### ATTACHMENT C: REVISED WIASRD LITERACY/NUMERACY EXCERPT

#### SECTION III.D - ADDITIONAL YOUTH LITERACY AND NUMERACY ASSESSMENT DATA

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
</tr>
</thead>
</table>
| 701      | Category of Assessment | IN 1 | Record 1 if the participant was assessed using approved tests for Adult Basic Education (ABE) | 1 = ABE  
Record 2 if the participant was assessed using approved tests for English-As-A-Second Language (ESL) | 2 = ESL  
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. | 3 = Both ABE and ESL  
Record 0 or leave "blank" if the individual was not assessed in literacy or numeracy. | |
| 702      | Type of Assessment Test | IN 1 | Use the appropriate code to record the type of assessment test that was administered to the youth participant. | 1 = TABE 7-8, 9-10  
2 = CASAS  
3 = ABE  
4 = WorkKeys  
5 = SPL  
6 = BEST  
7 = BEST Plus  
8 = TABE CLAS-E  
9 = Wonderlic  
10 = Other Approved Assessment Tool | |
| 703      | Functional Area | IN 1 | Use the appropriate code for the functional area of the assessment test that was administered to the youth participant. | 1 = Reading  
2 = Writing  
3 = Language  
4 = Mathematics  
5 = Speaking  
6 = Oral  
7 = Other Literacy Functional Area  
8 = Other Numeracy Functional Area | |
<p>| 704      | Date Administered Pre-Test | DT 8 | Record the date on which the pre-assessment test was administered to the youth participant. Leave &quot;blank&quot; if the individual was not assessed in literacy or numeracy. | YYYYMMDD |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>705</td>
<td>Pre-Test Score</td>
<td>IN 3</td>
<td>Record the raw scale score achieved by the youth participant on the pre-assessment test. <strong>Record 000 or leave &quot;blank&quot; if the individual was not assessed in literacy or numeracy.</strong></td>
</tr>
<tr>
<td>706</td>
<td>Educational Functioning Level</td>
<td>IN 1</td>
<td>Record the educational functioning level that is associated with the youth participant's raw scale score. <strong>Record 0 or leave &quot;blank&quot; if the individual was not assessed in literacy or numeracy.</strong></td>
</tr>
<tr>
<td>707</td>
<td>Date Administered Post-Test (Year #1)</td>
<td>DT 8</td>
<td>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 &quot;blank&quot; if the youth did not receive a post-test during his/her first year of participation in the program.</td>
</tr>
<tr>
<td>708</td>
<td>Post-Test Score (Year #1)</td>
<td>IN 3</td>
<td>Record the raw scale score achieved by the youth participant. <strong>Record 000 or leave &quot;blank&quot; if the youth did not receive a post-test during his/her first year of participation in the program.</strong></td>
</tr>
<tr>
<td>Field</td>
<td>Type</td>
<td>Description</td>
<td>Values</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Educational Functioning Level (Year #1) | 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 youth did not receive a post-test during his/her first year of participation in the program. | 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>| Date Administered Post-Test (Year #2)   | DT 8 | 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 &quot;blank&quot; if the youth did not receive a post-test during his/her second year of participation in the program. | YYYYMMDD                                                                                           |
| Post-Test Score (Year #2)               | IN 3 | Record the raw scale score achieved by the youth participant. Record 000 or leave &quot;blank&quot; if the youth did not receive a post-test during his/her second year of participation in the program. | 000                                                                                             |</p>
<table>
<thead>
<tr>
<th>Field Name</th>
<th>Format</th>
<th>Description</th>
<th>Options</th>
</tr>
</thead>
</table>
| 712 Educational Functioning Level (Year #2)         | 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 youth did not receive a post-test during his/her second year of participation in the program. | 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 |
| 713 Date Administered Post-Test (Year #3)           | DT 8     | 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. | YYYYMMDD                                                                                                                                                                                                     |
| 714 Post-Test Score (Year #3)                       | 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 third year of participation in the program. | 000                                                                                                                                                                                                           |
|    | Educational Functioning Level (Year #3) | 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. | 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 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>715</td>
<td>Information on Additional Functional Areas</td>
<td>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.</td>
<td></td>
<td>R</td>
<td>R</td>
</tr>
</tbody>
</table>