

Assessment Procedures

Consortium	Saint Paul Community Literacy Consortium
Staff Contact	Matt Miller, Facilitator
Date of last update	May 15, 2026
Policy guidance	From Minnesota ABE Policies website (mnabe.org/law-policy/minnesota-adult-education-policy): • Assessment Policy

Introduction

These procedures detail the local ABE consortium's testing procedures used at all sites. These procedures describe how the consortium is complying with the Minnesota ABE Assessment Policy through outlining:

- The consortium use of **approved assessments** (CASAS, TABE and/or BEST Plus) and for which students they are used.
- Consortium use of different modes of testing, including paper-based testing, computer-based testing, and remote testing.
- When and how to conduct **pre-testing** to ensure all students have a valid pre-test within the first 12 contact hours, including how to ensure that the student does not already have a valid pre-test, and how the program handles invalid test results.
- When and how to conduct **post-testing**, including how to ensure that the student is not post-tested before 40 contact hours, how the post-tests are administered, how the program handles invalid test forms and scores, how post-testing data is entered into SiD, and how the consortium works to maintain a 60% or greater post-testing rate for all participants within the program year.
- What the **assessment training requirements** are for initial testing certification, re-certification at least every five years, other ongoing training, and for which staff.
- What **additional guidance** and procedures the ABE consortium has for local staff regarding testing and assessment.

Assessments Used By the Consortium and For Which Students

The choice of which test to use for a new student varies by program and is usually based on a combination of student goals, educational background, and class requirements. Ideally, many students are tested on more than one modality. Certain grant-funded classes or those offered in partnership with other organizations may require that students take a particular assessment to qualify. The majority of our programs offer CASAS STEPS, reflecting our concentration on English Language Learners.

- BEST Plus 2.0 Oral
- BEST Plus 3.0 Oral
- TABE 11/12 Reading: ABE Levels 1-6
- TABE 11/12 Math: ABE Levels 1-6
- CASAS GOALS Reading: ABE Levels 1-6
- CASAS GOALS 2 Math: ABE Levels 1-6
- CASAS STEPS Reading: ESL Levels 1-6
- CASAS STEPS Listening: ESL Levels Levels 1-3

The majority of programs proctor assessments with paper and pencil. Scheduling in-person sessions for pre and post testing. Some larger programs have invested in electronic testing. In the 2025-2026 program year, the consortium piloted a remote testing program using CASAS STEPS and CASAS GOALS. At the end of the year, the consortium will evaluate if the remote testing is financially viable to continue as a consortium offering

Pre-Test Procedures and Guidelines

New learners are first searched for in SID to determine if they already have a current valid pre-test from another ABE program. Then learners are assessed in the areas in which they will receive instruction, which depends on program, learner goals, and class availability. The consortium recommends that all programs use locators for students with no prior test results. Pre-tests are administered as part of the intake process or within the first 12 hours of program participation, prior to class enrollment. If a learner receives an invalid test result, they are retested immediately, if it is possible; otherwise they are asked to return at their earliest convenience.

Returning students will sometimes require a new pre-test depending on the length of time they have been away from SPCLC programming. This is determined by looking in SID.

Students who qualify as Conditional Work Referral are not required to be pre-tested but are limited to 30 total hours within any program year.

Post-Test Procedures and Guidelines

Learners are post-tested on a regular basis, but not before 40 hours (unless an exception applies). Each program has a different testing schedule, which is dependent on how often the class meets, whether the class has open or managed enrollment, and whether students are testing on multiple

modalities. The testing schedule and post-test data is regularly discussed at bi-monthly consortium meetings and at annual monitoring site visits.

Programs administer post-tests using an alternate form; sometimes testing occurs with all eligible students in a class at the same time, and sometimes individual students are pulled out of class for testing. The goal within the consortium is that at least 60 percent of students who reach 40 hours are post-tested. Invalid scores are less common on the post-test than pre-test. When they happen, students are informed and invited to test again. There is also some reflection on why it may have occurred and whether the student is testing at the appropriate level.

Returning students who already have a valid pre-test may be asked to post-test upon their return and prior to being placed back into the classroom. This will depend on how long the student has been gone and how many hours of instruction since their last test.

In some programs, teachers are in charge of post-testing and entering test scores into SID. In other programs, there are specific staff who pull testing reports, conduct testing, and enter data.

The consortium works to maintain a 60 percent overall post-test rate by regularly running reports in SID that help to track this data. We also work to make our offerings as relevant as possible to increase retention rates so that students remain for at least 40 hours. This year, we launched a remote testing pilot that is administered by one contracted program to three other organizations in the consortium. Remote testing will focus on post-test for hard to reach students. Those who have transportation, childcare, or other barriers to attending an in-person testing session.

For programs that are seeking a 40 hour waiver to allow a post test before the learner has completed 40 hours of instruction and will not continue in any ABE program for the remainder of the year, a designated staff member from the program must complete [SPCLC's 40 hour waiver training](#) and follow the steps described in the training before post testing.

Assessment Training Requirements and Procedures

Staff who actively oversee testing are required to be up-to-date on training, which is available through online modules, or in person through the ABE Support Network. Sometimes a training is scheduled and all consortium members are invited to attend; other times staff attend training at the Support Services Conference or Summer Institute. Staff need to renew certification at least every five years, but also as tests or testing policies change. Training requirements for particular staff vary by site since testing responsibilities and tests used also vary by site. Programs have tracked training in different ways but are now working to do this through the new PD tracking options available on SID.

Assessment tests must be kept in a locked space and not be available for students to access. Safeguards must be in place during testing, including active monitoring of students, enforcement of time limits, and providing space for testers that is comfortable and quiet.

Additional Procedures and Guidance

Two sites conduct remote testing. Each of these sites follow the compliance necessary to conduct remote testing.

Each proctoring organization will:

- Ensure learners have appropriate technology and privacy.
- Verify learner identity and adhere to Testing Services e-testing standards and ethics.
- Staff will be trained to follow Testing Services e-test protocols and receive certification as needed.
- Testing session video recordings will not be stored

Preparation for Remote Testing:

- Schedule and set up meetings, verify identity, review technology and environment, and conduct trial runs for first-time remote test takers.
- Practice screen sharing and remote control features with test takers.

In addition, each site will monitor test takers closely for any behaviors that violate testing rules and resolve technical issues.