

ATTACHMENT D: WIASRD Literacy/Numeracy Excerpt

SECTION III.D - ADDITIONAL YOUTH LITERACY AND NUMERACY ASSESSMENT DATA										
701	Category of Assessment	IN 1	<p>Record 1 if the participant was assessed using approved tests for Adult Basic Education (ABE)</p> <p>Record 2 if the participant was assessed using approved tests for English-As-A-Second Language (ESL)</p> <p>Record 3 if the participant was assessed using approved tests for Adult Basic Education (ABE) for at least one functional area and English-As-A-Second Language (ESL) for a different functional area.</p> <p>Record 0 or leave "blank" if the individual was not assessed in literacy or numeracy.</p>	<p>1 = ABE</p> <p>2 = ESL</p> <p>3 = Both ABE and ESL</p>					R	R
702	Type of Assessment Test	IN 1	<p>Use the appropriate code to record the type of assessment test that was administered to the youth participant.</p> <p>Record 0 or leave "blank" if the individual was not assessed in literacy or numeracy.</p>	<p>1 = TABE 7-8, 9-10</p> <p>2 = CASAS</p> <p>3 = ABLE</p> <p>4 = WorkKeys</p> <p>5 = SPL</p> <p>6 = BEST</p> <p>7 = BEST Plus</p> <p>8 = Other Approved Assessment Tool</p>					R	R
703	Functional Area	IN 1	<p>Use the appropriate code for the functional area of the assessment test that was administered to the youth participant.</p> <p>Record 0 or leave "blank" if the individual was not assessed in literacy or numeracy.</p>	<p>1 = Reading</p> <p>2 = Writing</p> <p>3 = Language</p> <p>4 = Mathematics</p> <p>5 = Speaking</p> <p>6 = Oral</p> <p>7 = Other Literacy Functional Area</p> <p>8 = Other Numeracy Functional Area</p>					R	R
704	Date Administered Pre-Test	DT 8	<p>Record the date on which the pre-assessment test was administered to the youth participant.</p> <p>Leave "blank" if the individual was not assessed in literacy or numeracy.</p>	YYYYMMDD					R	R
705	Pre-Test Score	IN 3	<p>Record the raw scale score achieved by the youth participant on the pre-assessment test.</p> <p>Record 000 or leave "blank" if the individual was not assessed in literacy or numeracy.</p>	000					R	R

706	Educational Functioning Level	IN 1	Record the educational functioning level that is associated with the youth participant's raw scale score. Record 0 or leave "blank" if the individual was not assessed in literacy or numeracy.	1 = Beginning ESL Literacy 2 = Low Beginning ESL Literacy 3 = Beginning ABE Literacy/High Beginning ESL Literacy 4 = Beginning Basic Education/Low Intermediate ESL 5 = Low Intermediate Basic Education/High Intermediate ESL 6 = High Intermediate Basic Education/Advanced ESL 7 = Low Adult Secondary Education/Exit ESL 8 = High Adult Secondary Education					R	R
707	Date Administered Post-Test (Year #1)	DT 8	Record the date on which the post-test was administered to the youth during his/her first year of participation in the program. If multiple post-tests were administered, record the most recent date on which the functional area post-test was administered. Leave "blank" if the youth did not receive a post-test during his/her first year of participation in the program.	YYYYMMDD					R	R
708	Post-Test Score (Year #1)	IN 3	Record the raw scale score achieved by the youth participant. Record 000 or leave "blank" if the youth did not receive a post-test during his/her first year of participation in the program.	000					R	R

709	Educational Functioning Level (Year #1)	IN 1	<p>Record the educational functioning level that is associated with the youth participant's raw scale score. Record 0 or leave "blank" if the youth did not receive a post-test during his/her first year of participation in the program.</p>	<p>1 = Beginning ESL Literacy 2 = Low Beginning ESL Literacy 3 = Beginning ABE Literacy/High Beginning ESL Literacy 4 = Beginning Basic Education/Low Intermediate ESL 5 = Low Intermediate Basic Education/High Intermediate ESL 6 = High Intermediate Basic Education/Advanced ESL 7 = Low Adult Secondary Education/Exit ESL 8 = High Adult Secondary Education</p>					R	R
710	Date Administered Post-Test (Year #2)	DT 8	<p>Record the date on which the post-test was administered to the youth during his/her second year of participation in the program. If multiple post-tests were administered, record the most recent date on which the functional area post-test was administered. Leave "blank" if the youth did not receive a post-test during his/her second year of participation in the program.</p> <p><u>Additional Note:</u> For WIASRD Elements #710-712, these fields are <u>only reported</u> for youth who remain basic skills deficient and continue to participate in the program for a second full year. At the completion of the second year, the individual should be post-tested and the information reported in these fields. To determine an increase of one or more levels, the individual's post-test scores from the second year in the program will be compared to the scores from the test that was administered at the latest point during the first year.</p>	YYYYMMDD					R	R
711	Post-Test Score (Year #2)	IN 3	<p>Record the raw scale score achieved by the youth participant. Record 000 or leave "blank" if the youth did not receive a post-test during his/her second year of participation in the program.</p>	000					R	R

712	Educational Functioning Level (Year #2)	IN 1	<p>Record the educational functioning level that is associated with the youth participant's raw scale score. Record 0 or leave "blank" if the youth did not receive a post-test during his/her second year of participation in the program.</p>	<p>1 = Beginning ESL Literacy 2 = Low Beginning ESL Literacy 3 = Beginning ABE Literacy/High Beginning ESL Literacy 4 = Beginning Basic Education/Low Intermediate ESL 5 = Low Intermediate Basic Education/High Intermediate ESL 6 = High Intermediate Basic Education/Advanced ESL 7 = Low Adult Secondary Education/Exit ESL 8 = High Adult Secondary Education</p>					R	R
713	Date Administered Post-Test (Year #3)	DT 8	<p>Record the date on which the post-test was administered to the youth during his/her third year of participation in the program. If multiple post-tests were administered, record the most recent date on which the functional area post-test was administered. Leave "blank" if the youth did not receive a post-test during his/her third year of participation in the program.</p> <p><u>Additional Note:</u> For WIASRD Elements #713-715, these fields are <u>only reported</u> for youth who remain basic skills deficient and continue to participate in the program for a third full year. At the completion of the third year, the individual should be post-tested and the information reported in these fields. To determine an increase of one or more levels, the individual's post-test scores from the third year in the program will be compared to the scores from the test that was administered at the completion of the second year.</p>	YYYYMMDD					R	R
714	Post-Test Score (Year #3)	IN 3	<p>Record the raw scale score achieved by the youth participant. Record 000 or leave "blank" if the youth did not receive a post-test during his/her third year of participation in the program.</p>	000					R	R

715	Educational Functioning Level (Year #3)	IN 1	<p>Record the educational functioning level that is associated with the youth participant's raw scale score. Record 0 or leave "blank" if the youth did not receive a post-test during his/her third year of participation in the program.</p>	<p>1 = Beginning ESL Literacy 2 = Low Beginning ESL Literacy 3 = Beginning ABE Literacy/High Beginning ESL Literacy 4 = Beginning Basic Education/Low Intermediate ESL 5 = Low Intermediate Basic Education/High Intermediate ESL 6 = High Intermediate Basic Education/Advanced ESL 7 = Low Adult Secondary Education/Exit ESL 8 = High Adult Secondary Education</p>					R	R
716 to 743	Information on Additional Functional Areas		<p>The collection of ABE/ESL assessment data for youth who are basic skills deficient is organized according to the Type of Assessment Test and Functional Area, providing space for the collection of up to 3 annual post-test scores in each functional area. Additional space has been provided on the record layout so that information on youth achievement in more than one functional area (e.g., reading, mathematics) can be reported as needed to fully reflect progress toward literacy or numeracy gains. For example, if the youth is assessed using TABE 9-10 in Reading and Math, data elements 702-715 will be used to track achievement in the Reading functional area (if necessary, for up to 3 full years) and then repeat to track achievement in the Math functional area (if necessary, for up to 3 full years) using the additional spaces 716-729 provided on the record layout.</p>						R	R