



Nebraska Adult Education Assessment Policies and Guidelines



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**Nebraska Assessment Policy and Guidelines
Effective July 1, 2017**

- State Context -

With the passage of the Workforce Investment Act of 1998 (WIA), the Adult Education and Family Literacy Act (AEFLA), Title II, required states to develop a student data system to track student demographics, assessment testing, goals, and performance. The Nebraska Adult Information Management System (AIMS) was developed for this purpose. AIMS is the state's accountability system for Adult Education; its contents make up the tables that are submitted annually to the US Department of Education via the National Reporting System (NRS) tables. Through enhancements and updates, AIMS is able to meet our NRS and reporting needs for the Workforce Innovation and Opportunity Act of 2014 (WIOA). Through negotiation with OCTAE, Nebraska's performance is the basis for setting the performance measure standards each year as the Adult Education programs strive for continuous program improvement.

Local adult education programs are required to assess, with use of standardized testing, all students entering the Nebraska Adult Education program. It is the uniform method by which students are pre and post-tested to determine educational gain for reporting in the National Reporting System (NRS). Local programs are required to post-test all students receiving 12 or more hours of instruction to measure educational gain. That educational gain is the method used to measure progress/success of the primary purpose of Adult Education: to improve basic literacy skills of the students served in order to prepare students for postsecondary education and/or employment, resulting in economic self-sufficiency.

The use of standardized assessments is essential to ensure that all adult students are placed at the appropriate level of instruction; that both student weaknesses and strengths are identified; and that progress is monitored and recorded. Uniform implementation of these policies allows for comparison across local programs.

Commencing July 1, 2016, BEST Plus 2.0 must be administered to all students entering instructional programs for ELL instruction; use of BEST Literacy is optional, however cannot be used to determine EFL level or EFL gain. The TABE, Forms 9 & 10, must be administered to all students in the ABE and ASE levels. These are the only assessments that can be used for student placement and to document Educational Functioning Level (EFL).

This document will address the use of the approved assessment tools in Nebraska Adult Education programs and the importance of such tools. All test administrators are required to adhere to the policies and guidance stated here, as well as the specific administration instructions provided by McGraw-Hill (TABE 9 & 10) and the Center for Applied Linguistics (BEST Plus 2.0 and BEST Literacy).

Questions or comments regarding these policies can be forwarded to the Adult Education State Director: Tate Lauer tate.lauer@nebraska.gov or 402-471-4807

- Standardized Tests -

A standardized test, which is uniformly developed, administered, and scored, must also be both valid and reliable. These terms are defined by NRS as follows:

Reliability: The consistency with which a test measures what it is designed and intended to measure; describes the extent to which a test is dependable, stable, and consistent when administered to the same individuals on different occasions.

Validity: The extent to which a test measures the skills it sets out to measure and the extent to which inferences and actions made on the basis of test scores are appropriate and accurate.

While standardized tests (TABE 9 & 10 and BEST Plus 2.0) are required for all students entering Adult Education classes and to identify a student's EFL placement and movement, it is recommended that local programs use additional informal tests (chapter tests, pre-and post tests in instructional materials, self-made tests, instruction-based assessments, etc.) to further assist in identifying a student's strengths, areas requiring study and overall performance.

Assessment can be used in the following ways:

Placement decision – measure the extent of the student's academic skills upon entry into the program to ensure appropriate class placement.

Instructional planning – to develop individual learning plans and/or course curriculum.

Assessment of student progress – by use of a post-test, determines the gain in academic skills of an individual.

Program evaluation – to determine effectiveness of a course or program when both a pre- and post-test is administered.

Accountability – to report student progress within an accountability system, such as the NRS, for Adult Education.

- General Testing Requirements for TABE and BEST Plus 2.0 -

All students entering a Nebraska Adult Education program must be given either the TABE, (Form 9 or 10) or the BEST Plus 2.0 assessment, depending upon which program the student enters. The assessment must be administered prior to classroom instruction during Program Enrollment and Assessment.

The initial assessment or pre-test is to be administered for:

1. placement into the appropriate educational functioning level (EFL)
2. placement in the appropriate class within the local program
3. determining appropriate student goals and AIMS goals
4. determining appropriate instructional materials for the student

Within a program year, if a student “drops or stops out” of class and then returns after an absence of less than 180 days (six months), a new pre-test should not be given.

Within a program year, if a student “drops or stops out” of class, and then returns after 180 or more days (six months) of absence, the pre-test must be re-administered to ensure correct placement in the program.

A post-test must be given at least one time each program year (July 1 – June 30) in order to show educational functioning level and EFL gain. See page 11 for the specific number of hours required for post-testing for the TABE assessment and page 14 for BEST Plus 2.0.

No early post-testing is allowed.

Carryover of contact hours

Carryover of contact hours from one program year to the next is permissible under specific conditions.

Examples:

- 1) If a student is attending class at the end of the program year and continues in the program at the beginning of the next program year, that student’s contact hours from the previous year carry over and count toward the post-testing requirement in the new program year. For example, a student enrolls in an ELA class in March and accumulates 51 hours of instruction by June 30. The student then continues with the class when it resumes in July. Therefore, the student only has to attend 9 hours in July to be eligible to post-test.
- 2) If a student enrolls in class on or after January 1 of a program year and continues attending class, **with no break or separation in attendance**, the student’s accumulated hours, if they are less than the required number of hours for post-testing, can be carried over to the next program year and can count toward the post-testing requirement.

Those classes with intensive instruction, such as state corrections, should post-test no more than once every 90 days. If a student is expected to exit the program (institution) and a minimum of 60 hours has been attained, a student may be post-tested.

NOTE: Random and frequent testing will not present a valid gain and could create a practice effect, thus producing questionable results. A post-test can never be administered prior to the appropriate minimum number of hours.

After the initial post-test, continued post-testing is required after the minimum number of contact hours have been attained. Post-testing should be done in all subject areas (Complete TABE Battery), not just at the lowest academic level.

Both pre-and post-tests must take place only in the classroom / learning center, and can be administered only by qualified personnel. No dictionaries, translators, or other resource materials can be used by the student during testing. The tests are not to be used as a study tool.

For purposes of pre-and post-testing and NRS reporting, each student remains in the program area (ABE or ESL) initially entered for the entire program year. Consequently, all contact hours are recorded in that initial program area.

- Accommodations -

Students entering Nebraska Adult Education with specific accommodation requests must self-identify and present those accommodations requests at the time of registration or during the course of Program Enrollment and Assessment. If accommodation requests are identified at a later time during enrollment, every effort will be made to accommodate the needs of the students.

Documentation of student disability will aid in the delivery of accommodations to the student. Students should submit documentation related to their disability and/or accommodation request. Adult Education staff are not required to request disability documentation on behalf of the student. All documentation received by Nebraska Adult Education program staff will be managed in a secure manner to ensure that the privacy of the student is maintained. Accommodations used during the program should be included in the student's learning plan.

Those persons with a documented disability are allowed to use approved accommodations during pre- and post-testing, as specified in the testing manual. These accommodations can be used during instruction as well.

TABE – Assessment accommodations can be found on pages 10-13 in the Complete Battery Test Directions. The State Office has Levels M and D of the large print, audiocassettes and Braille test versions available for checkout to programs as needed.

BEST Plus 2.0 – Due to the oral nature of BEST Plus 2.0, screen prompts cannot be shown to a student requesting accommodations. For hearing impaired students, the use of a sign language interpreter cannot be used. A permissible accommodation for BEST Plus 2.0 would be the use of hearing aids.

Additional Accommodations

In addition to specific accommodations provided by the assessment publishers during pre- and post-testing, the following accommodations to students with disabilities enrolling in Adult Education classes may also be available:

- Assistive devices and equipment that enhance visual / auditory response
- Flexible scheduling
- Flexible seating
- Sign language interpreters
- Braille format

Test administrators must always verify with the publisher to determine if specific accommodations are allowable.

When necessary, Adult Education staff should seek additional guidance and support from agencies that provide additional accommodations support to students entering Adult Education. Every effort must be made to accommodate students with disabilities. Should an available assessment accommodation or alternative accommodation offered not be of substantial assistance to benefit the student, documentation of all attempts should be included in the student's transition plan, which is located as part of the Career Pathways Intake Form.

WIOA Core Partner agencies providing accommodations assistance include:

- Nebraska Vocational Rehabilitation
- Nebraska Commission for the Blind and Visually Impaired

- Data Collection and Verification -

All instructors are required to complete a monthly student attendance form for each class taught. This attendance form (paper or computerized), and any student data, including pre- and post-test scores, are to be submitted to the local program director at the end of each month that classes are held. Attendance data should be verified using student sign-in sheets for each class and should reflect the actual hours a student attended class. Computer-based sign-in sheets for students are not allowed.

Local programs are required to enter all student data within 30 days of the preceding month's end. Monthly reports are to be printed from AIMS, approved by the local Program Director, and then forwarded to the State Office for review.

AIMS has an error checking function to identify out of range values (testing scores), inappropriate age and entry and exit dates. The State Office routinely checks the data for errors, missing data, erroneous data, etc. Local programs are notified and technical assistance is provided.

- Training of Test Administrators -

All local program staff responsible for administering a student assessment, either TABE 9 & 10 and or BEST Plus 2.0 must attend training prior to administering any assessment to a student. The State Office will sponsor regional trainings throughout the state. In addition, the State Office will maintain a list of local program staff qualified to train new assessment administrators. In addition to assessment training, topics will include NRS reporting and data collection, performance measures, goal setting, accountability and Nebraska Adult Information Management System (AIMS). Local program staff members who gather, analyze, compile and report on student data for NRS must be properly trained on the assessment policy and performance measures related to the collection of data. Local programs will include a timeline and procedure for training new staff and updating current staff in the Supplemental Questionnaire of the annual grant proposal.

Professional development, to include a review of all available publisher sponsored tutorials and trainings will also be required as an ongoing measure of accountability with program assessment.

The State Adult Education office will be responsible for scheduling and administering BEST Plus 2.0 training. Only those individuals who have been certified through approved training by the Center for Applied Linguistics (CAL) may administer the BEST Plus 2.0 Assessment.

It is recommended that local programs include both TABE 9 & 10 and BEST Plus 2.0 education and training materials during local program staff in-service training. Local Adult Education programs must have a designated administrator or staff person who can serve as a TABE trainer and resource for teachers who administer the TABE. TABE training can be done locally by an experienced TABE examiner.

At least once quarterly, local programs will submit a list of trained staff to the State Office with the quarterly report. The report will include:

- Name of trainer
- List of staff who attended the training
- the date(s) of training
- Summary of the training

- TABE Assessment Policy, Forms 9 & 10 -

Adult Education directors are required to share any testing changes and updates with their program and instructional staff and must provide a printed copy of the Assessment Policies to instructors in each classroom. CTB McGraw-Hill developed the Tests of Adult Basic Education (TABE) to assess basic reading, math, and language for skills usually learned in Grades 1-12. TABE 9 & 10 are norm-referenced tests designed to measure achievement of basic skills commonly found in adult education curricula and taught within the instructional programs. The student diagnostic profile, which tabulates scores for instructional purposes, provides the basis for demonstrating student educational gains. The tests also provide percentile and scale scores, along with grade equivalent scores.

Five levels of TABE 9 & 10 assessments are available:

TABE Test Level	Grade Level Range	NRS Grade Level(s)
L (literacy)	0-1.9	Beginning ABE Literacy
E (easy)	2.0-3.9	Beginning Basic Education
M (medium)	4.0-5.9	Low Intermediate Basic Education
D (difficult)	6.0-8.9	High Intermediate Basic Education
A (advanced)	9.0-12.9	Low and High Adult Secondary (NRS 5-6)

All students entering a Nebraska Adult Education program must be given either the TABE, (Form 9 or 10) or the BEST Plus 2.0 assessment, depending upon which program the student enters. It is required that the pre-assessment be given prior to the first day of classroom instruction during Program Enrollment and Assessment.

The Core TABE Battery must be used for all assessments. This includes Reading, Applied Mathematics, Mathematics Computation, and Language. The core battery of tests must be timed and directions for test administration, found in the Examiner's Manual, must be followed. TABE tests (reading, math, & language) may be administered on different days, but each specific content area test must be completed during one test session.

Use of the Vocabulary, Language Mechanics, and Spelling tests are optional and have no bearing on EFL determination or movement.

The TABE Survey Test is not an acceptable assessment.

The use of the **Locator Test is optional, but recommended.** It helps to define the most accurate TABE pre-test assessment level; however, it does not count in determining the EFL and is not used for pre- or post-testing. The Locator Test is especially helpful to new teachers and when testing in a group situation, such as orientation.

The Locator Test can be administered to help determine the correct level of TABE. It takes approximately 37 minutes to administer and there are a total of 40 test items in the areas of reading, applied math, math computation, and language.

According to McGraw-Hill (publishers of TABE), the Locator Test predicts the correct level of TABE to administer approximately 70% of the time.

Other items to consider when determining the appropriate level of TABE to administer include:

1. the student’s ability to independently complete intake and registration forms
2. the student’s writing sample or ability to answer a pre-determined question in writing.
3. the interview with the student to determine academic strengths and weaknesses, possible participation in special education/remedial classes, and/or diagnosed disabilities.

Both the TABE Examiner’s Manual and Norms Book must be available in each classroom for test administration. Only Forms 9 and 10 are to be used. Select one form for initial (pre) assessment and the alternate form for progress assessment or (post) assessment. Only those personnel who have been trained by local or state staff are eligible to administer the TABE assessment.

If a student is believed to have very low literacy skills or whose level of achievement is not apparent, it is recommended that the **TABE Word List** (included with Level L testing materials) be administered to determine the student’s reading level. The next step would be to administer the Locator Test.

TABE levels E, M, D, & A each take approximately 3 hours to administer. See exact times below:

TABE Forms 9 & 10 – Levels E M D A*		
Test	Number of Questions	Time Limit
Reading	50	50 minutes
Applied Math (may use calculator for this section only)	50	50 minutes
Math Computation	40	24 minutes
Language	55	55 minutes
Total Testing Time: 2 hours 59 minutes		

* See Examiner’s Manual for complete test instructions and for administration of the L level test.

The TABE Math assessment is divided in two sections: Applied Mathematics and Math Computation. **The calculator is used for Applied Math ONLY so this section of the test must be given first.**

The calculator is not allowed for Math Computation. Calculators must be distributed by, and returned to, the person giving the assessment before the Computation section of the test is administered.

The student diagnostic profile **must** be completed after scoring the assessment and used to determine the curriculum and materials to be used with the student.

The **M level and D levels of TABE are used most frequently**. The L level is for non-readers and beginning literacy students; the E level can be used for students with some basic literacy skills (grade level 2.0 – 3.9). The A level can be used for those students transitioning to post-secondary education/training.

In addition to the Test Manual and Norms Book guidelines, the following Nebraska policies must be followed:

1. Students must be pre-and post-tested on the **Complete TABE Battery**. This includes Reading, Applied Mathematics, Mathematics Computation, and Language. The reading and math assessments will be used for initial placement in the appropriate Educational Functioning Level (EFL). **The lowest pre-test score between reading and math only assessments determine EFL placement, however instruction will be given in all areas of student assessment.** Only students entering the program for specific basic skills improvement (i.e. math skills) and who have a high school diploma or GED® diploma would be exempt from pre-testing on the complete TABE battery.
2. Scores are most reliable when they are within the content range of each level. Scores that fall within two content grade levels above or below the content range are acceptable, however those scores near or at the high end of the distribution table indicate that a student may know more than what is demonstrated in this particular level of test. This student can be given a higher-level test. (e.g. TABE M to a TABE D) The scores at the lower end of the distribution table may give little or no information about the student's ability. At this level, a student can be given a lower level test to determine the individual's true academic achievement (e.g. TABE D to TABE M).

When this occurs, the second, more reliable level of test needs to be given immediately; the scores from the second assessment are used to determine placement in the EFL and is the pre-test for that individual. The first pre-test scores are not reported in AIMS. See page 24 for the TABE Out of Range Scores chart indicating when an alternate TABE test level should be administered.

3. Within a program year, if a student “drops or stops out” of class and then returns after an absence of less than 180 days (six months), a new pre-test should not be given.

Within a program year, if a student “drops or stops out” of class, and then returns after 180 or more days (six months) of absence, the pre-test must be re-administered to ensure correct placement in the program.

4. TABE is a **progressive test**, meaning that a person can progress from one Level to the next higher Level for post-testing. Ideally, a student who pre-tests in the lower to mid-range will post-test on the same level, alternate form. If a student pre-tests toward the high range or makes significant learning progress, then post-testing on the next higher Level would be appropriate. The instructor shall determine if post-testing is done at the pre-test level or the next higher level.
5. Accommodations should be given only to those students who have a documented formal diagnosis of a disability. If a student has been approved for accommodations because of a disability, these same accommodations apply to the pre/post TABE assessment. Instructors need to be familiar with the guidelines for providing accommodations during TABE testing and instruction.

Contact your Program Director if you need to administer the large print, audiocassette or Braille TABE tests. They can be requested from the State Office on a temporary, check-out basis.

6. Scale scores, grade equivalent level, and EFL are determined at the time of pre-testing and are then entered into AIMS. Scale scores or grade equivalent level can be used to indicate an EFL gain to a higher EFL. In those cases where an EFL gain is not made, but there is some evidence of improvement in the scale score(s), the improvement should be shared with the student to promote success. Some incremental gain shows evidence of student learning. All post-test scores, regardless of result must be entered into AIMS.
7. **To show progress within an EFL or movement (gain) to a higher EFL, the post-assessment must show progress in the subject area of the lowest pre-test score (between reading and math).** *See Item 1 above.*

Example: A student takes the Complete TABE Battery to include Reading, Math and Language pre-assessments on Level D, Form 9 and receives the following scores:

Reading 9.8	Low Adult Secondary
Math 6.8	High Intermediate Basic
Language 5.9	Low Intermediate Basic

This student’s initial EFL placement will be High Intermediate based on the lowest score of 6.8 in Math. (lowest score between reading and math determines initial EFL and EFL movement)

A student is considered to have made an educational gain when the student’s post-test indicates that the student has completed one or more educational functioning levels (EFL) above the level in which the student was initially placed by pre-test score.

8. **A post-test is not required only when a student pre-tests at the High Adult Secondary level.** The successful completion of the GED® tests demonstrates the educational movement.

9. A post-test must be given at least one time each program year (July 1 – June 30) to show level and EFL gain. **See the following chart for the number of attendance hours required for TABE post-testing for the different NRS levels.**

TABE Assessment	Required Number of Instructional Hours Between Pre-Test and Post-Test
<p>TABE 9 & 10 Alternate Form</p>	<p><u>State Requirement:</u></p> <p>For NRS Levels 1-4 a minimum of <u>40 hours</u> of instruction are required.</p> <p>50-60 hours of instruction is recommended.</p> <p>For NRS Level 5 a minimum of <u>30 hours</u> of instruction are required.</p> <p>30-59 hours of instruction is recommended.</p> <p>For NRS Level 6 no post-test is required, however 30-59 hours of instruction are recommended.</p>
<p>TABE 9 & 10 Same Form Testing</p>	<p><u>80 hours of instruction are required when testing with the same form (i.e. 9M to 9M).</u></p> <p>Post-testing on the same form is not recommended. All sites should have both forms (9 and 10) of TABE available for pre- and post-testing.</p>

Performance Standard: Instructors must post-test at least 90% of all students who meet the post-test criteria enumerated above.

Those classes with intensive instruction, such as corrections, should post-test no more than once every 90 days. If a student is expected to exit the program (institution) and a minimum of 60 hours has been achieved, a student may be post-tested.

10. If a learning gain is not achieved after the initial post-test, continued post-testing is required after the minimum hours of instruction have been attained. Students will again be re-post-tested on the Complete TABE Battery.
11. Use of the TABE Online and TABE paper/pencil versions are acceptable for use in ABE/ASE assessments.
12. The student diagnostic profile helps the teacher determine the course of study for the student and guides appropriate goal setting activities. It is the instructor's responsibility to guide students in selecting appropriate goals – both long term and short term - based on assessment levels and the testing profile.
13. Post-testing must be conducted before administering GED Ready® official practice tests. The GED Ready® is NOT a substitute for the post-test and cannot be used to document EFL or EFL gain.
14. Students will be eligible for GED Ready® vouchers paid for with NDE funds when the student meets the following criteria:
 - Enrolled in a Nebraska Adult Education Program
 - Have earned a minimum of 12 instructional hours
 - Score a 10.0 or higher on the following TABE Level D Subject Areas:

GED Ready®

Math
Social Studies
Science
RLA

TABE Subject Areas

Reading and Math
Reading and Language
Reading, Math and Language
Reading and Language

If a person does not score at least 145 on the GED Ready® test, the student must be in class a minimum of 12 more hours of study to re-test on the GED Ready®.

Students who receive a “Likely to Pass” designation should schedule to take the GED® exam for that subject.

ENGLISH LANGUAGE LEARNER GUIDELINES

BEST Plus 2.0 was developed by the Center for Applied Linguistics (CAL), to be administered individually, as a scripted oral interview to assess the English language proficiency of adult English Language Learners (ELL). Its intent is to assess communication skills using everyday language to determine the level of speaking and listening skills of the individual assessed.

Effective July 1, 2016, BEST Plus 2.0 is the only approved and required assessment to test the listening and speaking skills of English Language Learners and IELCE students in Nebraska. The BEST Literacy is an optional test that assesses reading and writing skills.

All English Language Learners and IELCE students are to be given the BEST Plus 2.0 upon entry into the program during Program Enrollment and Assessment and prior the start of classroom instruction. Best Plus 2.0 pre-assessment is logged as non-instructional time.

There are two applications of the BEST Plus 2.0; a computer-adaptive version and a semi-adaptive print version (forms D, E, and F).

With the computer-adaptive version, the administrator asks the examinee a question presented by the software; listens to the response, uses the *BEST Plus 2.0 Scoring Rubric* to determine the scores for that item, and enters the scores in the computer. The computer then selects the next test item, choosing the item most appropriate for the examinee according to the scores entered for the previous responses.

In the print-based version, a brief locator test determines the level of test items (Level 1, 2 or 3) that will be most appropriate for the ability level of the examinee. These items are arranged in fixed-form tests. The test administrator asks the examinee each item on the selected level test and scores the items using the same scoring rubric that is used with the computer-adaptive version. A full score report is obtained by entering the scores from the test booklet into the *Score Management Software* from BEST Plus 2.0. Full testing instructions are available in the *Test Administrator's Guide*.

The BEST Plus 2.0 assessment takes from 5 to 15 minutes to administer and is used for initial pre-test for placement, and also as a post-test to show student progress and EFL gain.

Only those individuals who have been certified through approved training by CAL may administer the BEST Plus 2.0 Assessment. Anyone certified may administer a pre-test; however an instructor can never administer a post-test to his/her own students.

NOTE: All students entering a Nebraska Adult Education program must be given either the TABE, (Form 9 or 10) or the BEST Plus 2.0 assessment, depending upon which program the student enters.

Effective July 1, 2016, the BEST Plus 2.0 will be the approved assessment to be used for determining EFL and EFL gain for English Language Learners (ELL).

CORRELATING NRS LEVELS AND BEST Plus 2.0 SCORES	
NRS Level	BEST Plus 2.0 Scale Score Range*
Beginning ESL Literacy	88- 361
Low Beginning ESL	362 - 427
High Beginning ESL	428 – 452
Low Intermediate ESL	453 – 484
High Intermediate ESL	485 – 524
Advanced ESL	525 – 564
Exit Criteria from NRS	565 and higher

**Scale scores must be used for both pre-test and post-test reporting.*

Random and frequent testing will not present a valid gain and could create a practice effect, thus producing questionable results.

Pre-Test Guidelines

1. Pre-testing is conducted during Program Enrollment and Assessment prior to classroom instruction. Program Enrollment and Assessment is considered non-instructional time.
2. Pre-tests may only be given by certified BEST 2.0 Plus administrators.
3. Within a program year, if a student “drops or stops out” of class and then returns after an absence of less than 180 days (six months), a new pre-test should not be given.
4. Within a program year, if a student “drops or stops out” of class, and then returns after 180 or more days (six months) of absence, the pre-test must be re-administered to ensure correct placement in the program.

Post-test Guidelines

A minimum of 60 class hours of instruction are required before post-testing to ensure valid skill gains.

A post-test must be given at least one time each program year (July 1 – June 30) to show level and EFL gain. All students with 60+ hours of instruction must be post-tested.

Performance standard: Instructors must post-test at least 90% of all students who meet the post-test criteria enumerated above.

If the semi-adaptive print-based version of BEST Plus 2.0 is used, Forms D, E, and F should be alternated when given.

Instructors who are BEST Plus 2.0 certified may administer the pre-test to new students; however instructors may NOT post-test their own students.

Training for Administering Assessments

Every person administering the BEST 2.0 Plus Assessment must be certified to administer the test by a professional CAL trainer. Names are sent to the CAL certification office. Refresher courses will be provided for assessment staff as outlined by CAL.

Records of those local AE staff members who have been certified by CAL trainers will be kept at the State Office. Programs are expected to maintain records of local staff members who have been trained by the state approved trainers. Changes in staffing should be reported to the State Office.

BEST Plus 2.0 training can only be conducted by CAL and NDE-approved BEST Plus 2.0 trainers. Following the initial training to become a BEST Plus 2.0 test administrator, each participant must attend re-calibration training for each of the next three consecutive years in order to continue to administer the test.

Professional Development

NRS policy, accountability policies and data collection processes, definitions of performance measures and conducting assessments are topics covered repeatedly at annual conferences, meetings and workshops. Directors at the local program level are responsible for assuring that new staff members receive the appropriate training. The State Office will sponsor regional trainings throughout the state. In addition, the State Office will maintain a list of local program staff qualified to train new assessment administrators.

BEST Literacy

The BEST Literacy assessment was developed by the Center for Applied Linguistics (CAL) and is a competency-based assessment and uses a variety of functional literacy tasks to measure adult English language learners' ability to read and write in English.

The BEST Literacy has three parallel forms, B, C, and D. This test may be administered individually or in groups with a maximum testing time of one hour. Careful attention should be paid to follow all guidelines in the *Best Literacy Test Manual* when using this assessment.

BEST Literacy is an **OPTIONAL** assessment for students in Nebraska to measure reading and writing skills. The scores will be of great assistance in determining a student's reading and writing ability, but is not used for reporting EFL movement or used as an exit score. It can be given individually or in a group. One hour should be allowed to administer the BEST Literacy Skills Assessment. It provides information about reading and writing. Refer to the Administrator's manual for testing instruction. While not required at this time, **it is strongly encouraged and recommended that the BEST Literacy Assessment be given as a way of gauging the English Language Learners' reading and writing skills.**

NOTE: BEST Literacy scores may NOT be used as placement or exit criteria for an ELL and may not be used for demonstrating Educational Functioning Level (EFL) determination and/or movement.

To assist in understanding the scores from the BEST Literacy assessment:

NRS Level	BEST Literacy Score Range
Beginning ESL Literacy	0 –20
Low Beginning ESL	21 - 52
High Beginning ESL	53 – 63
Low Intermediate ESL	64 – 67
High Intermediate ESL	68 – 75
Advanced ESL	76 – 78*

**If a student comes into the program testing at 76 or higher, a different assessment should be given, such as the TABE reading and language tests, Level E. In addition, the BEST Literacy assessment cannot be used to exit the ESL program.*

- Bridge (Transition) Classes -

Continuing students who score 565 or higher on BEST Plus 2.0 are ready for a Bridge (Transition) Class. This class is designed to “bridge” the gap between ELA and ABE.

The Bridge Class will combine low-level ABE materials and high-level ELA materials. Students will begin to improve their high-level ELA communication skills while using ABE materials to develop reading, writing, math and vocabulary skills. Students will be assessed with BEST Literacy as well as TABE Level E Reading test. See the *TABE Test Administration Manual* for specific instructions.

Students scoring 4.0 or higher on the TABE E Reading can be considered for regular ABE classroom placement.

New ELA students who score 565 or higher on the initial BEST Plus 2.0 assessment will be immediately given a TABE Level E Reading test. This TABE reading score becomes the pre-test score in AIMS. The student contact hours are considered ABE, even though the student is enrolled in an ESL Bridge Class.

- Accommodations Information -

At this time, no standard instrument is available to assess for learning disabilities in the ELL population. Best practices in teaching is the best alternative.

When administering the BEST Literacy assessment, reasonable accommodations may be made if they do not compromise the purpose of the test as a measure of reading and writing in English. CAL lists the following as permissible accommodations: the use of eyeglasses or magnifying glasses, earplugs, color overlays or rulers. Environmental accommodations could include frequent breaks or individual administrations.

It is not an appropriate accommodation for someone to read the test questions to an examinee with sight impairment, as the BEST Literacy is a test of reading and writing.

All examinees must be made aware of the available accommodations.

Nebraska Adult Education Distance Education Policy

This policy defines distance education and provides guidelines for Nebraska's Adult Education Program: to include Adult Basic Education (ABE), General Educational Development (GED®), and English Language Acquisition (ELA) components.

The Workforce Innovation and Opportunities Act (WIOA) lists thirteen considerations states must use when selecting providers, including three that deal specifically with how such providers use technology. Eligible providers should demonstrate how they "effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance."

The foundations of this policy are based on the National Reporting System (NRS) distance learning guidelines. The goal of the policy is to describe the types of activities approved for distance education and set forth the guidelines prescribed by the state office for the requirements and procedures to implement distance educational activities in the state of Nebraska.

The Need

Nebraska's distance education program is a means to improve the State's Adult Education outcomes. It is also a method of increasing access for the state's student population as well as building capacity to serve more students with a wider variety of options available.

Distance education will also provide a manner for the under-skilled employed and unemployed adults in the state to access education by offering flexible hours and instruction through a variety of media. By the incorporation of technology, students who were not attracted to or able to attend the traditional ABE/GED®/ELA classes will have another avenue to improve their educational and skill levels. Students enrolled in distance education will now have the same opportunity as traditional students to receive quality instruction taught by trained, knowledgeable instructors.

Pilot Project

Nebraska Adult Education programs piloted distance education in four local programs across the state for GED® prep students and three different programs for ELL instruction. The pilot project occurred in the Fall of 2011 in order to develop protocol, instructional methodologies and management systems before implementing distance education across the state in January, 2012. The pilot project focused on extensive training for instructors, appropriate recruiting of students for the project, best practices for delivering a hybrid approach to distance education and a logical method of extending the offerings across the state's local programs.

Move to Full Implementation

The state of Nebraska has been utilizing Distance Education for several years. Programs that offer distance learning participate in all required trainings, use state approved curriculum, and manage distance learning per State policy and NRS guidelines. Distance learning will be a voluntary delivery option with the programs participating being willing to follow policy as well as maintain traditional classroom instruction. Programs who have not yet offered distance learning will contact the director of Adult Education prior to implementation.

Information and technical assistance for the local program distance learning implementation is available by contacting the state office.

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General Distance Learning Requirements

Distance Education

As defined by the National Reporting System (NRS), Distance Education is a formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to:

- Print
- Video
- Audio
- Broadcasts
- Computer software *
- Web based programs*
- Other online tapes

Teachers support distance learners through face-to-face contact at orientation and regular intervals, as well as, via mail, telephone, email, fax or online technologies or software.

**Note: In Nebraska, distance education is primarily delivered via online software programs.*

Distance Learners

NRS defines distance learners as students who receive distance education services. For NRS reporting, states can count a student only once, as either a distance education student or traditional classroom learner.

In Nebraska, all distance education students will receive a **blended / hybrid approach** to instruction and student hours will be recorded as distance education hours. Distance Education hours will then be entered into AIMS as such. At the end of the fiscal year the student will be classified, for federal reporting, as either a traditional student or a distance education student, whichever has a greater majority of time recorded.

Approved Curricula

As Adult Education instructors have become more experienced and skilled at working with distance education, the State Office has expanded the approved curricula to meet the needs of students. Nebraska recognizes the following as approved distance learning curricula:

i-Pathways	Burlington English
Aztec	GED Academy™
My Foundations Lab	USA Learns

See Appendix G for details about the approved curricula.

Programs wishing to recommend additional distance learning curriculum for approval may submit a *Distance Education Curriculum Approval Application* and submit to the State Director, which will then be reviewed by both the State Director and Program Specialist. Any additional curricula will then be approved or rejected. Upon acceptance, the additional curricula will be added during the biannual review for Distance Education Curricula. Submissions received after the review date will be considered during the next review.

See Appendix H for Distance Education Curriculum Approval Application.

Requirements for Measuring Contact Hours

Students in distance education must have at least 12 hours of contact with a Nebraska Adult Education program before they can be counted for federal reporting purposes. Contact hours will be a combination of direct contact and distance learning activities.

Direct contact hours must include two, face-to-face interactions between the staff and student per calendar month where the identity of the learner can be verified and learner progress can be monitored. Contact via web-based applications is not allowed for direct contact hours.

NOTE: Distance Education students must complete a minimum of twenty cumulative hours per month of classroom instruction and distance education. If a student does not meet this requirement, the online curriculum should be inactivated until the student can meet with the distance education instructor / coordinator for reevaluation of eligibility for distance education.

Proxy Contact Hours

Proxy contact hours must be associated with one of six currently approved models for distance education.

See Appendix G for details regarding each approved curriculum.

Clock Time

Assigns contact hours based on the time that a learner is engaged in a software program that tracks time.

Teacher Judgment

Assigns a fixed number of hours based on teacher determination of the extent to which a learner engaged in, or completed, the assignment.

Learner Mastery

Assigns a fixed number of hours based on the learner passing a test on the content of the lesson.

Assessment of Students in Distance Education

TABE

Onsite administration of the TABE pre-and post-test is required for students involved in distance education classes. All distance education students will attend Program Enrollment and Assessment where TABE testing will occur. Upon completion of the minimum hours required for instruction, students will begin distance learning activities. Post-testing must be administered on-site in a Nebraska Adult Education class or center per Nebraska's post-assessment guidelines. The student's assessment scores will be entered in AIMS.

BEST Plus 2.0

On site administration of the BEST Plus 2.0 and BEST Plus Literacy (if used) will be required of students participating in the distance education classes. ELL students will also attend Program Enrollment and Assessment prior to distance learning activities. Student contact hours will be tracked in the AIMS system. Upon completion of a minimum of 60 hours of instruction, post-testing will occur by a certified BEST Plus 2.0 Administrator. Instructors who are certified to administer BEST Plus 2.0 may administer the pre-test, but may never post-test their own students.

Application and Approval Procedures to Operate a Distance Education Learning Program

Those programs currently participating in distance education, as well as those who opt to add a distance education component to their class offerings in the future, must complete and comply with the following:

1. All local program staff directly involved in the facilitation of distance education must participate in professional development training and activities provided by the curriculum developer and / or through the State Office prior to initiating any distance education. Ongoing training is also required.
2. The local program must design and present a separate orientation for students participating in distance education activities. Orientation must include the eligibility rules for participation.
3. All distance education classes must be based on a blended / hybrid model where students are required to attend Program Enrollment and Assessment on-site which includes pre-testing. Thereafter, a student is required to meet face-to-face with an instructor no less than twice per calendar month.
4. Student hours for distance education must be tracked separately in “distance learning” and “classroom learning” categories in AIMS.
5. Upon completion of the minimum required number of instructional hours, a post-test must be administered on-site by a qualified administrator.
6. Marketing and student recruitment should include distance learning options to ensure maximum opportunity for students to attend Nebraska Adult Education.
7. Each quarter, local programs will submit the following to the State Office:
 1. Names of instructors / coordinators offering distance education.
 2. Record of training and professional development of all distance education staff.
 3. Names, EFL and progress of students in distance education.

Appendices

- Appendix A: TABE Out of Range Scores
- Appendix B: Recommended Time Frames for Post-Testing
- Appendix C: Correlation of NRS Levels and TABE Assessments
- Appendix D: GED® Testing Service Accommodations
- Appendix E: GED® Accommodations Process Screen Shots
- Appendix F: Pearson VUE Comfort Aid List
- Appendix G: Nebraska Approved Curricula for Distance Education
- Appendix H: Distance Education Curriculum Approval Application

Appendix A: TABE Out of Range Scores

TABE Test Level	Content Grade Level Range	READING			MATHEMATICS (Applied and Computations)			LANGUAGE		
		Two Content Grade Level Ranges <u>Below</u> the Scale Score Range	Content Range	Two Content Grade Level Ranges <u>Above</u> the Scale Score Range	Two Content Grade Level Ranges <u>Below</u> the Scale Score Range	Content Range	Two Content Grade Level Ranges <u>Above</u> the Scale Score Range	Two Content Grade Level Ranges <u>Below</u> the Scale Score Range	Content Range	Two Content Grade Level Ranges <u>Above</u> the Scale Score Range
L	0-1.9	160-234	253-360	370-457	160	182-348	355-440			
E	2.0-3.9	264-366	368-460	462-516	200-345	308-440	438-500	235-389	397-490	491-523
M	4.0-5.9	374-459	464-517	522-549	307-442	440-503	508-548	396-487	492-520	524-546
D	6.0-8.9	463-516	519-561	568-595	442-504	504-572	562-601	492-523	524-556	561-581
A	9.0-12.9	538-565	568-612	619+	528-572	563-626	613+	541-559	564-603	613+

Appendix B: Recommended Timeframes for Post-testing

Test Name	Recommended Post-testing Timeframes	Contact
BEST Plus 2.0	60 hours minimum 80-100 hours recommended	Meg Malone
BEST Literacy	60 hour minimum 80-100 hours recommended	BEST Plus Project Manager @CAL Mmalone@cal.org
TABE, Forms 9 & 10	<p><u>Alternate Form Testing</u> (i.e. 9D to 10D)</p> <p>NRS Levels 1-4 State Requirement: Minimum of 40 hours of instruction are required.</p> <p>50-60 hours of instruction are recommended.</p> <p>NRS Levels 5 State Requirement: Minimum of 30 hours of instruction are required.</p> <p>30-59 hours of instruction are recommended.</p> <p>NRS Level 6: 30-59 hours of instruction are recommended.</p> <p><u>Same Form Testing</u> (i.e. 9 & 9) testing, State Requirement: 80 hours of instruction are required.</p> <p>Same form testing is not recommended.</p>	Mike Johnson Product Manager Adult Assessment Products CTB/McGraw-Hill Michael_johnson@ctb.com 630-789-4586

Appendix C: Correlation of NRS Levels & TABE Assessments

LEVEL	EFL	GRADE EQUIVALENT	SCALE SCORE
1	Beginning ABE Literacy	0-1.9	READING: 367 and below TOTAL MATH: 313 and below LANGUAGE: 389 and below
2	Beginning Basic Education	2-3.9	READING: 368 -460 TOTAL MATH: 314-441 LANGUAGE: 390-490
3	Low Intermediate Basic Education	4-5.9	READING: 461-517 TOTAL MATH: 442-505 LANGUAGE: 491-523
4	High Intermediate Basic Education	6-8.9	READING: 518-566 TOTAL MATH: 506-565 LANGUAGE: 524-559
5	Low Adult Secondary Education	9-10.9	READING: 567-595 TOTAL MATH: 566-594 LANGUAGE: 560-585
6	High Adult Secondary Education	11-12.9	READING: 596 and above TOTAL MATH: 595 and above LANGUAGE: 586 and above

Appendix D: GED Testing Service Accommodations

GED® Testing Service Accommodations

From: <http://www.gedtestingservice.com/testers/computer-accommodations>

GED® Testing Service is committed to ensuring access to the GED® test for all individuals with disabilities and supports the intention of the Americans with Disabilities Act as Amended (ADAAA). Easy steps to apply for accommodations.

1. Create a myged® account at *GED.com*
2. Select yes for modified testing conditions
3. Follow the link to the request system and follow the prompts

Step-by-step Instructions to Apply for Accommodations can be found at:

<http://www.gedtestingservice.com/uploads/files/5724746cb8bf2ebf994b0e16b1227b28.pdf>. It will take 30 days for GED® Testing Service to review a request. You may appeal an accommodations decision if you're unhappy with the outcome. Please complete the "Request for Testing Accommodations Appeal" and provide us with additional documentation to review. Disability experts review all appeal requests. Questions? Email: accommodations@gedtestingservice.com. Test accommodations are individualized and considered on a case-by-case basis. The purpose of accommodations is to provide candidates with full access to the GED® test. However, accommodations are not a guarantee of improved performance or test completion. GED® Testing Service provides reasonable and appropriate accommodations to individuals with documented disabilities who demonstrate a need for accommodations. GED® test accommodations may include things such as

1. A separate testing room
2. Extra testing time
3. Extra breaks

Consequently, no single type of accommodation (e.g. Extra time) would necessarily be appropriate for all individuals with disabilities. Simply demonstrating that an individual meets diagnostic criteria for a particular disorder does not mean that the person is automatically entitled to accommodations.

Specific accommodations should be related to the functional limitations. For example, a functional limitation might be the limited use of one's hands for typing. The appropriate accommodation might be to provide a scribe and/or increase the testing time allowed due to the limitation. It is essential that the documentation of the disability provide a clear explanation of the current functional limitation and a rationale for the requested accommodation. You should work with your doctor or other professionals who know you to determine which accommodations are appropriate for you. All GED® candidates who are requesting accommodations because of a disability must provide appropriate documentation of their condition and how it is expected to affect their ability to take the GED® test under standard conditions.

Each request for accommodations is considered on a case-by-case basis. You'll be asked to fill out a Request for Testing Accommodations form based on disability type. *Before you Request any testing accommodations, you must complete the following steps:*

1. Create a myged® account by signing up on GED.com or log-in to your myged® account.
2. Answer **yes** on the GED® Testing Service Registration form on the last question asking, "Do you need to request accommodated testing conditions for a documented disability?"

3. Once the registration form is submitted, you will receive a link where you will apply for accommodations and submit your supporting documentation.

Preparing the Request Form and supporting Documentation for Review:

1. Read the Documentation Guidelines for Candidates. Make sure your supporting documentation meets our guidelines. You may want to review your documentation with an advocate, teacher or other professional.
2. Print a copy of the Accommodations Request Form for your disability and complete section one. You may also be able to obtain the request form from an adult education program offering GED® preparation courses.
3. Give your evaluator (i.e. Doctor, psychologist) a copy of the Documentation Guidelines for Evaluators for your disability. Your evaluator should make sure that the documentation they provide you meets our guidelines. In most cases, your evaluator will be a psychologist or doctor who administered a series of psychological, educational or medical tests with you, and provided you with a copy of a diagnostic report or a detailed letter that you will submit with your request form.
4. When you have completed the Accommodations Request Form, submit your completed request form along with the supporting documentation via fax directly to GED® Testing Service, as directed on the bottom of the accommodations form. If you plan to test in Nova Scotia, Newfoundland and Labrador, Northwest Territories, or Yukon Territory, please send to the corresponding address listed here.
5. The accommodations request decision will be communicated to you from GED® Testing Service to your email account provided during the registration process. In most cases, you will hear a decision within 30 days.
6. If you are not satisfied with the accommodations decision, you may appeal this decision by completing an Appeal Form and providing us with additional documentation to review.

If you are approved for accommodations, your decision letter will include a number for scheduling your GED® accommodated exam. Accommodated exams must be scheduled by calling in to Pearson VUE Accommodations and Exceptions Scheduling. You cannot schedule a GED® accommodated exam online nor can accommodations be applied to an exam already scheduled.

Supporting documentation

Give the appropriate documentation to your doctor or psychologist. (Intellectual Disabilities, Learning and Other Cognitive Disorders, Attention-Deficit/Hyperactivity Disorder (ADD/ADHD), Psychological and Psychiatric Disorders, and/or Long-term Physical Disabilities & Chronic Health Conditions)

<http://www.gedtestingservice.com/uploads/files/0bb46c60f2969506855b180068a3abd2.pdf>

<http://www.gedtestingservice.com/uploads/files/e0fa2653f548c3a9c3bf5f55daaef6be.pdf>

<http://www.gedtestingservice.com/uploads/files/ba259c3e17e71543a2685ff3c123243a.pdf>

<http://www.gedtestingservice.com/uploads/files/d2970b9bffab8ddf3014a939f0ab902e.pdf>

<http://www.gedtestingservice.com/uploads/files/90804cf02a63fdfd17d7ed24033e72b5.pdf>

It would be helpful (but is not required) for you to provide additional supporting documentation, such as:

- School records that show participation in special education services
- Individualized Education Plans (IEPs)
- Transcripts from middle school or high school
- Other records that show a history of academic difficulties due to your disability

Appendix E: GED Accommodations Process Screen Shots



Requesting Accommodations

PURPOSE: To provide instructions on the new Accommodations process for Testers.

IMPORTANT: It is important that Testers use Chrome, Safari, Firefox, IE11 or higher. Also, you can use mobile browsers for all of the above on newer phones.

1. If you do not already have a GED® account you will need to create one by going to [MyGED®](#). Enter the required information in the **"New to GED?"** (1.1) box and then click on the **"Create an account"** (1.2) button (See Figure 1).

The screenshot shows the GED Testing Service website. The navigation bar includes links for 'Why GED?', 'How it Works', 'About The Test', 'Get Study Materials', 'Request Transcript', and 'GED® For Educators'. The main content area has a green banner with the text 'There's never been a better time to test' and a woman giving a thumbs up. To the right, there are two login/register sections. The top section is for existing accounts, with a 'Log in' button. The bottom section is titled 'New to GED? Create an account' and contains fields for 'Email Address', 'Verify Email Address', and 'Password', along with a 'Create an account' button. Red boxes and arrows highlight the 'New to GED?' section and the 'Create an account' button.

Figure 1: GED® Account

Figure 1.1: "New to GED?"

Figure 1.2: "Create an account"

2. Answer all required questions.
3. You will be presented with an explanation of what testing with accommodations means. If you would still like to test with accommodations click **"Yes"** (3.1) (See Figure 3).

Requesting Accommodations

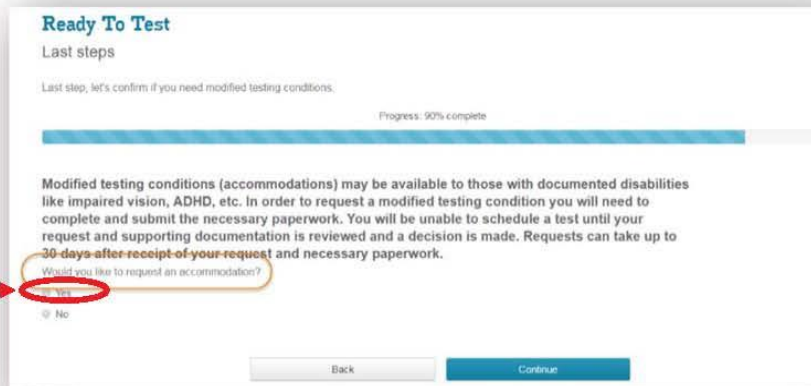


Figure 3: Accommodations Description

Figure 3.1: "Yes"

- You will then be taken to the Dashboard of your GED® account. Click on the **"My Accommodations"** (4.1) button at the bottom left corner of your screen (See Figure 4).

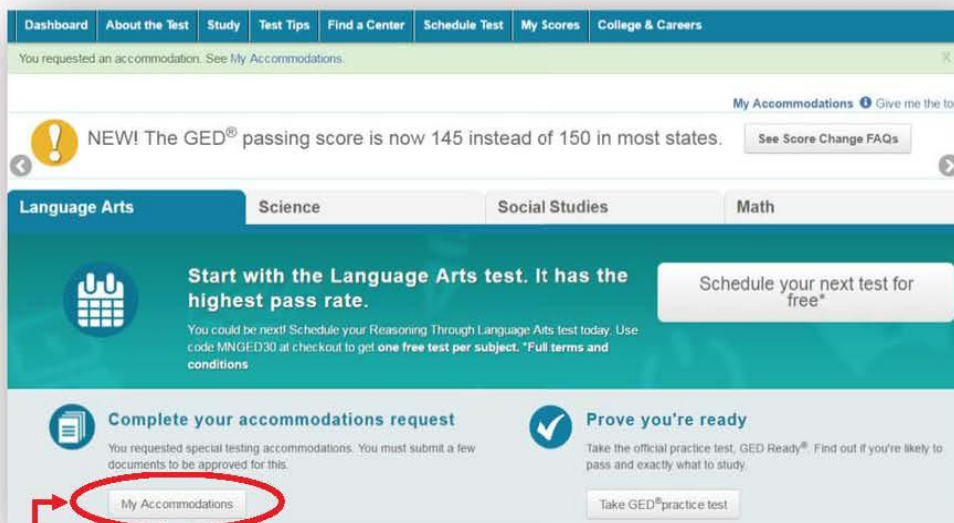


Figure 4: GED Dashboard

Figure 4.1: "My Accommodations"

Requesting Accommodations

- Next, you will see a description of the accommodations process. IF, you would still like to request accommodations click on **"Yes, continue with my request"**.

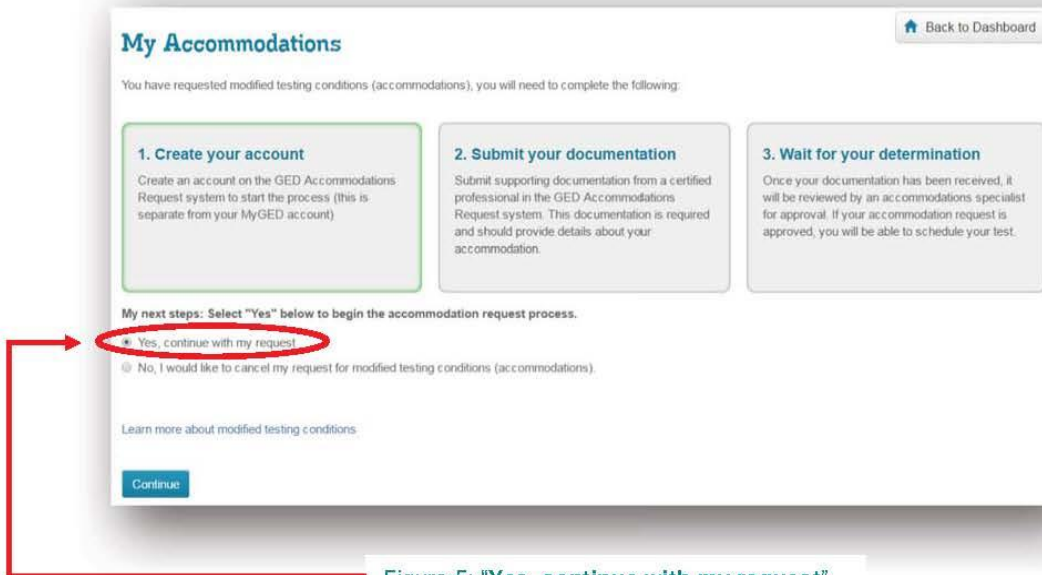


Figure 5: "Yes, continue with my request"

- You will then see the login page for the GED® Accommodations Request System. Click on **"Register"** (See Figure 6).

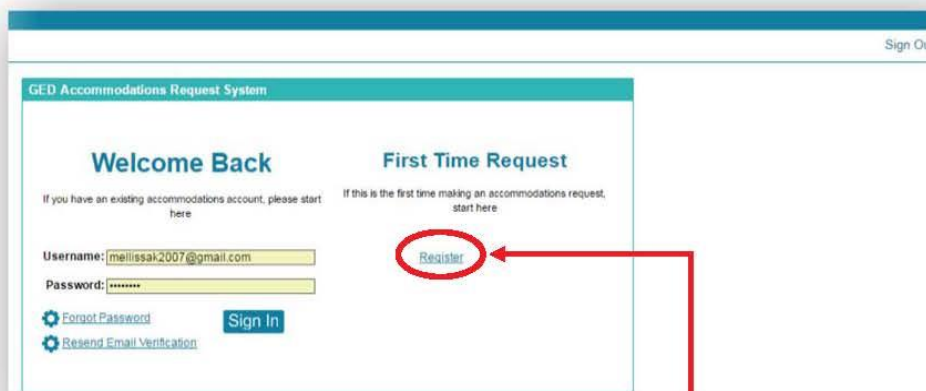
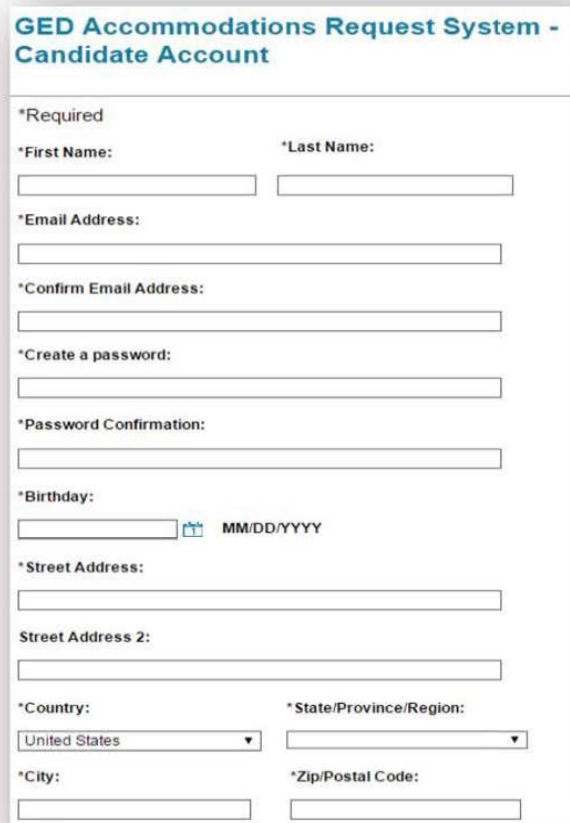


Figure 6: "Register"

Requesting Accommodations

7. Now, you will need to enter the required information (See Figure 7a).



GED Accommodations Request System - Candidate Account

*Required

*First Name: *Last Name:

*Email Address:

*Confirm Email Address:

*Create a password:

*Password Confirmation:

*Birthday: MM/DD/YYYY

*Street Address:

Street Address 2:

*Country: *State/Province/Region:

*City: *Zip/Postal Code:

Figure 7a: "GED Accommodations Request System-Candidate Account"

Please note, if you are under 18 you will need to check the first box (See figure 7b, 7.1). All Testers must check the last two boxes you are presented with to acknowledge the Terms of Service and Privacy Policy listed at the bottom of the page (7.2). If you do not, you will not be allowed to continue with the process. Click "**Continue**" when you are finished entering all required information.

Requesting Accommodations

*Please click here if you are under 18 or have a legal guardian:

*I agree to the Pearson VUE [Terms of Service](#) and [Privacy Policy](#).

*I agree to the Reasonable Adjustment Request System [Terms of Service](#).

Cancel Reset Continue

Figure 7b: Check Boxes

7.1: Under 18

7.2: "Terms of Service and Privacy Policy"

8. Click on the "Start Your Request Here" button (See Figure 8).

GED TESTING SERVICE

Sign Out

My Info

Melissa Hultstrand
123 Main Street
Eagan, Minnesota 55123
612-123-4567
melissai-2007@gmail.com

Pearson VUE ID:

[Edit Profile](#)
[Change Password](#)

My Accommodations

Start Your Request Here!

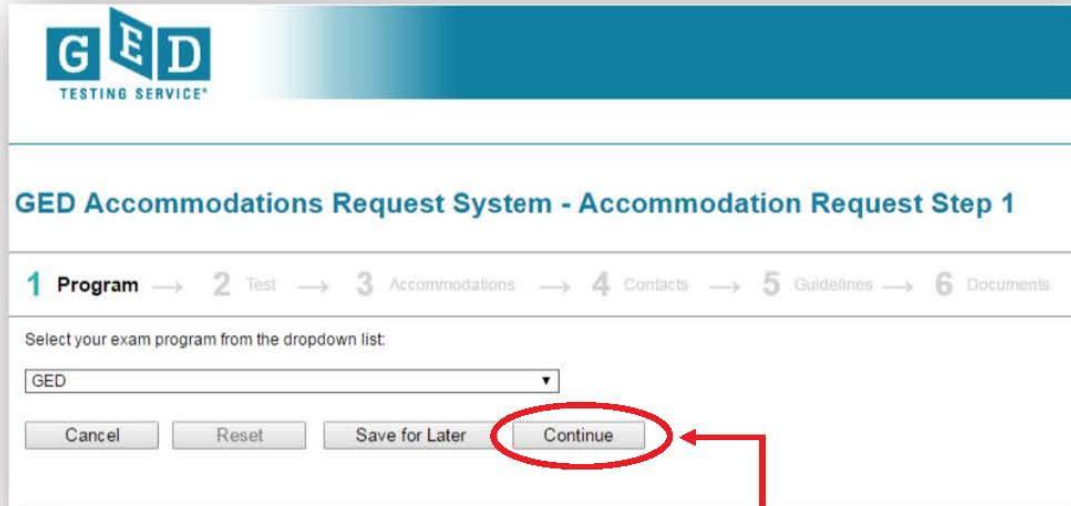
Accommodation requests: Display Rows: All 1 to 1 of 1

Status	Test Program	Action
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Figure 8: "Start Your Request Here"

Requesting Accommodations

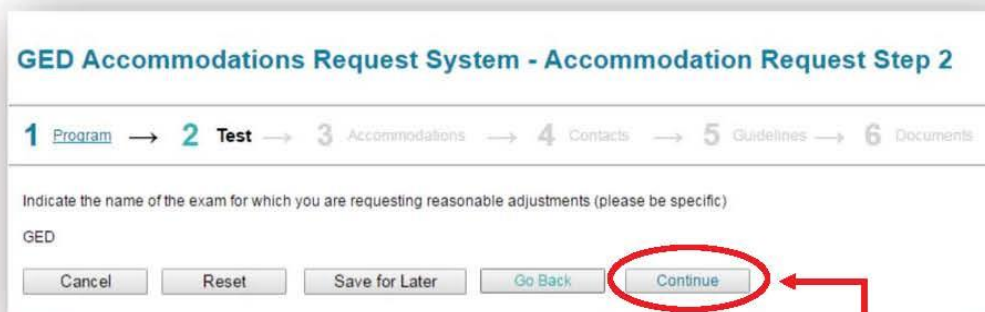
9. On this page GED® should be listed as your program. Click “Continue” to confirm.



The screenshot shows the GED Accommodations Request System interface for Step 1. At the top left is the GED TESTING SERVICE logo. Below it is the title "GED Accommodations Request System - Accommodation Request Step 1". A progress bar shows six steps: 1 Program (active), 2 Test, 3 Accommodations, 4 Contacts, 5 Guidelines, and 6 Documents. Below the progress bar, the text reads "Select your exam program from the dropdown list:". A dropdown menu is open, showing "GED" as the selected option. At the bottom of the form are four buttons: "Cancel", "Reset", "Save for Later", and "Continue". The "Continue" button is circled in red, and a red arrow points to it from the caption below.

Figure 9: “Continue”

10. Again, confirm that you would like to be considered to take the GED® tests with accommodations by clicking on the “Continue” button (See Figure 9).

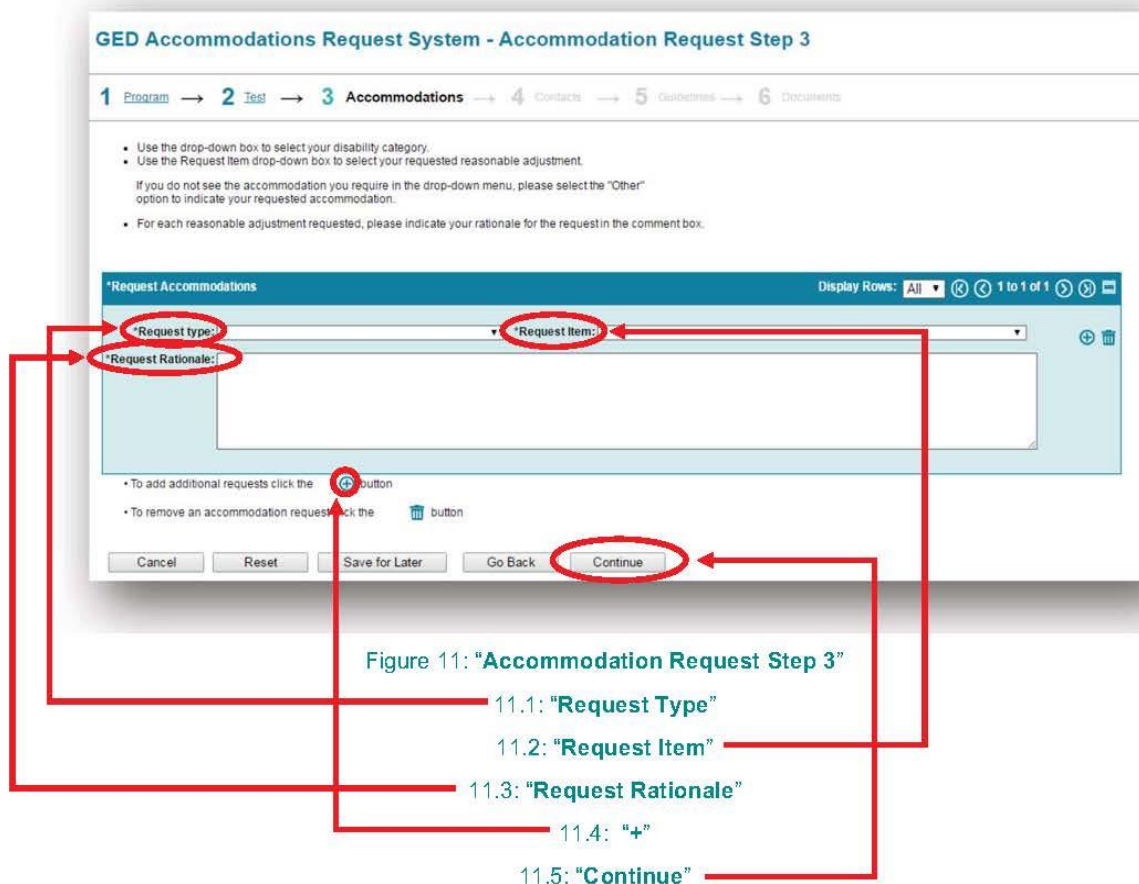


The screenshot shows the GED Accommodations Request System interface for Step 2. At the top left is the GED TESTING SERVICE logo. Below it is the title "GED Accommodations Request System - Accommodation Request Step 2". A progress bar shows six steps: 1 Program, 2 Test (active), 3 Accommodations, 4 Contacts, 5 Guidelines, and 6 Documents. Below the progress bar, the text reads "Indicate the name of the exam for which you are requesting reasonable adjustments (please be specific)". A dropdown menu is open, showing "GED" as the selected option. At the bottom of the form are five buttons: "Cancel", "Reset", "Save for Later", "Go Back", and "Continue". The "Continue" button is circled in red, and a red arrow points to it from the caption below.

Figure 10: “Continue”

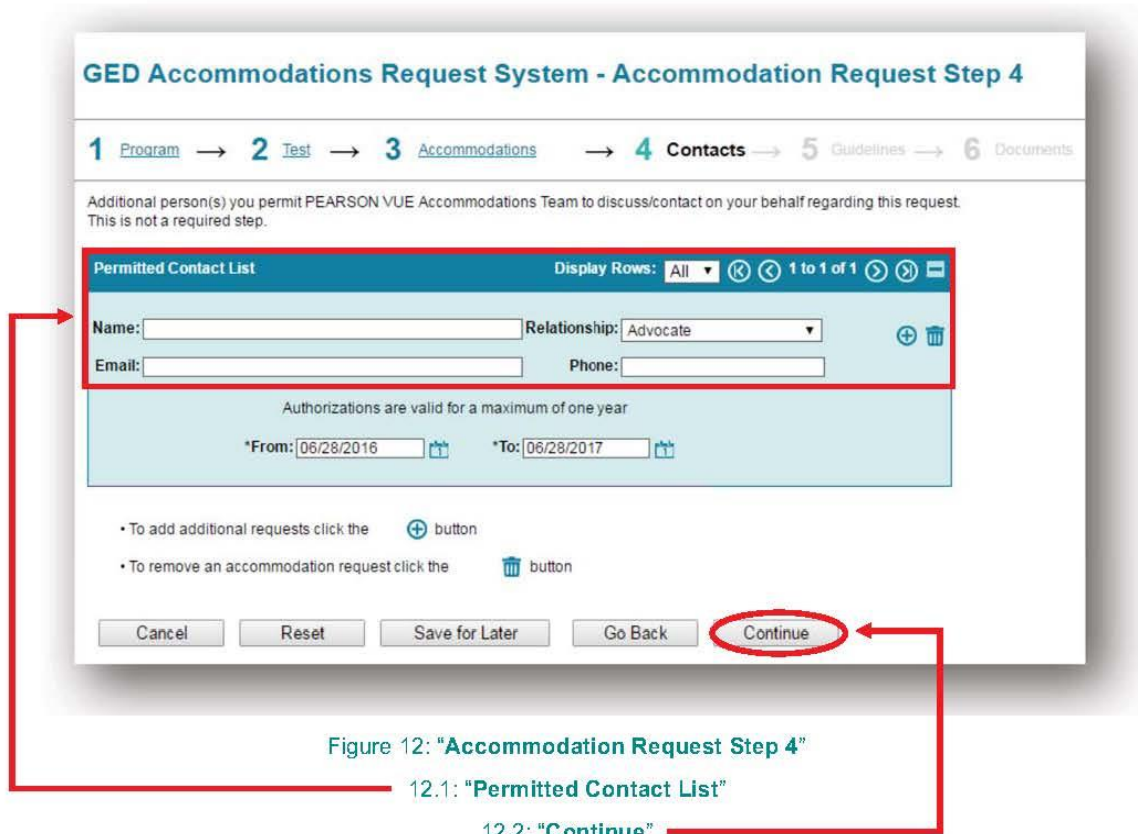
Requesting Accommodations

11. Click on the “**Request Type**” (11.1) drop down arrow to select your disability category and click on “**Request Item**” (11.2) to select the type of accommodations you would like to be considered for i.e. extra time, reader, separate room, etc.... Also, indicate in the “**Request Rationale**” (11.3) box why you would like this accommodation. If you would like to request more than one accommodation click on the “+” (11.4) button to enter an additional request. Then, click on “**Continue**” (11.5) (See Figure 11).



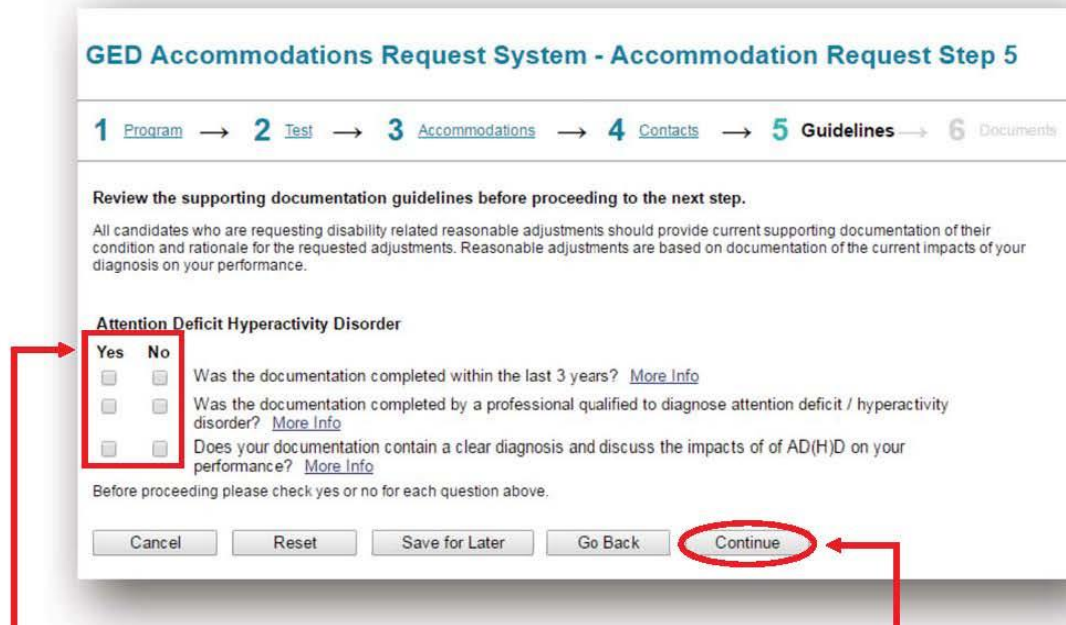
Requesting Accommodations

12. If you would like to give the Pearson VUE Accommodations team permission to speak to someone else on your behalf please enter their “Name”, “Email”, “Relationship” and “Phone” (12.1) and then click “Continue” (12.2). Please note this step IS NOT mandatory so if you would like the team to only speak to you simply click on “Continue” to take you to the next screen (See Figure 12).



Requesting Accommodations

13. Review the supporting documentation guidelines and then answer the three questions listed by selecting “Yes” or “No” (13.1) and then click on “Continue” (13.2) (See Figure 13).



GED Accommodations Request System - Accommodation Request Step 5

1 Program → 2 Test → 3 Accommodations → 4 Contacts → 5 Guidelines → 6 Documents

Review the supporting documentation guidelines before proceeding to the next step.

All candidates who are requesting disability related reasonable adjustments should provide current supporting documentation of their condition and rationale for the requested adjustments. Reasonable adjustments are based on documentation of the current impacts of your diagnosis on your performance.

Attention Deficit Hyperactivity Disorder

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Was the documentation completed within the last 3 years? More Info
<input type="checkbox"/>	<input type="checkbox"/>	Was the documentation completed by a professional qualified to diagnose attention deficit / hyperactivity disorder? More Info
<input type="checkbox"/>	<input type="checkbox"/>	Does your documentation contain a clear diagnosis and discuss the impacts of of AD(H)D on your performance? More Info

Before proceeding please check yes or no for each question above.

Cancel Reset Save for Later Go Back **Continue**

Figure 13: “Accommodation Request Step 5”

13.1: “Yes/No”

13.2: “Continue”

14. Now, it is time to upload your supporting documentation. To do this click on the “Upload” (14.1) button. If you have more than one supporting document click on the “Upload Additional Documents” after submitting your first document (14.2). Once you have uploaded your documents click “Submit” (14.3) (See Figure 14). If you would rather fax in your documentation please click on the magnifying glass icon to view instructions on how you can do this.

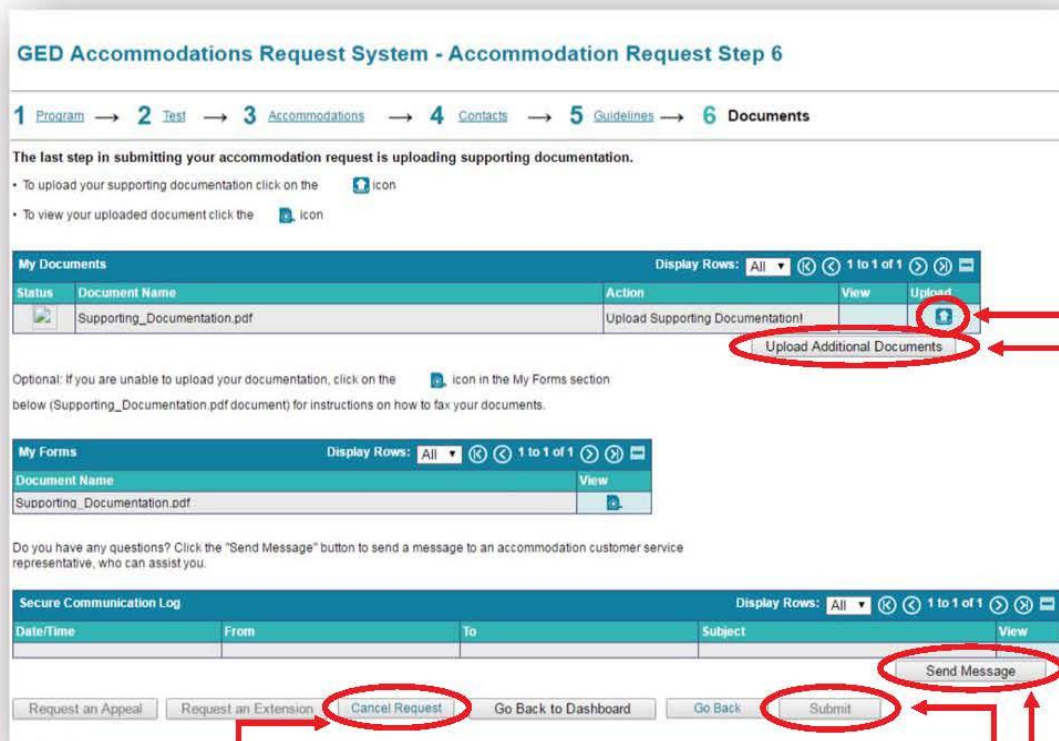


Figure 14: "Accommodation Request Step 6"

14.1: "Upload"

14.2: "Upload Additional Documents"

14.3: "Submit"

14.4: "Send Message"

14.5: "Cancel Request"

15. If you would like to ask the Pearson Vue Accommodations team a question click on "**Send Message**" (14.4) in the figure above. Please note you can cancel your request at any time by clicking on the "**Cancel Request**" (14.5) button (See Figure 14).

Requesting Accommodations

16. Remember, it can take up to 30 days for your request to be reviewed, but note you can check on the status of your request by clicking on the link provided in the emails you receive from the Accommodations team. You can also check the status of your request by signing into your GED® account and clicking on the **"My Accommodations"** link. (16.1) (See Figure 16).



Figure 16: GED Account

Figure 16.1: **"My Accommodations"**

17. You will then be taken to the login page for the GED® Accommodations Request system. Enter your username and password and click on **"Sign In"** (17.1) (See Figure 17).

Requesting Accommodations

GED Accommodations Request System

Welcome Back
If you have an existing accommodations account, please start here

First Time Request
If this is the first time making an accommodations request, start here

Username: [Register](#)

Password:

[Forgot Password](#) [Sign In](#)

[Resend Email Verification](#)

Figure 17: GED Accommodations Request System

Figure 17.1: "Sign In"

18. Next you will see a screen that lists your accommodation requests and to the left of it you will see the status box. Hover over the symbols to reveal more information about the status of your request (18.1). Also, please note you will be receiving email notifications anytime the status of your accommodations request has changed (See Figure 18).

Requesting Accommodations



Figure 18: Accommodation Request

Figure 18.1: Status symbols

19. If you would like to edit your profile click on the **“Edit Profile”** link (19.1) (See Figure 19).

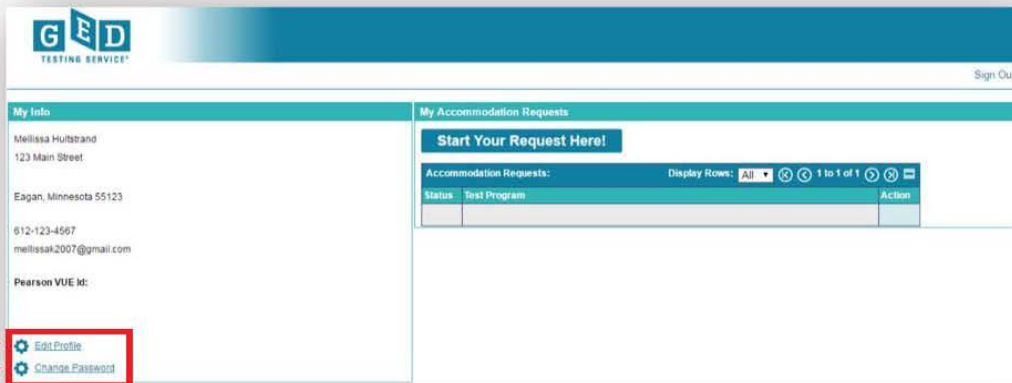


Figure 19: Editing profile

19.1: **“Edit Profile”**

19.2: **“Change Password”**

Requesting Accommodations

20. Once you do this you will be able to edit email, phone number or address. Click on the trash can symbol to delete the current information and then click on the plus “+” (20.2) sign to update the information. Be sure to click on “**Continue**” (20.3) to save the information you just entered (See Figure 20).

Edit My Info

Birthday:
 Gender:

Name					Display Rows: All
*Effective Date	*First Name	Middle Name	*Last Name	Preferred Name	
12/01/1992	Mike		Brothers VI		

Email			Display Rows: All
Primary	*Email Type	*Email Address	
<input checked="" type="checkbox"/>	Home	mikebrothers00006@gmail.com	

Phone					Display Rows: All
Primary	*Phone Type	*Country Code	*Phone	Extension	
<input checked="" type="checkbox"/>	Home	USA	952-222-8586		

Address Display Rows: All

*Type: Primary:

*Country:

*Street:

City: State:

Zip:

Figure 20: “**Edit My Info**” page

Figure 20.1: Add or Delete

Figure 20.2: “**Continue**”

Requesting Accommodations

21. If you would like to change your password go to the login page and click on the “**Change password**” link (19.2). Simply enter your old password and then your new password twice. Next, click on the “**Save**” button (21.1) (See Figure 21).



Figure 21: “**Change Password**” page

Figure 21.1: “**Save**”

IMPORTANT: If you have any additional questions please email the accommodations team at accommodations@gedtestingservice.com.

Appendix F: Pearson VUE Comfort Aid List

Updated 06/13/2016

Pearson VUE Comfort Aid List

The below items are comfort aids and do **not** require pre-approval. They will be allowed in the testing room upon visual inspection by the Test Center staff. Visual inspection will be done by examining the item without directly touching it (or the candidate) and without asking the candidate to remove the item, unless otherwise stated below.

Medicine & Medical Devices
Auto-injectors; such as EpiPen
Bandages
Braces- Neck, Back, Wrist, Leg or Ankle Braces
Casts - including slings for broken/sprained arms and other injury-related items that cannot be removed.
Cough Drops - must be unwrapped and not in a bottle/container.
Eye Drops
Eye Patches
Eyeglasses (without the case), including tinted lenses – must be removed for visual inspection
Glucose Tablets (does not include hard candy) - must be unwrapped and not in a bottle/container.
Handheld (non-electronic) magnifying glass (without the case)
Hearing aids/Cochlear implant
Inhaler
Medical Alert Bracelet
Medical device: Must be attached to a person's body, must be inaudible, and must not include a remote-control device. Examples include but are not limited to: <ul style="list-style-type: none"> -Insulin pump -Continuous glucose monitor -Note: If the insulin pump or continuous glucose monitor includes an accompanying remote-control device, the remote-control device may not be taken into the testing room. If there is a need to take the remote-control device into the testing room, Candidates must apply and be approved for an accommodation to do so. -TENS Unit -Spinal Cord Stimulator
Medical/Surgical face mask
Nasal drops/spray
Oxygen Tank
Pillow/Cushion
Pills - i.e. Tylenol or aspirin must be unwrapped and not in a bottle/container.
Candidates may bring pills that are still in the packaging if the packaging states they MUST remain in the packaging, such as nitro glycerin pills that cannot be exposed to air. Packaging must be properly inspected.

Mobility Devices:
Canes
Crutches
Motorized Scooters/Chairs
Walkers
Wheelchairs

Other approved items (must be provided by Testing Center):
Tissues/Kleenex
Earplugs and Noise Cancelling Headphones (only considered a comfort aid in Pearson Professional Centers, for other testing channels an accommodation approval will be required)

Appendix G: Nebraska Approved Curricula for Distance Education

Curriculum	Delivery Mode	Target Students	Proxy Hour Model	Criteria for reporting hours	Proxy Credit Recorded
i-Pathways www.i-pathways.org (309) 298-1804	Online	ABE, GED	Clock	System must track time and log out students after preset period of inactivity.	Recorded time in system as validated by i-Pathways. Must be printed and kept for verification.
Burlington English www.burlingtonenglish.com (855) 872-2875	Online	ELA	Clock	System must track time and log out students after preset period of inactivity.	Recorded time in system as validated by Burlington English. Must be printed and kept for verification.
GED Academy www.passged.com (800) 460-8150	Online	GED	Clock	System must track time and log out students after preset period of inactivity.	Recorded time in system as validated by GED Academy. Must be printed and kept for verification.
Aztec	Online	ABE, GED	Clock	System must track time and log out students after preset period of inactivity.	Recorded time in system as validated by Aztec report. Must be printed and kept for verification.
MyFoundationsLab www.pearsonmylabandmastering.com/northamerica/myfoundationslab/ (720) 949-4560	Online	GED	Clock	System must track time and log out students after preset period of inactivity.	Recorded time in system as validated by MyFoundationsLab. Must be printed and kept for verification.
USA Learns www.usalearns.org	Online	ELA	Learner Mastery	3 hours per unit for courses 1 & 2 and 2 hours per unit for course 3 completed with 80%+ on the unit assessment.	Print and keep monthly report of assessments completed for verification.

Appendix H: Distance Education Curriculum Approval Application

Program Information	
Program Name:	Date:
Program Director:	Email:
Program Coordinator:	Email:
Curriculum Information	
Product Name	
Delivery Mode	
Proxy Hour Model	CLOCK · TEACHER VERIFY · LEARNER MASTERY
Criteria for Reporting Hours	
Target Population	ELL · ABE · GED PREP
Publisher Information	
Full Product Description	

Submit to: Adult Education State Director: Nebraska Department of Education, PO Box 94987, Lincoln, NE, 68509