chronology, compare-contrast) for different types of reading material or documents.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.2 Use syntactic clues (e.g., sequence pattern: first, second, then) that guide the reader through selected text organization patterns.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.3 Summarize information according to organizational pattern of materials.	<input type="checkbox"/>	<input type="checkbox"/>		_____

Low Adult Secondary Reading Documentation Log

Student's Name: _____

Date: _____

Address: _____

Instructor: _____

WHEN TO USE: After an individual has completed their diagnostic testing, review the participant's results and determine targets for instruction.

SCORING: When the participant demonstrates mastery of a competency, check YES.

SUGGESTED ASSESSMENT STRATEGIES:

- | | |
|---|---|
| <ul style="list-style-type: none"> ● teacher-made tests ● projects/products with clearly defined criteria or performance standards ● student self-evaluations ● checklists ● performance samples ● end of chapter tests | <ul style="list-style-type: none"> ● anecdotal records of teacher observation ● rubrics or matrixes ● student interviews ● audio or video tapes ● worksheets showing progress ● computerized assessment |
|---|---|

	DEMONSTRATES MASTERY YES NO		MASTERY DOCUMENTATION	DATE CERTIFIED
1. <i>Demonstrate knowledge of vocabulary in varied instructional contexts.</i>				
1.1 Use word structures (e.g., affixes, synonyms, multiple meanings) to expand vocabulary in specific contexts.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.2 Recognize and comprehend the meaning of complex occupational, technical, and content-specific (academic) vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.3 Use context clues and knowledge of word structures to predict meaning of unfamiliar words and to infer appropriate meaning of complex passages.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2. <i>Demonstrate literal and inferential comprehension of moderately complex materials.</i>				
2.1 Identify directly stated main ideas.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.2 Identify inferred main ideas.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.3 Demonstrate understanding of abstract themes.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.4 Distinguish a conclusion from a supporting statement or detail.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.5 Locate directly stated details (e.g., examples, facts, descriptions, reasons) that contribute to understanding the main idea.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.6 Paraphrase and summarize (e.g., retell, recall, or explain) information in moderately complex texts.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.7 Draw conclusions based on details in the text.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.8 Identify and interpret common figurative language found in texts.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.9 Apply knowledge and skills to interpret and analyze information in various contexts (e.g. health, work, parenting, community agencies).	<input type="checkbox"/>	<input type="checkbox"/>		_____

	DEMONSTRATES MASTERY YES NO		MASTERY DOCUMENTATION	DATE CERTIFIED
3. <i>Read and interpret moderately complex documents (i.e., tables, schedules, charts, graphs, maps, forms, diagrams).</i>				
3.1 Locate several pieces of information in moderately complex documents.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.2 Follow directions for completing moderately complex documents.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.3 Summarize information located in moderately complex documents.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.4 Identify relationships between similar documents (e.g., charge slip and invoice) and compare information.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.5 Apply prior knowledge to comprehend signs, symbols, abbreviations, and acronyms.	<input type="checkbox"/>	<input type="checkbox"/>		_____
4. <i>Demonstrate knowledge of paragraph structure and document organization.</i>				
4.1 Apply knowledge of organizational patterns to improve comprehension and organize summary of text.	<input type="checkbox"/>	<input type="checkbox"/>		_____
4.2 Integrate information from charts, graphs, and tables to improve comprehension of text.	<input type="checkbox"/>	<input type="checkbox"/>		_____
4.3 Use resources such as bibliographies and footnotes to gather additional information.	<input type="checkbox"/>	<input type="checkbox"/>		_____

Number of "YES" checks _____

Minimum Performance Level 16 (75%)

Student Completion Date and Instructor Initials: _____

Instructor/Student Comments and Observations:

High Adult Secondary Reading Documentation Log

Student's Name: _____

Date: _____

e: _____

Instructor: _____

WHEN TO USE: After an individual has completed their diagnostic testing, review the participant's results and determine targets for instruction.

SCORING: When the participant demonstrates mastery of a competency, check YES.

SUGGESTED ASSESSMENT STRATEGIES:

- teacher-made tests
- projects/products with clearly defined criteria or performance standards
- student self-evaluations
- checklists
- performance samples
- end of chapter tests
- anecdotal records of teacher observation
- rubrics or matrixes
- student interviews
- audio or video tapes
- worksheets showing progress
- computerized assessment

	DEMONSTRATES MASTERY		MASTERY DOCUMENTATION	DATE CERTIFIED
	YES	NO		
1. <i>Demonstrate literal and inferential comprehension of complex materials.</i>				
1.1 Identify directly stated and inferred main ideas.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.2 Identify implied details and unstated assumptions that contribute to understanding the main idea.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.3 Recognize and understand complex instructions or directions that include conditionals and multiple steps.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.4 Identify and interpret figurative language found in texts.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.5 Apply knowledge and skills to interpret, analyze, draw conclusions, and generalize from written information.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.6 Identify opinions, propaganda, bias, and sources to evaluate written materials.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.7 Apply information and ideas to new contexts or situations.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.8 Analyze a variety of genre (non-fiction and fiction).	<input type="checkbox"/>	<input type="checkbox"/>		_____
	<input type="checkbox"/>	<input type="checkbox"/>		_____

Beginning Literacy Writing Documentation Log

Student's Name: _____

Date: _____

?: _____

Instructor: _____

WHEN TO USE: After an individual has completed their diagnostic testing, review the participant's results and determine targets for instruction.
SCORING: When the participant demonstrates mastery of a competency, check YES.

SUGGESTED ASSESSMENT STRATEGIES:

- teacher-made tests
- projects/products with clearly defined criteria or performance standards
- student self-evaluations
- checklists
- performance samples
- end of chapter tests
- anecdotal records of teacher observation
- rubrics or matrixes
- student interviews
- audio or video tapes
- worksheets showing progress
- computerized assessment

	DEMONSTRATES MASTERY YES NO		MASTERY DOCUMENTATION	DATE CERTIFIED
1. <i>Demonstrate basic eye-hand coordination.</i>				
1.1 Use a common (standard) writing instrument.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.2 Trace simple shapes and lines.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.3 Copy simple shapes and lines.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.4 Write left to right and top to bottom on a page.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2. <i>Demonstrate basic knowledge of the alphabet.</i>				
2.1 Identify upper and lower case letters of the alphabet in the printed form.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.2 Write upper and lower case letters of the alphabet from print.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.3 Write upper and lower case letters of the alphabet from memory.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.4 Write letters that correspond to sounds.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.5 Write basic words spelled orally.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.6 Spell familiar words as pronounced.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.7 Spell phonemically words as pronounced.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.8 Understand basic word and letter patterns.	<input type="checkbox"/>	<input type="checkbox"/>		_____

	DEMONSTRATES MASTERY		MASTERY DOCUMENTATION	DATE CERTIFIED
	YES	NO		
3. Apply the writing process to complete basic writing tasks.				
3.1 Write words and/or phrases in sequence as pronounced.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.2 Write words to form phrases as pronounced.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.3 Write words to form simple sentences as pronounced.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.4 Write words to form simple messages as pronounced.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.5 Compose simple phrases.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.6 Compose simple sentences.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.7 Compose simple messages.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.8 Complete simple forms using name, address, phone number, and social security number.	<input type="checkbox"/>	<input type="checkbox"/>		_____

Number of "YES" checks _____

Minimum Performance Level 15 (75%)

Student Completion Date and Instructor Initials: _____

Instructor/Student Comments and Observations:

Beginning ABE Writing Documentation Log

Student's Name: _____

Date: _____

#: _____

Instructor: _____

WHEN TO USE: After an individual has completed their diagnostic testing, review the participant's results and determine targets for instruction.
SCORING: When the participant demonstrates mastery of a competency, check YES.

SUGGESTED ASSESSMENT STRATEGIES:

- | | |
|---|---|
| <ul style="list-style-type: none"> ● teacher-made tests ● projects/products with clearly defined criteria or performance standards ● student self-evaluations ● checklists ● performance samples ● end of chapter tests | <ul style="list-style-type: none"> ● anecdotal records of teacher observation ● rubrics or matrixes ● student interviews ● audio or video tapes ● worksheets showing progress ● computerized assessment |
|---|---|

	DEMONSTRATES MASTERY YES NO		MASTERY DOCUMENTATION	DATE CERTIFIED
1. <i>Apply basic principles of language mechanics in written work.</i>				
1.1 Identify and use common nouns.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.2 Identify and use proper nouns.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.3 Identify and use singular and plural nouns.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.4 Identify and use common verbs.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.5 Identify and use singular and plural verbs.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.6 Understand subject-verb agreement.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.7 Use basic principles of capitalization.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.8 Identify and use common punctuation marks.				

	DEMONSTRATES MASTERY YES NO		MASTERY DOCUMENTATION	DATE CERTIFIED
2. Complete basic writing tasks.				
2.1 Write names and addresses correctly.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.2 Write simple lists, notes, and messages legibly and with accurate content.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.3 Complete basic forms and documents legibly and with accurate content.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.4 Write a variety of complete simple sentences including statements, questions, and commands.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.5 Write a basic paragraph including a topic sentence and several supporting sentences.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.6 Write a simple personal letter using an appropriate format.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.7 Complete a simple job application form with correct data.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.8 Complete all basic writing tasks legibly and with accurate content.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3. Demonstrate knowledge of basic writing concepts.				
3.1 Identify basic writing purposes.				
3.2 Identify audience for writing.				
3.3 Identify procedures for producing final document.				
3.4 Produce final document using basic writing concepts.				

Number of "YES" checks _____

Minimum Performance Level 15 (75%)

Student Completion Date and Instructor Initials: _____

Instructor/Student Comments and Observations:

Low Intermediate ABLE Writing Documentation Log

Student's Name: _____

Date: _____

Teacher: _____

Instructor: _____

WHEN TO USE: After an individual has completed their diagnostic testing, review the participant's results and determine targets for instruction.

SCORING: When the participant demonstrates mastery of a competency, check YES.

SUGGESTED ASSESSMENT STRATEGIES:

- | | |
|---|---|
| <ul style="list-style-type: none"> ● teacher-made tests ● projects/products with clearly defined criteria or performance standards ● student self-evaluations ● checklists ● performance samples ● end of chapter tests | <ul style="list-style-type: none"> ● anecdotal records of teacher observation ● rubrics or matrixes ● student interviews ● audio or video tapes ● worksheets showing progress ● computerized assessment |
|---|---|

	DEMONSTRATES MASTERY YES NO	MASTERY DOCUMENTATION	DATE CERTIFIED
1. Demonstrate knowledge of spelling conventions. 1.1 Spell correctly familiar and unfamiliar words that are pronounced. 1.2 Apply knowledge of spelling rules and exceptions. 1.3 Apply knowledge of spelling rules and exceptions to correct errors. 1.4 Write an accurate paragraph using spelling conventions.	<div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div>		_____ _____ _____ _____ _____
2. Apply basic language mechanics principles in written work. 2.1 Use correct capitalization in all written work. 2.2 Use correct punctuation in all written work. 2.3 Recognize basic parts of speech. 2.4 Apply standard English in all formal writing.	<div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div>		_____ _____ _____ _____

	DEMONSTRATES MASTERY YES NO		MASTERY DOCUMENTATION	DATE CERTIFIED
<i>3. Demonstrate knowledge of writing concepts.</i>				
3.1 Write a variety a complete, simple and compound sentences.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.2 Write simple paragraphs using directly stated and inferred main ideas and supportive details.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.3 Analyze audience and purpose for writing.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.4 Choose appropriate format and language for audience and/or purpose.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.5 Write accurate notes and messages to different audiences.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.6 Understand and apply the basic organization and structure of written information.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.7 Complete moderately complex forms and documents legibly and with accurate content.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.8 Write a simple business or personal letter using appropriate format and content for a specific audience.	<input type="checkbox"/>	<input type="checkbox"/>		_____
<i>4. Demonstrate appropriate use of dictionaries and reference materials.</i>				
4.1 Locate words in the dictionary using alphabetizing knowledge.	<input type="checkbox"/>	<input type="checkbox"/>		_____
4.2 Use dictionary to divide words into syllables.	<input type="checkbox"/>	<input type="checkbox"/>		_____
4.3 Use dictionary diacritical marks for pronunciation guide.	<input type="checkbox"/>	<input type="checkbox"/>		_____
4.4 Use dictionary to understand word origin, use, and tenses.	<input type="checkbox"/>	<input type="checkbox"/>		_____

Number of "YES" checks _____

Minimum Performance Level 15 (75%)

Student Completion Date and Instructor Initials: _____

Instructor/Student Comments and Observations:

High Intermediate ABLE Writing Documentation Log

Student's Name: _____

Date: _____

e: _____

Instructor: _____

WHEN TO USE: After an individual has completed their diagnostic testing, review the participant's results and determine targets for instruction.
SCORING: When the participant demonstrates mastery of a competency, check YES.

SUGGESTED ASSESSMENT STRATEGIES:

- | | |
|---|---|
| <ul style="list-style-type: none"> ● teacher-made tests ● projects/products with clearly defined criteria or performance standards ● student self-evaluations ● checklists ● performance samples ● end of chapter tests | <ul style="list-style-type: none"> ● anecdotal records of teacher observation ● rubrics or matrixes ● student interviews ● audio or video tapes ● worksheets showing progress ● computerized assessment |
|---|---|

	DEMONSTRATES MASTERY YES NO	MASTERY DOCUMENTATION	DATE CERTIFIED
1. Apply spelling conventions and language mechanics principles in written work. 1.1 Write words correctly. 1.2 Write using correct capitalization. 1.3 Write using correct punctuation. 1.4 Write using correct grammar.	<div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div>		<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>
2. Use basic proofreading skills to correct errors in capitalization, punctuation, grammar, and spelling. 2.1 Recognize and correct common errors in specific language conventions (e.g. subject-verb agreement). 2.2 Recognize and correct simple errors in grammar, syntax, punctuation, and spelling. 2.3 Seek feedback to correct errors in grammar, syntax, punctuation, and spelling. 2.4 Revise material to be direct, concise, clear, consistent, and accurate.	<div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div>		<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>

	DEMONSTRATES MASTERY YES NO		MASTERY DOCUMENTATION	DATE CERTIFIED
3. Apply writing concepts consistently in all written work.				
3.1 Write a variety of complete and descriptive sentences to convey shades of meaning.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.2 Incorporate technical vocabulary in writing as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.3 Write paragraphs including directly stated and inferred main ideas and supportive details to clearly convey messages.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.4 Apply organizational and structural writing concepts to write clearly and logically.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.5 Analyze audience and purpose for writing and apply to written work.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.6 Complete complex forms, documents, or simple resumes accurately.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.7 Compose a formal letter using correct punctuation and format.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.8 Complete a multi-paragraph paper on material read or observed.	<input type="checkbox"/>	<input type="checkbox"/>		_____

Number of "YES" checks _____

Minimum Performance Level 12 (75%)

Student Completion Date and Instructor Initials: _____

Instructor/Student Comments and Observations:

Low Adult Secondary Writing Documentation Log

Student's Name: _____

Date: _____

Teacher: _____

Instructor: _____

WHEN TO USE: After an individual has completed their diagnostic testing, review the participant's results and determine targets for instruction.
SCORING: When the participant demonstrates mastery of a competency, check YES.

SUGGESTED ASSESSMENT STRATEGIES:

- | | |
|---|---|
| <ul style="list-style-type: none"> ● teacher-made tests ● projects/products with clearly defined criteria or performance standards ● student self-evaluations ● checklists ● performance samples ● end of chapter tests | <ul style="list-style-type: none"> ● anecdotal records of teacher observation ● rubrics or matrixes ● student interviews ● audio or video tapes ● worksheets showing progress ● computerized assessment |
|---|---|

	DEMONSTRATES MASTERY YES NO		MASTERY DOCUMENTATION	DATE CERTIFIED
1. <i>Use more sophisticated sentence structure to express ideas and thoughts.</i>				
1.1 Create and/or combine sentences using coordination and subordination.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.2 Recognize and use parallel structure.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.3 Recognize and use active and passive voice to create emphasis and variety.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.4 Use semicolons and other punctuation accurately.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2. <i>Apply language mechanics principles correctly in all written work.</i>				
2.1 Use verb tense accurately.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.2 Use subject-verb agreement accurately.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.3 Identify and use appropriate adjective and adverb forms.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.4 Use correct pronoun references.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.5 Correctly capitalize words.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.6 Correctly punctuate sentences.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.7 Use all parts of speech accurately.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.8 Select words whose denotations and connotations match your meaning.	<input type="checkbox"/>	<input type="checkbox"/>		_____

	DEMONSTRATES MASTERY YES NO		MASTERY DOCUMENTATION	DATE CERTIFIED
3. Compose a report or summary on material read or observed.				
3.1 Develop an outline using correct organizational structures.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.2 Complete a first draft of a document containing several paragraphs.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.3 Incorporate organizational structures (headings, references, quotations) in writing.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.4 Use all language conventions appropriately.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.5 Proofread, revise, and edit the first draft.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.6 Complete a final draft.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.7 Write accurate synthesis of oral instructions or facts.	<input type="checkbox"/>	<input type="checkbox"/>		_____
3.8 Write a synopsis of material read or observed.	<input type="checkbox"/>	<input type="checkbox"/>		_____
4. Refine proofreading and dictionary reference skills.				
4.1 Use dictionary efficiently and effectively.	<input type="checkbox"/>	<input type="checkbox"/>		_____
4.2 Use thesaurus and other reference sources.	<input type="checkbox"/>	<input type="checkbox"/>		_____
4.3 Use compensatory methods for spelling and editing.	<input type="checkbox"/>	<input type="checkbox"/>		_____
4.4 Revise writing to be more direct, clear, concise, consistent, and accurate.	<input type="checkbox"/>	<input type="checkbox"/>		_____

Number of "YES" checks _____

Minimum Performance Level 18 (75%)

Student Completion Date and Instructor Initials: _____

Instructor/Student Comments and Observations:

High Adult Secondary Writing Documentation Log

Student's Name: _____

Date: _____

Site: _____

Instructor: _____

WHEN TO USE: After an individual has completed their diagnostic testing, review the participant's results and determine targets for instruction.

SCORING: When the participant demonstrates mastery of a competency, check YES.

SUGGESTED ASSESSMENT STRATEGIES:

- teacher-made tests
- projects/products with clearly defined criteria or performance standards
- student self-evaluations
- checklists
- performance samples
- end of chapter tests
- anecdotal records of teacher observation
- rubrics or matrixes
- student interviews
- audio or video tapes
- worksheets showing progress
- computerized assessment

	DEMONSTRATES MASTERY YES NO		MASTERY DOCUMENTATION	DATE CERTIFIED
1. Compose appropriate written documents.				
1.1 Compose draft documents as required.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.2 Review and understand various writing styles.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.3 Review and understand various document styles.	<input type="checkbox"/>	<input type="checkbox"/>		_____
1.4 Revise and edit draft documents to complete a final draft document.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2. Use writing as a tool for professional or personal communication.				
2.1 Write an application letter and resume for employment.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.2 Write an opinion letter to be mailed to an elected official, newspaper, or group.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.3 Write a formal letter to a business, agency, or institution.	<input type="checkbox"/>	<input type="checkbox"/>		_____
2.4 Write a short story, poem, or essay based on personal experience.	<input type="checkbox"/>	<input type="checkbox"/>		_____

Number of "YES" checks _____

Minimum Performance Level 6 (75%)

Student Completion Date and Instructor Initials: _____

Instructor/Student Comments and Observations:

**ESOL Documentation Log
(Level 1)**

Student's Name: _____

Date: _____

Site: _____

Instructor _____

Cultural & Social	Mastery Documentation	Date Completed
Has basic knowledge of:		
C.1.1 Basic nonverbal communication	C.1.1	
C.1.2 American money	C.1.2	
C.1.3 Government/public symbols/signs	C.1.3	
C.1.4 Family relationships/roles	C.1.4	
Learning Strategies	Mastery Documentation	Date Completed
LL.1.1 <i>Listening & Speaking</i> - Express ability/inability to understand	LL.1.1	
LL.1.2 <i>Reading & Writing</i> - Classify	LL.1.2	
LL.1.3 <i>Planning to Learn</i> - Lower anxiety level	LL.1.3	
LL.1.4 <i>Life-long Learning</i> - Identify learning needs	LL.1.4	

Total mastery 21/28

Total # mastered _____

**ESOL Documentation Log
(Level 1)**

Student's Name: _____ **Date:** _____

Site: _____ **Instructor** _____

Listening & Speaking

Listening (Receptive)	Mastery Documentation	Date Completed
Comprehends: L.1.1 Simple words including basic emergency and survival words L.1.2 Simple one step directions with modeling L.1.3 Simple learned questions (yes/no, personal information) L.1.4 Simple learned social conversations L.1.5 Common beginning and final consonant sounds	L.1.1 L.1.2 L.1.3 L.1.4 L.1.5	
Speaking (Productive)		
Produces: S.1.1 Simple words including basic, emergency and survival words S.1.2 Simple one step directions with modeling S.1.3 Simple learned questions (yes/no, personal information) S.1.4 Simple learned social conversations S.1.5 Common beginning and final consonant sounds	S.1.1 S.1.2 S.1.3 S.1.4 S.1.5	

**ESOL Documentation Log
(Level 1)**

Student's Name: _____

Date: _____

Site: _____

Instructor _____

Reading & Writing

Reading (Receptive)	Mastery Documentation	Date Completed
Comprehends: R.1.1 Upper and lower case letters, numerals and basic words R.1.2 Simple one-step directions R.1.3 Sound/symbol relationships and sight words R.1.4 Main idea of simple text R.1.5 Simple one/two word text (lists, labels, common forms)	R.1.1 R.1.2 R.1.3 R.1.4 R.1.5	
Writing (Productive)		
Produces: W.1.1 Upper and lower case letters, numerals and basic words W.1.2 Simple present tense (be verbs) W.1.3 Word/sentence boundaries W.1.4 Personal information on forms W.1.5 Lists, personal dictionaries	W.1.1 W.1.2 W.1.3 W.1.4 W.1.5	

**ESOL Documentation Log
(Level 2)**

Student's Name: _____

Date: _____

Site: _____

Instructor _____

Cultural & Social	Mastery Documentation	Date Completed
Has basic knowledge of: C.2.1 Nonverbal facial/body cues C.2.2 Simple financial systems C.2.3 Basic laws/rules C.2.4 Dress and personal appearance	C.2.1 C.2.2 C.2.3 C.2.4	
Learning Strategies	Mastery Documentation	Date Completed
LL.2.1 <i>Listening & Speaking</i> – Ask for clarification/repetition LL.2.2 <i>Reading & Writing</i> – Skim for information LL.2.3 <i>Planning to Learn</i> –Take risks with language use LL.2.4 <i>Life-long Learning</i> - Identify resources for learning (libraries, computers, etc.)	LL.2.1 LL.2.2 LL.2.3 LL.2.4	

Total mastery 21/28

Total # mastered _____

**ESOL Documentation Log
(Level 2)**

Student's Name: _____

Date: _____

Site: _____

Instructor _____

Listening & Speaking

Listening (Receptive)	Mastery Documentation	Date Completed
Comprehends: L.2.1 Simple phrases with familiar vocabulary L.2.2 Simple one step directions without modeling L.2.3 Limited simple informational questions L.2.4 Simple routine social conversations spoken slowly with frequent repetition L.2.5 Major vowels, consonants and stress patterns	L.2.1 L.2.2 L.2.3 L.2.4 L.2.5	
Speaking (Productive)		
Produces: S.2.1 Extended personal information and basic survival needs/wants S.2.2 Simple one step directions without modeling S.2.3 Limited simple informational questions S.2.4 Simple routine social conversations spoken slowly with frequent repetitions S.2.5 Major vowels, consonants and stress patterns	S.2.1 S.2.2 S.2.3 S.2.4 S.2.5	

**ESOL Documentation Log
(Level 2)**

Student's Name: _____

Date: _____

Site: _____

Instructor _____

Reading & Writing

Reading (Receptive)	Mastery Documentation	Date Completed
Comprehends: R.2.1 Simple sentences with familiar vocabulary R.2.2 Simple two to three step directions R.2.3 Word families (mop, hop, top) R.2.4 Sequence of events R.2.5 Basic life skills print and simple informational text	R.2.1 R.2.2 R.2.3 R.2.4 R.2.5	
Writing (Productive)		
Produces: W.2.1 Simple sentences with familiar vocabulary W.2.2 Present progressive and simple past tenses W.2.3 Capitals and periods W.2.4 Information on simple forms involving familiar content W.2.5 Basic life skills print and simple formatted (notes, schedules, etc.)	W.2.1 W.2.2 W.2.3 W.2.4 W.2.5	

**ESOL Documentation Log
(Level 3)**

Student's Name: _____ **Date:** _____

Site: _____ **Instructor** _____

Cultural & Social	Mastery Documentation	Date Completed
Has basic knowledge of: C.3.1 Personal space/touching/body position C.3.2 Personal financial transactions C.3.3 Simple American rights C.3.4 Holidays and rituals	C.3.1 C.3.2 C.3.3 C.3.4	
Learning Strategies	Mastery Documentation	Date Completed
LL.3.1 <i>Listening & Speaking</i> - Observe and model others LL.3.2 <i>Reading & Writing</i> - Scan for main ideas LL.3.3 <i>Planning to Learn</i> - Apply previous knowledge LL.3.4 <i>Life-long Learning</i> - Extend and apply knowledge to real life applications	LL.3.1 LL.3.2 LL.3.3 LL.3.4	

Total mastery 21/28

Total # mastered _____

**ESOL Documentation Log
(Level 3)**

Student's Name: _____

Date: _____

Site: _____

Instructor _____

Listening & Speaking

Listening (Receptive)	Mastery Documentation	Date Completed
Comprehends:		
L.3.1 Simple sentences on familiar topics	L.3.1	
L.3.2 Two to three step directions on familiar topics	L.3.2	
L.3.3 Simple questions on a variety of topics	L.3.3	
L.3.4 Simple limited work, school and social conversations	L.3.4	
L.3.5 Differences in targeted sounds; reduced speech	L.3.5	
Speaking (Productive)		
Produces:		
S.3.1 Simple sentences on familiar topics	S.3.1	
S.3.2 Two to three step directions on familiar topics	S.3.2	
S.3.3 Simple questions on a variety of topics	S.3.3	
S.3.4 Simple work, school, or social conversations	S.3.4	
S.3.5 Differences in targeted sounds; reduced speech	S.3.5	

**ESOL Documentation Log
(Level 3)**

Student's Name: _____

Date: _____

Site: _____

Instructor _____

Reading & Writing

Reading (Receptive)	Mastery Documentation	Date Completed
Comprehends: R.3.1 Simple paragraphs on familiar topics R.3.2 Short directions on familiar topics R.3.3 Word semantics/syllabification R.3.4 Descriptive paragraphs R.3.5 Daily living text (phone books, applications)	R.3.1 R.3.2 R.3.3 R.3.4 R.3.5	
Writing (Productive)		
Produces: W.3.1 Simple paragraphs on familiar topics W.3.2 Future, irregular past tenses; subject/verb agreement W.3.3 Commas, subject/verb agreement W.3.4 Information on a variety of forms on familiar topics W.3.5 Simple informational communications	W.3.1 W.3.2 W.3.3 W.3.4 W.3.5	

**ESOL Documentation Log
(Level 4)**

Student's Name: _____

Date: _____

Site: _____

Instructor _____

Cultural & Social	Mastery Documentation	Date Completed
Has basic knowledge of: C.4.1 Behaviors in social setting C.4.2 Simple money management C.4.3 Simple American government structure C.4.4 Education and work attitudes	C.4.1 C.4.2 C.4.3 C.4.4	
Learning Strategies	Mastery Documentation	Date Completed
LL. 4.1 <i>Listening & Speaking</i> - Apply compensation strategies (guessing, circumlocution) LL.4.2 <i>Reading & Writing</i> - Use other resources (newspaper, reference materials, internet etc.) LL.4.3 <i>Planning to Learn</i> - Manage learning (plan when, where and how to learn) LL.4.4 <i>Life-long-Learning</i> - Identify strengths and weaknesses as a learner	LL.4.1 LL.4.2 LL.4.3 LL.4.4	

Total mastery 21/28

Total # mastered _____

**ESOL Documentation Log
(Level 4)**

Student's Name: _____

Date: _____

Site: _____

Instructor _____

Listening & Speaking

Listening (Receptive)	Mastery Documentation	Date Completed
Comprehends: L.4.1 Simple information on an abstract topic L.4.2 Multiple step directions on familiar topics L.4.3 Questions on a variety of topics with control of basic grammar L.4.4 Conversations on everyday topics with some repetition or rewording L.4.5 Rhythm, stress patterns and intonation	L.4.1 L.4.2 L.4.3 L.4.4 L.4.5	
Speaking (Productive)		
Produces: S.4.1 Simple information on abstract topics S.4.2 Multiple step directions on familiar topics S.4.3 Questions on a variety of topics with control of basic grammar S.4.4 Conversations on everyday topics with some repetitions or rewording S.4.5 Rhythm, stress patterns, intonation	S.4.1 S.4.2 S.4.3 S.4.4 S4.5 S.4.5	

**ESOL Documentation Log
(Level 4)**

Student's Name: _____

Date: _____

Site: _____

Instructor _____

Reading & Writing

Reading (Receptive)	Mastery Documentation	Date Completed
Comprehends:		
R.4.1 Information on familiar topics with unfamiliar vocabulary	R.4.1	
R.4.2 Multi-step directions on familiar topics	R.4.2	
R.4.3 Word structure (affixes, roots)	R.4.3	
R.4.4 Compare/contrast paragraphs	R.4.4	
R.4.5 Simple charts graphics, references	R.4.5	
Writing (Productive)		
Produces:		
W.4.1 Simple paragraphs on unfamiliar topics	W.4.1	
W.4.2 Perfect tenses, models (should, might)	W.4.2	
W.4.3 Phrases and transitions	W.4.3	
W.4.4 Information on medium complexity forms involving familiar content	W.4.4	
W.4.5 Personal expressive communications (letters, journals learning logs)	W.4.5	
Language Learning Strategies (Level 4)	Mastery Documentation	Date Completed
LL.4.1 <i>Listening & Speaking</i> – Compensation strategies	LL.4.1	
LL.4.2 <i>Reading & Writing</i> - Resourcing	LL.4.2	
LL.4.3 <i>Planning to Learn</i> – Advance organization	LL.4.3	

**ESOL Documentation Log
(Level 5)**

Student's Name: _____

Date: _____

Site: _____

Instructor _____

Cultural & Social	Mastery Documentation	Date Completed
Has basic knowledge of: C.5.1 Behaviors in formal settings C.5.2 Complex financial interactions C.5.3 Basic principles of democracy and citizenship C.5.4 History of immigration and multiculturalism	C.5.1 C.5.2 C.5.3 C.5.4	
Learning Strategies	Mastery Documentation	Date Completed
LL.5.1 <i>Listening & Speaking</i> – plan and practice language for different settings LL.5.2 <i>Reading & Writing</i> – take notes LL.5.3 <i>Planning to Learn</i> – identify, monitor and anticipate problems LL.5.4 <i>Life-long Learning</i> – develop a vision of future for self and family	LL.5.1 LL.5.2 LL.5.3 LL.5.4	

Total mastery 21/28

Total # mastered _____

**ESOL Documentation Log
(Level 5)**

Student's Name: _____ **Date:** _____

Site: _____ **Instructor:** _____

Listening & Speaking

Listening (Receptive)	Mastery Documentation	Date Completed
Comprehends: L.5.1 Information on familiar topics from various sources L.5.2 Complex directions on familiar topics L.5.3 Questions from various sources (telephone , video...) L.5.4 Conversations on everyday subjects at normal speed L.5.5 Common colloquial language, idioms and slang	L.5.1 L.5.2 L.5.3 L.5.4 L.5.5	
Speaking (Productive)		
Produces: S.5.1 Extended information on familiar topics S.5.2 Directions to complete a complex process S.5.3 Questions from various sources (telephone, answering machine...) S.5.4 Conversations on everyday topics at normal speed S.5.5 Common colloquial language, idioms and slang	S.5.1 S.5.2 S.5.3 S.5.4 S.5.5	

**ESOL Documentation Log
(Level 5)**

Student's Name: _____

Date: _____

Site: _____

Instructor _____

Reading & Writing

Reading (Receptive)	Mastery Documentation	Date Completed
Comprehends: R. 5.1 Information on unfamiliar topics R.5.2 Complex directions on familiar topics R.5.3 Word forms (interest/interested/interesting) R.5.4 Cause/effect or problem/solution paragraphs R.5.5 Specialized charts, graphs, tables and forms	R.5.1 R.5.2 R.5.3 R.5.4 R.5.5	
Writing (Productive)		
Produces: W.5.1 Extended paragraphs on familiar topics W.5.2 Passive voice, clauses, transitive and intransitive verbs W.5.3 Organized, well-developed paragraphs W.5.4 Information on complex forms involving familiar content W.5.5 Business and social correspondence	W.5.1 W.5.2 W.5.3 W.5.4 W.5.5	

**ESOL Documentation Log
(Level 6)**

Student's Name: _____

Date: _____

Site: _____

Instructor _____

Cultural & Social	Mastery Documentation	Date Completed
Has basic knowledge of: C.6.1 Contextual clues (anger, humor, sarcasm....) C.6.2 Planning for the future (insurance, retirement, social security) C.6.3 Citizenship responsibilities C.6.4 American aspirations and expectations	C.6.1 C.6.2 C.6.3 C.6.4	
Learning Strategies	Mastery Documentation	Date Completed
LL.6.1 <i>Listening & Speaking</i> – apply self-monitoring and self-corrective strategies LL.6.2 <i>Reading & Writing</i> – infer and interpret meaning LL.6.3 <i>Planning to Learn</i> – reflect and evaluate LL.6.4 <i>Life-long Learning</i> – monitor life-long learning plan	LL.6.1 LL.6.2 LL.6.3 LL.6.4	

Total mastery 21/28

Total # mastered _____

**ESOL Documentation Log
(Level 6)**

Student's Name: _____

Date: _____

Site: _____

Instructor _____

Listening & Speaking

Listening (Receptive)	Mastery Documentation	Date Completed
Comprehends: L.6.1 Information from various sources on unfamiliar topics L.6.2 Complex directions on unfamiliar topics L.6.3 Questions to clarify and accomplish L.6.4 Extended conversations on familiar topics L.6.5 Spoken language variations (slang, accent and register)	L.6.1 L.6.2 L.6.3 L.6.4 L.6.5	
Speaking (Productive)		
Produces: S.6.1 Extended information on unfamiliar topics S.6.2 Complex directions on technical and non-technical tasks S.6.3 Complex questions to clarify and accomplish S.6.4 Extended conversations on familiar topics S.6.5 Spoken language variations (slang, register)	S.6.1 S.6.2 S.6.3 S.6.4 S.6.5	

**ESOL Documentation Log
(Level 6)**

Student's Name: _____

Date: _____

Site: _____

Instructor _____

Reading & Writing

Reading (Receptive)	Mastery Documentation	Date Completed
Comprehends: R.6.1 Complex information on unfamiliar topics R.6.2 Complex directions on unfamiliar topics R.6.3 Word origin/sentence patterns R.6.4 Reads critically beyond literal statements R.6.5 Complex formats on a variety of topics (warranties, financial forms)	R.6.1 R.6.2 R.6.3 R.6.4 R.6.5	
Writing (Productive)		
Produces: W.6.1 Extended paragraphs on unfamiliar topics W.6.2 Conditional (If I were) W.6.3 Organized, well-developed extended writing W.6.4 Information on complex forms involving unfamiliar content W.6.5 Accurate writing for a variety of purposes and audiences	W.6.1 W.6.2 W.6.3 W.6.4 W.6.5	

Kansas Computer Literacy Assessment

Student's Name: _____ Date: _____

Site: _____ Instructor: _____

OHIO DEPARTMENT OF EDUCATION POLICY REGARDING THE TEACHING OF COMPUTER LITERACY SKILLS:

All ABLE programs that teach basic computer literacy skills will administer the state approved Kansas Computer Literacy Assessment (KCLA) or the Technology and Internet Assessment (TIA). This does not include programs that simply use computers as a tool to teach basic skills.

- Only students who enter the program with the primary or secondary goal of gaining basic computer literacy skills are required to take the KCLA or the TIA.
- Students who score below the Beginning Basic Education level (Educational Functioning Level 2) on a state approved standardized assessment must be placed in basic skills rather than computer literacy. In this case the student has not demonstrated sufficient literacy skills to begin a computer literacy program.
- Students who score at or above the Low Adult Secondary Education level (Educational Functioning Level 5) on the KCLA or TIA must be referred to another training program for advanced computer skills.

WHEN TO USE: After an individual has completed their diagnostic testing, review the participant's results and determine targets for instruction.

SCORING: When the participant demonstrates mastery of a competency, check YES.

	DEMONSTRATES MASTERY YES NO	DATE CERTIFIED																																				
<p>BEGINNING ABLE:</p> <p><i>Individual has no knowledge of computers or other technology. Individual at this level will demonstrate the following competencies before advancing to the next level:</i></p> <ul style="list-style-type: none"> 1.1 Turn on computer. 1.2 Correctly turn off a computer. 1.3 Use a mouse for controlling the cursor and the status line. 1.4 Use a keyboard for controlling the cursor and status line. 1.5 Adjust monitor. 1.6 Start a program for program list or Windows display. 1.7 Use educational software. 1.8 Find and respond to screen prompts. 	<table style="margin: auto;"> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<table style="margin: auto;"> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> </table>	_____	_____	_____	_____	_____	_____	_____	_____												
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<p>LOW INTERMEDIATE ABLE:</p> <p><i>Individual has minimal knowledge of and experience with using computers and related technology. Individual at this level will have mastered the competencies at the Beginning ABLE level and will demonstrate the following competencies before advancing to the next level:</i></p> <ul style="list-style-type: none"> 1.1 Format a floppy disk. 1.2 Explain the difference between a program and a document. 1.3 Create a simple text document. 1.4 Open a document. 1.5 Save a document in a new file and in an existing file. 1.6 Close a document. 1.7 Print a document from the list files option. 1.8 Print a document using print menu. 1.9 Use the view document option before printing. 1.10 Distinguish between the SAVE and EXIT functions. 1.11 Retrieve an existing document, edit, and save in a new file. 1.12 Use RENAME to change the name of a file. 	<table style="margin: auto;"> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<table style="margin: auto;"> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> </table>	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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	YES	NO	
HIGH INTERMEDIATE ABLE: <i>Individual can use simple computer programs and perform a sequence of routine tasks given directions using technology. Individuals at this level will have mastered the competencies at the Low Intermediate ABLE level and will demonstrate the following competencies before advancing to the next level:</i>			
1.1 Use word processing to create a simple document demonstrating the following competencies: - setting and changing left, right, top and bottom margins; - underlining, boldfacing, and italicizing text as it is being typed; - using the blockage function; - moving and copying text to other parts of a document; and - deleting text from a document;	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.2 Use SPELL CHECK and correct errors in a document.	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.3 Select and alter font style and size.	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.4 Save a block of text as a separate document.	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.5 Send a FAX document using FAX machine.	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.6 Duplicate documents using a photocopier machine.	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.7 Compose and send an e-mail message.	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.8 Read an e-mail message.	<input type="checkbox"/>	<input type="checkbox"/>	_____
LOW ADULT SECONDARY: <i>Individual can work with or learn basic computer software, such as word processing; can follow simple instructions for using technology. Individuals at this level have mastered the competencies at Low Intermediate ABLE level and will demonstrate the following competencies before advancing to the next level:</i>			
1.1 Create a business letter using a word processing program.	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.2 Reformat margins, spacing, justification, and tabs within documents.	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.3 Select and use the appropriate document template for different types of documents.	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.4 Create supporting visual aids for a simple presentation.	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.5 Create simple tables.	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.6 Copy tables to a separate document.	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.7 Troubleshoot computer problems by checking electrical connections and using computer support materials.	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.8 Access and use the HELP function.	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.9 Send and receive e-mail messages with attachments.	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.10 Access a specific Web page (URL) and search the Web using a variety of tools.	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.11 Utilize e-mail, news groups, or other web browser applications to obtain information on a selected topic.	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.12 Evaluate and select appropriate information from multiple resources to complete a research assignment.	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.13 Access, utilize, and research resources daily through the World Wide Web.	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.14 Install and use a new software program.	<input type="checkbox"/>	<input type="checkbox"/>	_____

Instructor/Student Comments and Observations:

WORKPLACE EDUCATION MODEL

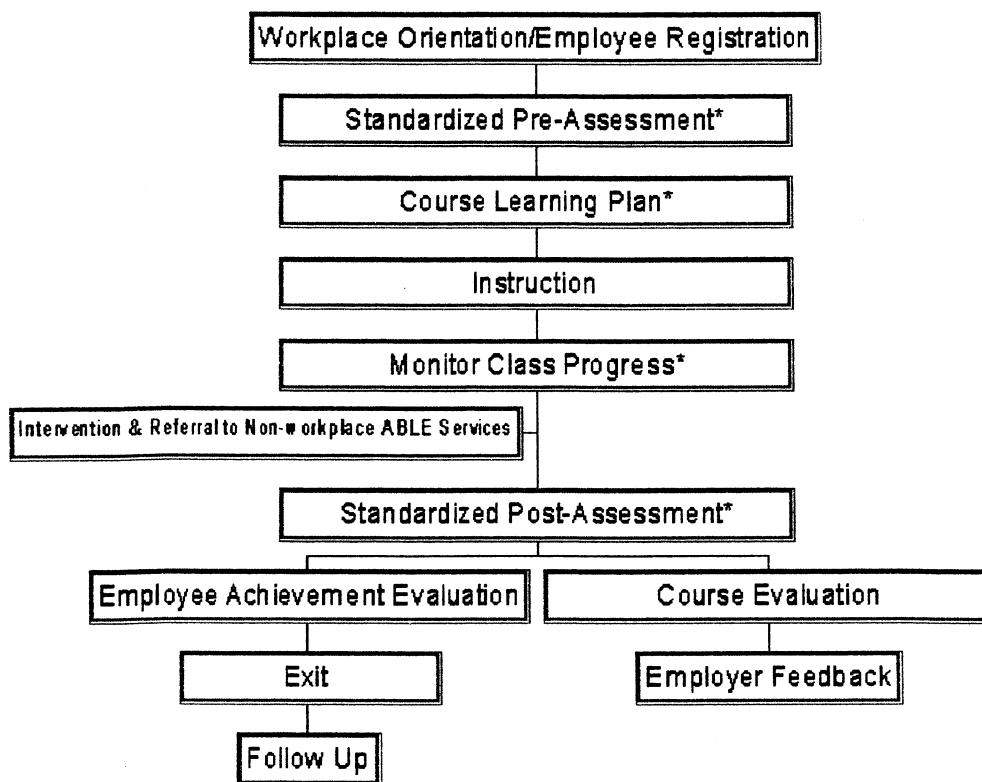
WORKPLACE EDUCATION MODEL

Workplace education providers and members of the Workplace Education Indicators Project recommend the adoption of the Workplace Education Model to be used to support those ABLÉ Workplace Education component services offered by local ABLÉ programs.

Basic Premises:

- Workplace Education is defined in the Workplace Education Resource Guide as, "Education Services offered in collaboration with business, industry, government, and/or labor for the purpose of improving the productivity of the workforce through improvement of literacy skills."
- Education Services include those activities designed to improve the work-related basic education and literacy skill levels of workers that are offered to business, industry, government, and/or labor by an Ohio Department of Education-funded ABLÉ service provider.
 - Such services seek to increase an individual's ability to "read, write, and speak in English, compute, and solve problems at levels of proficiency necessary to function on the job..." (Adult Education and Family Literacy Act: Section 203 (12).)
 - These services would parallel similar services provided by any ABLÉ program to individuals seeking assistance with basic skills, ESOL, family literacy, or the GED preparation. The workplace education services have the added feature of being conducted within the context of the workplace.

Workplace Education Model



*Components of CLASS Uniform Portfolio system

WORKPLACE EDUCATION MODEL

The goal of the Workplace Education Model is to provide a model for ABLE workplace education programs which will build the capacity of these programs to work with workplaces in a timely and efficient manner. The following explanations are given to provide guidance for workplace programs using this model.

Workplace Orientation:	Goals and projected results of the collaborative partner and for the individual are clearly stated. (See ABLE Workplace Education Training Model, Workplace Education Resource Guide p.10.)
Employee Registration:	Complete Registration Form and gather other data, as needed.
Standardized Pre-Assessment:	See the <i>Ohio ABLE Assessment Policy, pages 4.8-4.15.</i>
Course Learning Plan:	Objectives, goals, and curriculum negotiated between collaborative partner and educational provider (includes the syllabus and outline). (See Workplace Education Resource Guide Program Profile and Self-Assessment pp. 3-4b.)
Instruction:	Strategies and activities used to implement the Course Learning Plan.
Monitor Class Progress:	Use established processes and procedures. Teacher-created, formal and informal, workplace-specific materials may be used: for example, class logs and anecdotal information recorded by instructor. Complete Progress Form, as applicable.
Intervention & Referral:	Review progress, adjust instruction, and refer student to appropriate and/or additional non-workplace ABLE services, as needed.
Standardized Post-Assessment:	See the <i>Ohio ABLE Assessment Policy, pages 4.8-4.15.</i>
Employee Achievement Evaluation:	Complete Exit Form Receive Certificate of Completion, if appropriate.

WORKPLACE EDUCATION MODEL

Exit:	Course completion.
Follow Up:	See O-PAS Follow-up Policy.
Course Evaluation:	Use established processes and procedures.
Employer Feedback:	Report required data.

USEFUL WEBSITES

USEFUL WEBSITES

Useful Websites in Implementing the Ohio Performance Accountability System

ABLELink	http://literacy.kent.edu/ablelink
Central/Southeast ABLE Resource Center	http://www.able.ohiou.org/
Documentation Logs	http://literacy.kent.edu/opus/doc_logs/index.htm
Family Literacy Survey	http://literacy.kent.edu/opus/familit.html
Northeast ABLE Resource Center	http://literacy.kent.edu/NEABLE/
Northwest ABLE Resource Center	http://owens.cc.oh.us/CDT/NWohio_ResCenter.html
Ohio ABLE Assessment Policy	http://literacy.kent.edu/opus/assesstest.html
Ohio Department of Education/ ABLE	http://www.ode.state.oh.us/ctae/able/default.htm
Ohio Literacy Resource Center	http://literacy.kent.edu
Southwest ABLE Resource Center	http://literacy.kent.edu/SWABLE/
Student Forms	http://literacy.kent.edu/opus/studentforms.html

GLOSSARY OF TERMS

GLOSSARY OF TERMS

ABLELink	Ohio's database system for keeping track of student attendance, registration information, achievement, and outcomes.
Alignment	Process of linking standards to assessment, instruction, and learning in classrooms.
Advancement	Student advances from one Educational Functioning Level to the next, based on performance.
Assessment	Ongoing process of gathering, describing, or quantifying information about performance or learning.
Competency	Set of broad-based skills which can be taught. Knowledge or skill required for task performance.
Core Indicators of Performance (CIP)	Federal performance standards which include the following: <ul style="list-style-type: none"> • Improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, other literacy skills. • Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement. • Receipt of a secondary school diploma or its recognized equivalent.
Diagnostic testing	Standardized assessment administered to determine the student's Educational Functioning Level.
Documentation Log	Form on which information about a student's progress toward and mastery of standards is recorded.
Educational Functioning Levels	Federally-mandated levels of performance in basic reading, writing, numeracy, and functional and workplace skills. There are six for ABE and six for ESOL.
Enrollment	Enrollment means that a student has received 12 hours of service in an ABE program.
Exit quarter	Instruction ends, or student has not received instruction for 90 calendar days and is not scheduled to receive further instruction.
Follow-up	Process of collecting information relative to the core indicators of performance (students' primary and, if applicable, secondary goals) after students exit ABE programs.
Goal	Statement of what a student (or program) desires to have (inputs), to be (processes), or to produce (outcomes at a specific time in the future).
Goal Form	Form utilized to record the student's long-term, short-term, primary, and, if applicable, secondary goals.
Individual Learning Plan (ILP)	A road map for the student and instructor to help the student reach his/her educational goals during the learning process. It reflects the immediate goals and the steps and activities the student will employ to reach his/her goals.

GLOSSARY OF TERMS

Initial Goal-Setting Instruction	Basic instruction in how to set goals. This instruction is to take place during orientation.
Instruction	Activities designed to achieve outcome.
Learning Style Inventory	Assessment administered to identify a student's preferred style of learning and processing information. This assessment is to take place during orientation.
Locator/Initial Appraisal	Test administered during orientation to determine which diagnostic level of standardized assessment is appropriate for the student.
Monitoring Student Performance	Process of gathering evidence of what a student can do and using that evidence to make decisions influencing the learning experience.
National Reporting System for Adult Education (NRS)	System created at the national level to develop accountability requirements for federally-funded adult education programs in response to the Workforce Investment Act (WIA) of 1998.
Ohio Performance Accountability System (O-PAS)	Ohio Department of Education/ Adult Basic and Literacy Education's response to the federally legislated National Reporting System for Adult Education.
Orientation	Introduction of services available in an ABE program to prospective students, including rapport and support building, program and student information sharing, learning style assessment, goal-setting/ILP, and diagnostic testing.
Participant	An individual who has received less than 12 hours of service is considered a participant rather than an enrolled student.
Participation Measures	Reporting measures that include contact hours received (total hours attended) and program enrollment type.
Placement	Student placement in an Educational Functioning Level determined by a standardized test.
Portfolio Assessment	Assessment that involves collecting and analyzing student work in order to make consistent decisions about student progress and advancement.
Post-test	Test administered to a student at regular intervals during a program. Usually used to measure advancement in the program.
Postsecondary Educational Institution	Institution of higher education that provides not less than a two-year program of instruction that is acceptable for credit toward a bachelor's degree. A tribally-controlled community college. A nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.
Program and Student Information Sharing	Process in which program staff and the student exchange information so that the student can make an informed decision about participation in an ABE program. This activity is to take place during orientation.
Progress	Student progresses within one (or same) Educational Functioning Level.

GLOSSARY OF TERMS

Rapport and Support Building	Activities that help the student build confidence, feel comfortable, establish relationships, identify support systems, and increase level of trust and motivation. This activity is to take place during orientation.
Registration	A student is registered once he/she has made an informed decision to participate in an ABE program, and the Student Registration Form is completed.
Standardized Test	Test administered, scored, and interpreted consistently by qualified ABE staff.
Standards	Broadly stated expectations of what students should know and be able to do.
Student Experience Model	Framework developed to assist local programs in serving ABE students.
Uniform Portfolio System (Ohio-UPS)	Ohio's system of portfolio assessment, involving the collecting and analyzing of student work in order to make consistent decisions about student progress and advancement.
Workplace Education	Education services offered in collaboration with business, industry, government, and/or labor for the purpose of improving the productivity of the workforce through improvement of literacy skills.

GLOSSARY OF TERMS

Primary/Secondary Goals

Earn a GED or Secondary School Diploma	Student obtains certification of attaining passing score on the GED tests, or obtains a diploma, or state-recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diploma).
Enter Postsecondary Education or Training	Student enrolls in a postsecondary educational or occupational skills training program that does not duplicate other services or training received, regardless of where the prior services or training were completed.
Improve basic skills	Improve overall basic literacy skills. Student completes or advances one or more Educational Functioning Level(s) from starting level measured on entry into the program.
Improve basic skills to increase involvement in children's education	Improve overall basic literacy skills in order to increase involvement in children's education. Student completes or advances one or more Educational Functioning Level(s) from starting level measured on entry into the program.
Improve basic skills to increase involvement in children's literacy-related activities	Improve overall basic literacy skills in order to increase involvement in children's literacy-related activities. Student completes or advances one or more Educational Functioning Level(s) from starting level measured on entry into the program.
Improve English language skills (ESOL)	Improve overall skills in the English language (e.g., speaking, reading, writing). Student completes or advances one or more Educational Functioning Level(s) from starting level measured upon entry into the program.
Obtain a Job	Student obtains a job before the end of the first quarter after the program exit quarter.
Retain Current Job	Student remains employed in the third quarter after exit quarter.
Decrease Public Assistance Received	Student's Temporary Assistance to Needy Families (TANF) grant, or equivalent public assistance grant, is reduced or eliminated due to employment or increased income.
Increase Involvement in Children's Education	Student increases help given with children's school work, contact with teachers to discuss children's education, and involvement in children's school.
Increase Involvement in Children's Literacy-Related Activities	Student increases the amount of time reading to children, visiting libraries, and acquiring books or magazines for children.
Obtain Citizenship Skills	Student obtains the skills needed to pass the U.S. citizenship exam.
Register to Vote or to Vote for the First Time	Student registers to vote or votes for the first time during instruction anytime during the program year.

GLOSSARY OF TERMS

Descriptive and Participation Measures

Contact Hours	Hours of instruction or participation in instructional activity. Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum such as orientation, registration, assessment, and classroom instruction.
Disabled	Student has a record of, or is regarded as having, any type of physical or mental impairment, including a learning disability, that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working.
Dislocated Worker	Student who received an individual notice of pending or actual layoff from a job, or a student who received a publicly announced notice of pending or actual layoff.
Displaced Homemaker	Student has been providing unpaid services to family members in the home and has been dependent on the income of another family member but is no longer supported by that income; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.
Employed	Student works as paid employee, works in his/her own business or farm, or works 15 hours or more per week as unpaid worker on a farm or in a business operated by a member of the family. Also included are students who are not currently working, but have jobs or businesses from which they are temporarily absent.
Ethnicity	Student's ethnic category to which the student self-identifies, appears to belong to, or is regarded in the community as belonging. The ethnic categories are: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, White.
Homeless	Lacking a fixed, regular nighttime residence or have a temporary residence.
Migrant Farm Worker	Student is employed in agricultural employment of a seasonal or other temporary nature and is required to be absent overnight from his/her permanent place of residence.
Not in the Labor Force	Student is not employed and is not seeking employment.
Program/Site Enrollment Type	Community Corrections, Corrections Facility, English Literacy and Civics Education, Family Literacy, Homeless Program, Institutionalized Settings, Jail, Workplace Literacy
Public Assistance Status	Student is receiving financial assistance from Federal, State, or local government agencies, including Temporary Assistance for Needy Families (TANF), food stamps, refugee cash assistance, old-age assistance, general assistance, and aid to the blind or totally disabled.
Rural Resident	Student resides in a place with a population less than 2,500 and outside an urbanized area.
Single Parent Status	Has sole custodial support of one or more dependent children.

GLOSSARY OF TERMS

Unemployed	Student is not working but is seeking employment, has made specific efforts to find a job, and is available for work.
Urbanized Area	Includes a population of 50,000 or more in a city and adjacent areas of high density.

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ACKNOWLEDGMENTS

The first goal in revising the Ohio Performance Accountability System (O-PAS) Manual was to verify that the manual provides essential information aligned with ODE policies. The second goal was to ensure that the manual is user-friendly for all ABLE personnel.

These goals were achieved through the combined efforts of many people. Invaluable advice on content, procedures, and formatting came from reviewers comprised of individuals from ABLE programs and an ongoing Advisory Committee.

A word of thanks goes to the staff at the ODE/ ABLE office for their suggestions and support throughout the revision process.

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