3.3 Requirements for Student Intake and Description of OAE Adult Learner Assessment Policies and Procedures

Effective Date: July 1, 2008 and titles updates July 1, 2008; GED® trademarks compliance July 1, 2009; July 2010; July 1, 2011 Quarter to Semester; July 1, 2012 Student Intake updated. Individualized student learning plan; January 1, 2016.

Revises Previous Effective Date: N/A

I. **Policy:**
The local eligible program will conduct an ongoing student assessment program according to the rules and regulations discussed in the Adult Learner Assessment Policies and Procedures Manual. The intake process is composed of orientation, identification of educational functioning level, development of an individualized student learning plan, and completion of the OAE Intake Assessment Form. The Intake Assessment Form is completed for all students in all programs upon entry and each fiscal year.

II. **Applicability:**
This applies to all Adult Education offices and employees associated with the Technical College System of Georgia.

III. **Related Authority:**
NRS Implementation Guidelines, Revised May 2012.

IV. **Definitions:**


Educational Functioning Level: the standardized meaning of adult education levels so specific skills and achievements of adult learners can meet standardized reporting requirements. Levels are defined in the NRS Implementation Guide, May 2012, p. 18-23.
**Educational Gain**: the educational gain determined by comparing the student’s initial educational functioning level with the educational functioning level measured by a post-test.

**Intake Assessment Form**: the document used to collect demographics and other pertinent information from the adult learner at time of entering the program. The form must be completed for all adult learners in all programs upon entry and each fiscal year.

**Literacy to Work Plan (LWP)**: a written plan outlining an individual’s vocational goal, and the services to be provided to reach the goal. The LWP formalizes the planning process through which the vocational goal, service delivery and time frames for service delivery are determined. The LWP identifies the individual’s employment objective, consistent with his/her unique strengths, resources, priorities, concerns, abilities and capabilities and provides a plan for monitoring progress toward achievement of the goal.

**Standardization of Assessment**: a consistent set of assessment criteria that must be followed and met by all involved in a particular educational effort. The purpose of standardization is to assure that all adult learners are assessed under the same conditions, so that their scores have the same meaning and are not influenced by differing conditions. Standardized procedures are very important when scores will be used to compare individuals or groups or gauge the progress of an individual or group.

**Standardized Conditions**: the criteria expected to be met according to publisher’s directions (i.e., if it is a timed test, it must be administered within the required time frame).

**Standardized Test**: a form of measurement that has been normed against a specific population. Standardization is obtained by administering the test to a given population and then calculating means, standard deviations, standardized scores, and percentiles. Equivalent scores are then produced for comparisons of an individual score to the norm group’s performance. If it is administered under non-standard conditions the results are meaningless.

**Standards of Assessment**: the broadest of a family of terms referring to statements of expectations for adult learning, including content standards, performance standards, and benchmarks.

**Individualized Student Learning Plan**: a document or other instrument used to specify a student’s skill gaps based upon standardized test results and other data that is used to guide instruction by listing various ways and/or resources to address the documented needs. All students must have an individualized student learning plan or Literacy to Work Plan.
**Student Intake Process:** the process from the initial contact with the student, through orientation, the collection of personal information for the Intake Assessment Form and documentation purposes, the evaluation, development of an individualized student learning plan and enrollment in the program. (Assessment and Evaluation Committee).

**Student Orientation:** the process of acquainting adult learners with the procedures and processes in the adult education program.

V. **Attachments:**

(Use the back button on your browser to return to this section after viewing an attachment)

Adult Learner Assessment Policies and Procedures
Appendix A – EFL Descriptors
Appendix B – GALIS Test Score, Goal, and EFL Matrix
Intake Assessment Form Directions and Definitions
Intake Assessment Form
Student Education Plan
Student Education Plan Directions

VI. **Procedure:**

A. **Student Intake and Assessment**

Each student entering the adult education program should be enrolled through an organized student intake process. This process should be comprehensive in structure and take a student from first contact through class placement. A comprehensive intake process includes attending an orientation, completing required forms, taking an assessment, conferencing with a staff member about assessment results and receiving academic advisement, and working with a teacher to develop an individualized student learning plan.

1. **Orientation**

Each local program is charged with developing its own orientation plan. Orientation sessions can vary in length and content to meet the needs of the local program. A thorough orientation of students has been shown to put students at ease and encourage them to persist in the program until their goals are met. Recommended topics for orientation includes, but is not limited to:

- Providing information about the institution and the adult education program
- Familiarizing students with the site, classrooms, and schedule
- Distributing a student handbook or institutional rules and dress code
- Completing required paperwork (OAE and local program)
- Explaining the assessment process and why assessments are important
- Giving information about the GED® test (ABE/ASE students)
• Sharing information about postsecondary education and training opportunities
• Connecting educational achievement with workforce opportunities and advancement

B. Standardized Intake Assessment Form
The IAF must be completed by all students in all programs upon initial entry and for each fiscal year of enrollment. The IAF is the foundation of National Reporting System (NRS) data. The form is completed in stages throughout the intake process. The first sections consist of demographic and student status information that should be collected prior to the administering the assessment or setting goals.

The form collects:
• Learner identification and demographic information
• Emergency contact information
• Educational level and student status
• Primary and secondary goals
• Assessment data
• Conference notes about each student, updated quarterly at a minimum

1. Standardized Student Assessment
All enrolling students must be assessed within the first 12 hours of instruction. This pre-test is used to diagnose skill gaps, place the student into the appropriate class, and assign the student an entry Educational Functioning Level (EFL). The full description of these levels is located in the NRS Implementation Guidelines. The descriptions include the test score range for each level and a description of the types of skills an entry-level learner is likely to be able to demonstrate. There are six ABE/ASE levels and six ESL levels.

Each local program must follow the Adult Learner Assessment Policies and Procedures Manual, which provides guidelines and timeframes on the administration of NRS-approved assessments to students. The manual describes approved assessments, pre-testing and post-testing guidelines, special accommodations, and training requirements. A link to the Assessment Policies and Procedures can be found in this section.

When a student is assessed in multiple skill areas and has differing abilities, the program should place the student according to the lowest functioning level. Assessment information is one factor that determines the appropriate class placement for the student. Students should be placed into a class that meets the student’s needs and will help them reach their goals.

When a student has attended the required number of hours, a post-test may be administered in order to verify educational gain, which is when a student’s post-test results correspond to a placement one or more levels higher than the pre-test.
A student who is assessed, but does not gain a level is counted as either “Remaining within Level” if he did not exit during the year or “Separated before Completed” if he exited during the year (no attendance for 90 days). If a student does not take a post-test during the program year, the student will be counted as remaining in the same level.

For NRS reporting, students who are level completers are counted one time per year although students may complete multiple levels. All assessment data must be recorded on the Intake Assessment Form and entered into GALIS, even lower assessment scores.

2. Goal-setting
Goal-setting can take place before or after the standardized assessment. Every adult education student has the goal of academic achievement. Other goals are divided into two sections: primary goals, which are some of the most common reasons students choose to attend the adult education program, and secondary goals. Primary goals are discussed first and the student makes a selection. Primary goals are not entered into GALIS. Secondary goals are then presented to the student for selection. Secondary goals are optional Federal and State goals that must be entered, tracked, and reported in GALIS by the local program. Secondary goals can be updated anytime during the program year.

The core outcomes of the National Reporting System are all set by designating a cohort of students to track based on attendance, demographic, and assessment data. The achievement of those outcomes is reported through data matches. Additional information about the core outcomes is located in the Implementation Guidelines. www.nrsweb.org.

3. Individualized Student Learning Plan
Adult Education programs should develop an individualized student learning plan with each assessed student. This plan is the guiding document for the instruction and resources that the student will access during his/her enrollment in order to address noted skill gaps. In developing the plan, program staff should review the student’s assessment results; identify areas of need; assign classes, types of instruction, and materials based upon the student’s needs.

VII. Records Retention:
The local eligible program will adhere to the Record Retention Chart located in the attachment section of Policy 2.4.

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