

ILLINOIS FAMILY LITERACY PERFORMANCE INDICATORS FOR ADULTS

FY'11 VERSION

Illinois Even Start Adult Performance Indicator A-1:
FLAIR Form 5

At a minimum, sixty-five percent (65%) of Even Start adults who have completed at least 75 hours of Adult Basic Education (ABE) or Adult Secondary Education (ASE) instruction will demonstrate at or above the average specified test score gains on the Test of Adult Basic Education-Reading (TABE-R), based upon the entry test score for new students and the most recent test score dated on or after March 3rd of the preceding project year for continuing students.

Sample statement: Sixty-five percent of adults who have completed at least 75 hours of adult education instruction and who entered the project at a beginning literacy level will demonstrate an average test score gain on the TABE-R of at least 20 points.

SUBJECTS (ABE ¹ and ASE ² student categories ³ for Even Start adults)	PERFORMANCE WITH THRESHOLD	EXPECTATIONS (at a minimum, 65% of Even Start adults)	TIME PERIOD	MEASURES
Beginning Literacy	Will demonstrate at or above specified test scale score ⁴ gains on the TABE-R Forms 9 & 10. ⁵ 	20 point gain	At least 75 hours of instruction ⁶ 	TABE-R Forms 9 & 10 pre- and post- tests sequence appropriate to student educational level
Beginning ABE		30 point gain		
Low Intermediate ABE		30 point gain		
High Intermediate ABE		20 point gain		
Low Advanced ASE		10 point gain		
High Advanced ASE		10 point gain		

Definitions:

¹ ABE (Adult Basic Education) includes life skills, math computation, and language literacy. Language literacy includes speaking, listening, reading, writing, and computer skill at 0 - 8.9 grade level equivalent, as determined by standardized testing (Reference: Adult Education and Family Literacy Provider Manual, Illinois Community College Board, November 2001).

² ASE (Adult Secondary Education) includes life skills, math computation, and language literacy. Language literacy includes speaking, listening, reading, writing, and computer skills at 9.0 and above grade equivalent, as determined by standardized testing (Reference: Adult Education and Family Literacy Provider Manual, Illinois Community College Board, November 2001). Anyone preparing for the GED[®] should have TABE-R scores and is encouraged to have a goal related to passing or preparing for the GED as listed in Performance Indicator A-3.

Definitions continue on the next page.

Performance Indicator A-1

Definitions (continued):

³ Student categories are listed in the chart below. *ABE students whose skills are insufficient to take the TABE-R Forms 9 & 10 can be entered using the lowest scale score of 160. These students must have documentation in their file stating that they were unable to take a test and the lowest possible TABE-R score was used for DAISI.*

NRS Educational Functioning Level	Reading Grade Level Equivalency (GLE)	Test Level	TABE-R 9 & 10 Scale Scores
Beginning Literacy	0 - 1.9	L (Literacy)	160 - 367
Beginning ABE	2 - 3.9	L or E (Easy)	368 - 461
Low Intermediate ABE	4 - 5.9	M (Medium)	462 - 517
High Intermediate ABE	6 - 8.9	M or D (Difficult)	518 - 566
Low Advanced ASE	9 - 10.9	A (Advanced)	567 - 595
High Advanced ASE	11 - 12.9	A	596 +

⁴ *TABE-R scale scores are units of a single, equal-interval scale that is applied across all levels of TABE-R 9 & 10. These scores are numbers that may range from 160 - 999. The equal interval property of the scale makes scale scores especially appropriate for statistical purposes. (Reference: [TABE Norms Book Forms 9 & 10.](#))*

⁵ *The TABE-R is listed as an appropriate test in the current Illinois Community College Board (ICCB) policy manual. TABE-R Forms 9 & 10 forms for pre- and post-testing include both vocabulary and comprehension sections. ABE students may move to higher student categories; however, generally, they should be pre- and post-tested using the same test level. The Spanish TABE-R may not be reported as a TABE-R score.*

⁶ *Hours of instruction reflect the time (50 - 60 minutes equal one hour) in which adults participate in ABE/ASE instruction. Instruction can be delivered in a variety of settings through various modes. Settings and modes can include the program's center (classes), the participants' homes (e.g., home visit or distance learning), or in community locations (e.g., tutoring in the library, a field trip to a museum, or completing an independent project). Seventy-five (75) hours of instruction may be completed during one fiscal year or across two fiscal years.*

⁷ *Listed below are student testing guidelines for adult education providers funded through the ICCB:*

- *Be sure to use a different form when testing within the same level of TABE-R.*
- *If a program believes a student has progressed enough to register a level gain when post-tested, use the same form, but a different level of TABE-R. (For example, if a student pre-tested at a 1.9 grade level equivalency in Level L, Form 9, a program may want to post-test with Level E, Form 9.)*
- *Pre-tests should be administered by the third class meeting in an enrollment period. Testing must occur prior to the fourth meeting. A score from a test administered within the 120 days prior to a new enrollment period, re-enrollment, or new fiscal year can be used as a pre-test. [March 3rd is 120 days before July 1st, the start of a new project year.]*
- *UPDATE: The last test administered during the fiscal year must be entered as the post-test.*
- *Test publisher guidelines for TABE recommends at least 60 hours of instruction between pre and post tests.*

** If you know a student will not be returning to class, it is appropriate to administer a post-test early. OR If you believe based on the student's work in class, that gains have been made and that it would be beneficial to the student to see those gains, it would be appropriate to administer the post-test early as a tool for retention and motivation for the student.*

Illinois Even Start Adult Performance Indicator A-2:

FLAIR

- Form 6: Best Literacy**
- Form 6.1: Best Plus**
- Form 7.1: CASAS**

At a minimum, sixty-five percent (65%) of Even Start adults, who have completed at least 75 hours of English as Second Language (ESL) instruction, will demonstrate at or above the average specified test score gains on the Basic English Skills Test (BEST) Literacy, the CASAS Life and Work Series, Reading Assessment (CASAS) or the BEST Plus based upon the entry test score for new students and the most recent test score dated on or after March 3rd of the preceding project year for continuing students.

Sample Statement: Sixty-five percent of adults who have completed at least 75 hours of adult ESL instruction and who entered the project at a beginning literacy level will demonstrate an average scale score gain on the BEST Literacy of at least 14 points.

SUBJECT (ESL student categories ² for Even Start adults)	PERFORMANCE WITH THRESHOLD	EXPECTATIONS (at a minimum, 65% of Even Start adults)	TIME PERIOD	MEASURES <i>BEST, BEST Plus, or CASAS test taken on or after March 3rd of the preceding project year can be considered a pre-test for adults who continue into the new project year.</i>
Beginning ESL Literacy	Will demonstrate at or above average specified scale score ³ gain on the BEST Literacy, ⁴ the BEST Plus, ⁵ or CASAS ⁶ [In FY'11, CASAS will not be used for Beginning ESL Literacy]	14 point gain on BEST Literacy or 9 point gain on BEST Plus	At least 75 hours of ESL instruction ⁷	BEST Literacy pre- and post-test sequence ⁸
Low Beginning ESL		11 point gain on BEST Literacy or 7 point gain on BEST Plus or 5 point gain on CASAS		BEST Plus pre- and post-test sequence ⁸
High Beginning ESL		11 point gain on BEST Literacy or 21 point gain on BEST Plus or 5 point gain on CASAS		CASAS pre- and post-test sequence ⁸
Low Intermediate ESL		6 point gain on BEST Literacy or 29 point gain on BEST Plus or 5 point gain on CASAS		
High Intermediate ESL				
Advanced ESL ¹				6 point gain on BEST Literacy or 17 point gain on BEST Plus or 3 point gain on CASAS

Definitions:

¹ According to the Illinois Community College Board, scores of 235 or higher on the CASAS Life and Work Series, Reading Assessment; 78 or higher on the BEST Literacy; or 540 or higher on the BEST Plus are considered as exit scores for the Advanced ESL level. These students should transition as appropriate to ABE/ASE or other instruction. If additional ESL services are needed, the students should be tested with another assessment that reflects the need for these services.

Definitions (continued):

² ESL instruction focuses on improving English language literacy skills to improve English acquisition.. NRS ESL student categories are listed in the chart below:

NRS Educational Functioning Level	BEST Literacy Scale Score	CASAS Life and Work Series, Reading Assessment Scale Score	BEST Plus Scale Score
Beginning ESL Literacy	0 - 20	N/A**	400 & below
Low Beginning ESL	21 - 52	181 - 190	401 - 417
High Beginning ESL	53 - 63	191 - 200	418 - 438
Low Intermediate ESL	64 - 67	201 - 210	439 – 472
High Intermediate ESL	68 - 75	211 - 220	473 – 506
Advanced ESL	76 – 78*	221 - 235*	507 – 540*

* *Bold scores indicate an exit score from a Advance ESL level classroom.*

** *The CASAS assessment will be allowed for all ESL levels except ESL Beginning Literacy (Illinois Community College Board Memorandum #PM2011-1, dated July 14, 2010).*

³ *The BEST Literacy scale score permits comparisons of scores between all forms of the BEST Literacy. The raw scores are correlated to scale scores. A BEST Literacy scale score gain generally reflects a gain in the raw score .*

⁴ *The BEST Literacy skills section is a group-administered test which measures students’ ability to read and write English in the context of various life- skill situations, such as understanding food labels and writing a rent check. Students should be pre- and post-tested using the same test, i.e., those students pre-tested with the BEST Literacy must be post-tested with the BEST Literacy.*

⁵ *The BEST Plus assesses the oral language proficiency (listening and speaking skills) of students (e.g., student’s ability to understand and use unrehearsed, conversational, everyday language within topic areas generally covered in adult English language classes). The BEST Plus is an individually-administered test used for pre- and post-testing.*

⁶ *The CASAS Life and Work Series, Reading Assessment measures students’ ability to read English in the context in various life skills situations.*

⁷ *Hours of instruction reflect the time (50 - 60 minutes equal one hour) in which adults participate in ESL instruction. Instruction can be delivered in a variety of settings through various modes. Settings and modes can include the program’s center (e.g., classes), the participants’ homes (e.g., home visit or distance learning), or in community locations (e.g., tutoring in the library, a field trip to a museum, or completing an independent project). Seventy-five (75) hours of instruction may be completed during one fiscal year or across two fiscal years.*

Definitions continue on the next page.

Definitions (continued):

⁸ *Listed below are student pre and post- testing guidelines for adult education providers funded through the ICCB (current ICCB Policy Manual).*

- *Pre-tests should be administered by the third class meeting in an enrollment period. Testing must occur prior to the fourth meeting. A score from a test administered within the 120 days prior to a new enrollment period, re-enrollment, or new fiscal year can be used as a pre-test. [March 3rd is 120 days before July 1st, the start of a new project year.]*
- *The instrument used to post-test a student must be the same instrument used to pre-test a student. When multiple forms of the same test exist, use one form for the pre-test and another for the post-test. The last test administered during the fiscal year must be entered as the post-test.*
- *UPDATE: The test publishers recommend the following instructional time between their pre and post tests.*

Test Publishers Guidelines	
BEST Literacy	Minimum of 60 hours of instruction; Recommended 80-100 hours of instruction
BEST Plus	Minimum of 60 hours of instruction; Recommended 80-100 hours of instruction
CASAS Life and Work Series, Reading Assessment	Recommended 70-100 hours of instruction or at the end of the instructional period

** If you know a student will not be returning to class, it is appropriate to administer a post-test early. OR If you believe based on the student's work in class, that gains have been made and that it would be beneficial to the student to see those gains, it would be appropriate to administer the post-test early as a tool for retention and motivation for the student.*

Illinois Even Start Adult Performance Indicator A-3:

Eighty percent (80%) of Even Start adults who are not taking ABE, ASE or ESL classes (i.e., are not addressed in performance indicators A-1 or A-2) will attain one or more education, employability skill or employment goal within a prescribed period of time as measured by pre- and post-assessments completed by the adult participant and project staff.

FLAIR Form 8

SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURES
Even Start adults ¹	Will attain at least one education goal ² , employability skills goal ³ or one employment goal ⁴	80% of adults	Within a prescribed period of time ⁵ to be determined jointly by the adult participant and project staff	Pre- and post-assessments ⁶

Definitions:

¹ *The Even Start adults who are required to address this indicator are the adults who are not taking ABE, ASE or ESL classes (i.e., are not under performance indicators A-1 or A-2). However, A-3 is optional for adults who are currently taking ABE, ASE or ESL classes. Although it is optional for A-1 and A-2 adults, programs should still be setting goals with all their adult participants.*

A score of 70 on the CASAS is counted as a completion of the High Advanced ESL level. If a student scores 70 on the CASAS pre-test, the student may be eligible for other classes such as ABE or ASE. In addition, a student scoring 70 on the CASAS pre-test is eligible to work on higher education or employability/employment goals.

² *Education goals might include:*

- *Improve English literacy skills (literacy skills include oral and written)*
- *Study for Citizenship Test*
- *Attain U. S. citizenship*
- *Increase reading, math, and writing skills of adults enrolled in ABE/ASE*
- *Enroll in a GED® or high school diploma/adult education and literacy program*
- *Take Illinois/US Constitution Test*
- *Pass Illinois/US Constitution Test*
- *Take the GED exams*
- *Pass all GED exams and earn GED*
- *Pass one or more GED exams*
- *Earn credits toward a high school diploma*
- *Earn at least one semester's credit toward high school graduation*
- *Earn a high school diploma or state-recognized equivalent documenting satisfactory completion of secondary credential*
- *Enroll in a post-secondary education program, an occupational skills training program, or certificate program*
- *Complete a post-secondary education program, an occupational skills training program, or certificate program*

Definitions continue on the next page.

Performance Indicator A-3

Definitions (continued):

³ *Employability skill goals might include:*

- *Address possible barriers to employment (e.g., child care, transportation)*
- *Conduct job research (e.g., career/job exploration, using media: newspapers, computers, job fairs; and accessing local and statewide employment agencies)*
- *Conduct a job search (e.g., develop a resume or job skills portfolio, complete an application, communicate orally and in writing, participate in an interview)*
- *Demonstrate workplace retention skills (e.g., communication, punctuality, dress, anger management, and attendance)*
- *Learn appropriate personal skills for the workplace*
- *Participate in an unpaid work experience (e.g., job shadowing, internship, and volunteering)*
- *Improve computer skills via a class or individual practice*

⁴ *Employment goals might include:*

- *Enter into employment (a paid part-time or full-time position)*
- *Retain employment for at least six (6) consecutive months*
- *Retain employment for at least twelve (12) consecutive months*
- *Enter a job retraining program (a program focused on teaching specific skills applicable to employment)*
- *Complete a job retraining program*
- *Advance career or employment possibilities (Advancement is defined as obtaining a job that has increased pay, benefits, higher levels of responsibility, or that requires a higher level of skills, compared to current or most recent position.)*
- *Get a better/different job*
- *Transfer/translate certificate/degree*

⁵ *The type of goal identified will factor into determining the prescribed time period in which it will be accomplished. Both program staff and participants will identify goals as either short-term goals, intermediate goals or long-term goals. They are:*

- *Short-Term Goals = up to 3 months to attain*
- *Intermediate Goals = up to 6 months to attain*
- *Long-Term Goals = up to 12 months to attain*

The time period may extend across fiscal years.

⁶ *Assessment might include an interview, a self-report, documentation, etc.*