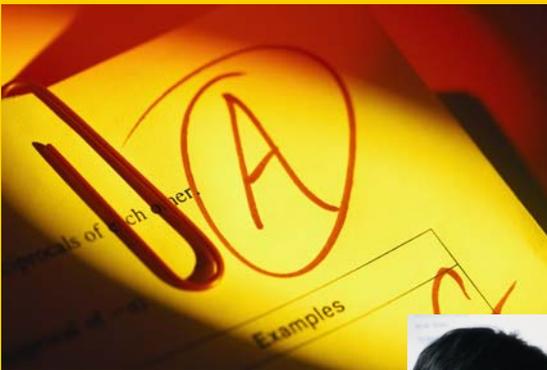# LEP Guide For Workforce Professionals

Module 4: Comprehensive Assessment for Customers with LEP

TEXAS
WORKFORCE SOLUTIONS

LEP Guide for Workforce Professionals

Edited by Anson Green

Copies of this guide are available at:
www.twc.state.tx.us/boards/guides/guides.html

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Acknowledgements

LEP Guide for Workforce Professionals

The LEP Guide for Workforce Professionals consists of four individual modules, each a key component of the Texas workforce system.

Each module is meant to assist Local Workforce Development Boards (Workforce Boards) and Texas Workforce Center (Workforce Center) staff, and system partners on how best to serve the limited English proficiency (LEP) population from entrance to post employment. The four modules are:

Module 1
Effective Case Management

Module 2
Nontraditional Occupations
and Entrepreneurial Opportunities

Module 3
Scorecards for Evaluating
Training Services for LEP Customers

Module 4
Comprehensive Assessment for Customers with Limited English Proficiency

Part 1: The Context for Assessment: LEP Customers and Labor Force Supply

Part 2. A User-Friendly Approach to Choosing and Using Standardized Tests

Contents

Terms Used in This Module

Aptitude. Aptitude refers to how prepared an individual is to learn a specific skill. Testing aptitude allows examiners to predict how easy it will be for an individual to learn an unfamiliar skill. The more aptitude the individual has, the more likely he or she can learn more advanced skills.

Assessment. The process of collecting information about individuals, groups, or systems that relies upon a number of instruments, one of which may be a test. Therefore, assessment is a more comprehensive term than *test*.

Bias (test bias). In a statistical context, bias is a systematic error in a test score. In discussing test fairness, bias is created by not allowing certain groups into the sample, not designing the test to allow all groups to participate equitably, selecting discriminatory material, testing content that has not been taught, etc. Bias usually favors one group of test takers over another, resulting in discrimination.

Grade Equivalent. A score that represents the average performance of students assessed at a specific month of a school year. For example, a grade equivalent of 5.4 on the fifth-grade test would be interpreted as a score that is average for a group that has completed the fourth month of grade 5.

Norms. A performance standard that is established by a reference group and that describes average or typical performance. Usually norms are determined by testing a representative group and then calculating the group's test performance.

Portfolio. A collection of student-generated or student-focused evidence that provides the basis for demonstrating the student's mastery of a range of skills, performance level, or improvement in these skills over time. The portfolio evidence may include student work samples, photographs, videotapes, interviews, anecdotal records, interviews, and observations.

Pre-assessment Interview. A process of collecting information about individuals prior to the administration of a test. The process collects information about individuals that helps to assess their individual needs.

Reliability. The reliability of a test refers to the consistency of replicating test results when an individual or group of individuals repeats the testing procedure. For example, if an individual takes a test once, then retakes the test the next day, and then a week later, the individual's score should be in the same range with each administration, unless other factors have changed, such as the test administration time or testing environment. It is important that Workforce Center staff follow the test administration protocol outlined by the test publisher because test administration influences the reliability of test conditions. Failure to follow testing procedures affects both the reliability and validity of the assessment process. In addition, reliability is affected when test administrators are not qualified or trained on the specific test being administered. *For more information, see Test Measures in Depth, 4*.

Standardized Test. A test constructed of items that are appropriate in level of difficulty and discriminating power for the intended examinees, and that fit the preplanned table of content specifications. The test is administered in accordance with explicit directions for uniform administration and is interpreted using a manual that contains reliable norms for the defined reference groups.

Test forms. Parallel or alternate versions of a test that are considered interchangeable, in that they measure the same constructs, are intended for the same purposes, and are administered using the same directions.

Test. A measuring device or procedure. Educational tests are typically composed of questions or tasks designed to elicit predetermined behavioral responses or to measure specific academic content standards.

Validity. The extent to which an assessment measures what it is supposed to measure and the extent to which inferences and actions made on the basis of test scores are appropriate and accurate. For example, if a student performs well on a reading test, how confident are we that that student is a good reader? A valid standards-based assessment is aligned with the standards intended to be measured, provides an accurate and reliable estimate of students' performance relative to the standard, and is fair. An assessment cannot be valid if it is not reliable. *For more information, see Test Measures in Depth, 4.*

Introduction: Comprehensive Assessment for Customer with Limited English Proficiency

This module is designed to assist Local Workforce Development Boards (Workforce Boards) in improving assessment services for limited English proficiency (LEP) customers by providing an overview of issues and promising practices related to assessing LEP customers and a review of appropriate assessment tests.

While the focus of this module is on assessment for LEP customers, the strategies, recommendations, and methodology are no less applicable to English-speaking customers.

This module reviews a selection of commonly used tests appropriate for LEP customers, however, not all tests are covered. Workforce Boards can use the review criteria and guidance to determine the extent to which other tests are appropriate for LEP populations and a sound investment to meet the Workforce Boards' goals and objectives. LEP customers in Texas speak a variety of languages, but few tests are available in languages other than English and Spanish.

Who Should Pick Up and Read This Module?

This module is intended for use by Workforce Board and Workforce Center staff, as well as training providers, including community colleges and career schools.

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Related TWC Workforce Development Letters

WD 24-01

WD 08-04

WD 42-06, Change 1

WD 13-07

Why Is This Module Important?

Proper assessment of the interests, knowledge, skills, and abilities of customers forms the foundation of any training and employment strategy. Module 4 of this guide provides information on tests and test administration that can address a variety of needs.

✓ **Businesses in many industry sectors employ LEP workers.** These businesses often seek guidance on how best to screen and assess the skills of workers in English as well as their skills in other languages like Spanish. This module supports the ability of Workforce Boards to provide assessment of the LEP workforce as a business service.

✓ **Workers with LEP are an ever-increasing segment of customers in Workforce Centers.** Workforce Boards must ensure that the skills and abilities of these customers are assessed appropriately in order to make sound referrals to businesses or training providers.

✓ **Workforce Boards are providing more and more services to LEP customers**. When reviewing proposals for training services, Workforce Boards must be prepared to ascertain the quality and thoroughness of proposed assessment services. Workforce Boards can use this module to know what to look for and how to provide training providers with necessary guidance.

Part 1. The Context for Assessment: LEP Customers and Labor Force Supply

This part is meant to provide Workforce Boards and other professionals who test LEP customers with an overview of why quality assessment of these workers is critical to the growth of a market-driven workforce system.

Why Is This Part Important?

LEP individuals will play an increasingly important role in the Texas labor force and are expected to become an even more important source of workers for Texas businesses. LEP populations will account for all of the U.S. civilian labor force growth between 2016-2035 (Capps, R., Fix, M., Passel, J., Ost, J., & Perez-Lopez, D., 2003). The Texas population, like that of the U.S., is aging rapidly and its largest population cohort, baby boomers born between 1946 and 1964, are beginning to retire (Murdock, 2003). As the baby boomers retire in larger numbers, new workers will be needed. In fact, most major industry groups have already warned of impending labor shortages, especially of higher-skilled workers.

To fill these gaps in the workforce, Texas businesses are relying more and more on LEP workers. While this growing workforce is young and hardworking—attractive attributes to businesses looking to expand or locate in Texas—it is also very underskilled: 47 percent of Spanish speakers in Texas have less than a high school diploma and 45 percent have limited English skills (Migration Policy Institute, n.d.). For these workers to fully engage in the workforce and benefit from the resources of the workforce and adult education systems, assessment policies and procedures will have to be improved to ensure that the knowledge, skills, and abilities of these workers are properly identified.

> **Assessment Goal**
>
> For LEP populations in Workforce Centers, the assessment function should stress multiple approaches to gathering information related to the skills and abilities of workers and acknowledge that the primary participation goal is employment in a high-growth, high-demand occupation.

Section 1.   How Prepared Is the Texas Workforce System to Serve LEP Customers?

Texas has the second-largest LEP population in the nation. The vast majority of LEP workers, 84 percent, are foreign born and most do not possess the language or occupational skills required by the emerging 21st century Texas economy (Capps, R., Fix, M., Passel, J., Ost, J., & Perez-Lopez, D., 2003). Without an effective workforce development and training mechanism to upgrade the language and occupational skills of LEP populations, Texas employers will face greater disadvantages in the competitive global market.

The ability of the workforce development and adult education systems to prepare LEP populations for 21st century jobs is a growing concern. A recent study by the AFL-CIO Working for America Institute concluded that existing workforce development and training programs are unprepared to address the language and employment needs of LEP workers (AFL-CIO Working for America Institute, 2004).

Workforce Centers reviewed in the AFL-CIO Working for America Institute study were ill-equipped to provide services to LEP populations, often lacking basic services such as interpreters. Another important finding is that training providers established artificial barriers to participation by setting language requirements for participation in training programs funded through the Workforce Investment Act (WIA).

The AFL-CIO Working for America Institute report found that many WIA-funded training programs across the U.S. are geared toward workers with at least a ninth grade command of English. This requirement excludes LEP populations who are one of the fastest-growing segments of the workforce. In many instances, these requirements were not necessary for the particular training program.

Similar findings were reported by the National Council of La Raza (NCLR) in its report to Congress for WIA reauthorization (Thomas-Breitfield, 2003). Additionally, such "literacy gates" established by training providers often are not aligned to the requirements stipulated by business. For example, Spruck-Wrigley, Richer, Martinson, Kubo, and Strawn (2003) found that "English require-

> **Comprehensive Assessment**
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> LEP assessments should include consideration for support services, participant demographics, barriers to employment, and family circumstances.

ments for performing on the job are much less than those demanded for admission into a training program, keeping the language threshold artificially high" (pg. 24).

Any attempt to improve the responsiveness, effectiveness, and capacity of workforce development and training programs to prepare LEP populations for 21st century jobs calls for a review of our current assessment and placement processes. LEP customers will require more comprehensive assessment approaches that, at a minimum, assess English literacy, literacy in the native language, and occupational interests, skills, and abilities. This module provides a user-friendly framework to assist Workforce Boards in pursuit of these efforts.

Section 2. A Five-Step Assessment Agenda

This module provides Workforce Boards with guidance and information needed to review and enhance assessment processes for LEP customers. Workforce Boards can use this information to align strategic, operational, and budget considerations to improve assessment services and program options for LEP customers. In determining what is feasible, Workforce Boards should consider the following five steps as an agenda for improving assessment services for LEP populations.

Agenda Item 1: Align with Business Needs

Developing a comprehensive assessment strategy for LEP customers will position Workforce Boards to meet current and future demands for skilled workers. LEP workers constitute a rapidly growing segment of the Texas workforce. Businesses know they cannot remain competitive by waiting for future workers to learn English, and, for years, many have been adjusting business processes and training to accommodate LEP workers.

Workforce Boards and training providers, however, have been slower to catch up with sourcing strategies that will identify the language and occupational skills of LEP customers.

Agenda Item 2: Review Current Assessment Tests and Procedures for LEP Customers

Assessment in workforce development programs should capture a customers' educational background, interests, aptitudes, skills, literacy, and other relevant information necessary to set employment and training goals. Part 2, Section 1, How to Begin, provides a discussion of what elements Workforce Boards should consider when designing test administration procedures.

Review Use of the TABE Test. The TABE assessment and TABE Español test are the most common assessment tests used in Workforce Centers. The TABE test is also the state-mandated test for English-speaking participants in Texas adult education programs. While Workforce Center staff is familiar with the TABE test and its administration, the test can be used mistakenly for nonintended populations or purposes.

Five-Step Assessment Agenda

Agenda Item #1

Align with Business Needs

Agenda Item #2

Review Current Assessment Tests and Procedures for LEP Customers

Agenda Item #3

Review Referral Process of LEP Customers to Literacy and Adult Education Agencies

Agenda Item #4

Review Literacy Requirements in Employment and Training Programs

Agenda Item #5

Take Strategic, Systemwide Next Steps

Workforce Boards should consider the extent to which Workforce Center contractors are appropriately using the TABE test. Some of the most common misunderstandings related to using it can be avoided by noting the following:

♦ **The TABE test is not an English as a Second Language (ESL) test.** While the English version of the TABE test is appropriate to use with most English-speaking customers, it is often used to assess LEP customers. However, the English version of the TABE test is not valid to measure the reading or math skills of LEP customers as it is neither intended nor developed for this group.

♦ **The TABE Español test is not an English literacy test**. The TABE Español test assesses reading, mathematics, and language skills in Spanish. This test is intended and normed on an adult Spanish-speaking population. Because the TABE Español test is designed to test basic skills in Spanish, it will not answer the question: How fluent is the customer in English?

♦ **The TABE and TABE Español tests are not employment and training screening tests**. Neither the TABE test nor the TABE Español test is aligned to training or employment-related objectives, career paths, or work readiness standards, limiting the usefulness of these tests as placement or training eligibility tests. These tests measure only basic academic skills; thus, they are not recommended for use as the sole measure for screening and employment purposes (CTB/McGraw-Hill Web site).

Agenda Item 3: Review Referral Process of LEP Customers to Literacy and Adult Education Agencies

Workforce Centers often refer LEP customers who test low on standardized assessments to literacy or adult education programs. Unfortunately, these programs are often unresponsive to the work-related goals of the LEP customers because most programs do not focus on work-related objectives. As such, the large majority of customers fail to persist in adult education programs and do not transition into training or employment. Workforce Boards should review information related to

Use Tests Wisely

While Workforce Center staff is familiar with the TABE test and its administration, the test can be used mistakenly for nonintended populations or purposes.

Workforce Boards should consider how assessments are used when making training and employment referral decisions and especially when developing service strategies for LEP customers because these workers are covered not only by employment law, but also civil rights protections

the capacity of local adult education and literacy programs to address the employment goals of LEP customers and work to increase the availability of work-based ESL programs in their local workforce development areas (workforce areas). Module 3 of this guide can be used to assist Workforce Boards in these efforts.

Agenda Item 4: Review Literacy Requirements in Employment and Training Programs

A common practice among training providers has been to establish minimum English reading standards, such as a sixth to ninth grade reading level, for enrollment in job training programs. Often, these reading requirements are higher than those actually required for performing on the job (Spruck-Wrigley et al., 2003). At a time when businesses in many industry sectors are increasing access to job opportunities for LEP workers, this practice artificially limits LEP customers' access to the training needed for these jobs (National Council of La Raza, 2003). No single factor such as English literacy or a single test should be used to make high-stakes decisions regarding student preparedness. Because English language and literacy tests are not aligned to occupational training objectives, they are not valid predictors of future performance in training or job performance (Stitch, 1999).

> Because English language and literacy tests are not aligned to occupational training objectives, they are not valid predictors of future performance in training or job performance.
>
> Stitch, 1999

Workforce Boards should consider working with employers to review the entrance requirements for local training programs and seek to ensure that programs use multiple, job-related criteria to determine student preparedness for training. For programs in which there are few, if any, occupational training programs available to LEP customers, Workforce Boards should consider using Module 3 of this guide to support the expansion of work-based ESL training models that increase the training options for lower-level literacy LEP populations that will increase access to high-growth, high-demand jobs.

Agenda Item #5: Take Strategic, System wide Next Steps

Limited resources and competing priorities in adult education, training, and workforce development programs call for strategic approaches to enhancing assessment services. Workforce Boards must balance staff time, financial resources, and available technical assets when making improvements to assessment services offered in Workforce Centers and by training providers. Workforce

Boards can use this module to support enhancement to assessment services across adult education programs, training providers, and Workforce Center contractors.

A first step Workforce Boards can take is to convene a workgroup of local stakeholders including training providers, Workforce Center contractors, vocational rehabilitation programs, adult education providers, and business, to create a concerted effort to address testing needs. The LEP "Dream Team" discussed in Module 1 would be just such a group of experts to provide assistance to Workforce Boards in this important technical area.

Part 2. A User-Friendly Approach to Choosing and Using Standardized Tests

Workforce Boards can use this section to select tests and make assessment administration decisions aimed at increasing the effectiveness of workforce services for LEP customers.

♦   Section 1. How to Begin: An Assessment Strategy for Workforce Center Customers

♦   Section 2. How Tests Were Selected for Review on the LEP Tests At-A-Glance Matrix

♦   Section 3. LEP Tests At-A-Glance Matrix

♦   Section 4. Test Profiles

Why Is This Part Important?

Workforce Boards have significant flexibility and local discretion when selecting tests and designing test administration procedures. Therefore, with the proper information and resources, Workforce Boards have the ability to ensure that the assessment of LEP customers captures the information necessary to make informed training and employment decisions.

Assessment should not be an end in itself, but a means to an end.

Section 1. How to Begin: An Assessment Strategy for Workforce Center Customers

This section is designed to assist Workforce Boards in providing contractors with test administration guidance so that assessment services meet the unique needs of the job seeker and business customer.

Proper administration of tests is critical to ensuring that testing services meet validity, reliability, and fairness standards for all customers. When tests are not properly administered, there is greater likelihood that contractors are not providing equal opportunity and meaningful disability and language access to all federally funded services.

When tests are not properly administered, there is greater likelihood that contractors are not providing equal opportunity and meaningful disability and language access to all federally funded services.

Workforce Boards must ensure that all individuals with disabilities or with LEP skills have equal opportunity and access to all federally funded workforce services (Texas Workforce Commission, 2001).

While designed to address the specific needs of LEP customers, this section, like many other parts of the LEP guide, are applicable to Workforce Center customers in general.

Provide Equal Opportunity and Access to Services

Workforce Boards have a responsibility to ensure equal opportunity and access to all Workforce Center services. Though it is sometimes viewed as a topic pertinent for the Workforce Center staff member overseeing "special populations" or "disability services," providing necessary modifications to service design is everyone's responsibility.

Testing procedures used by Workforce Board contractors and subcontractors must be designed with the goal of providing customers a level playing field by making reasonable modifications to policies, practices, and procedures that deny equal access to individuals with disabilities or LEP. Workforce Boards should review testing procedures implemented by contractors to ensure their procedures follow disability and civil rights guidance and recommended best practices.

Testing procedures designed to provide customers with an equal opportunity to demonstrate their knowledge, skills, and abilities can result in two mutually beneficial goals: compliance with civil rights and disability laws and more accurate and useful test outcomes.

Because the testing and assessment process usually takes place early in a service plan for customers, Workforce Center staff and training providers often know very little about customers, particularly about specific needs for testing modifications. Similarly, customers—especially LEP customers—often do not know their own testing or learning needs, especially if they are from countries where perceptions about educational opportunity and access to people of all abilities are different (Schwarz, n.d.).

Requests for Testing Accommodations

Customers are responsible for requesting accommodation. If the disability and/or the need for accommodation is not obvious, The Workforce Center may request documentation.

Testing accommodation must be provided based on documentation submitted, and whether or not the request would create an undue hardship, or a fundamental alteration of the nature of the test. However, the specific test used, in combination with appropriate accommodations or modifications, must be able to provide a valid and reliable evaluation of the knowledge, skills, abilities, and/or interests of the customer with a disability. If the nature or extent of a particular customer's disability, or the limitations of the test itself, prevent the test from providing a valid or reliable evaluation in a particular case, an alternate assessment tool must be offered.

The WorkSource, Equal Opportunity Policies and Procedures for Serving Customers who have Disabilities

Define What You Want Testing to Accomplish
An important first step in selecting and evaluating the use of appropriate tests for LEP customers is to establish a clear understanding regarding the population to be assessed; the outcomes assessment is intended to inform, such as the Individual Employment Plan (IEP); and what skills and abilities the Workforce Board needs to measure in order to best meet the employment and training needs of LEP customers and the local business community.

During intake and before any tests are administered to customers, a structured pre-assessment interview (discussed below) should be conducted to clearly identify the objectives and goals that testing is meant to inform as well as the customer's unique needs related to testing. This interview should review the customer's educational and employment history, familiarity and comfort with testing, and actual or potential challenges the customer may have when taking a test

Once the pre-assessment interview has been completed and this understanding is established, the LEP Tests At-A-Glance Matrix can assist workforce professionals in selecting appropriate tests and designing test administration procedures aimed at accurately and fairly obtaining the information needed to make decisions about the training and employment options available for the customer.

Diversity within the LEP Population and Customization of Testing
LEP customers are a diverse group of individuals with varying backgrounds, interests, skills, and experiences. Effectively providing services to this group of customers requires that we consider factors such as levels of formal education, cultural and social background, health conditions, and disabilities.

Diversity among the LEP population also extends to countries of origin. Although the majority of LEP customers in Texas are Spanish speaking, there are individuals from Eastern European and Asian countries as well as from other countries around the world, who also are in need of access to workforce services.

It is important to understand that the same factors that contribute to diversity within the LEP population also are important in determining appropriate assessment strategies and can be identified through the pre-assessment interview.

Pre-Assessment

A structured pre-assessment interview should be conducted to clearly identify the objectives and goals that testing is meant to inform as well as the customer's unique needs related to testing.

Federal Civil Rights Laws Protecting Equal Opportunity and Access

♦ United States Civil Rights Act of 1964, Title VI

♦ Rehabilitation Act of 1973, Section 504

♦ Americans with Disabilities Act of 1990, Title II

♦ Workforce Investment Act of 1998 (Public Law 105-220), Section 188

Understanding Differences in Formal Education
Workforce Center staff should review the educational and employment history of the customer as this information is critical to determining the appropriateness of different tests.

While most foreign-born workers in the U.S. have less than a high school education, almost one-third have completed the equivalent of a bachelor's degree or higher in their native country (Capps, R., Fix, M., Passel, J., Ost, J., & Perez-Lopez, D., 2003).   Many have earned professional degrees in high-growth, high-demand occupations, such as health and engineering (Capps, et. al., 2003). Despite this diversity, workforce, adult education providers, and training programs often have a one-size-fits-all approach to testing this population.

Customers with a high school or college education in their native county, or who have employment histories that required reading and writing, should be able to demonstrate their knowledge on many native language tests reviewed in this module. These same tests, though, will not be appropriate for customers with little or no formal education as they may have little or no reading ability in their native language or limited or no familiarity with the concept of standardized testing. Workforce Center staff can determine the appropriateness of certain tests by comparing the customer's background information against the intended population for whom the test was designed.

The pre-assessment interview section provides sample questions test administrators can use to determine important aspects of the educational and employment background of LEP customers.

Identifying Cultural, Situational, and Health Considerations That Affect Testing

In addition to educational and employment history, the pre-assessment interview can identify critical health and cultural or situational considerations found in LEP populations that may greatly impact the outcomes of standardized testing.

Cultural and Situational Considerations:

♦   Limited or no formal education or education that was frequently interrupted by migration, war, or leaving school as a child to

work

♦ Unfamiliarity with testing protocols such as the concept of multiple-choice selection, filling in blanks or bubbles, or the concept of standardized testing in general

Health Considerations:

♦ Physical health problems such as vision, hearing, or the effects of medication

♦ Affective or emotional factors such as anxiety or depression

♦ Trauma such as post-traumatic stress disorder resulting from violence, family violence, or experiences related to fleeing their home country as a refugee or immigrant

In addition to these considerations, some LEP customers may have disabilities, including learning disabilities, that affect testing. Learning disabilities in LEP populations are discussed in more detail below.

Cultural, situational, and health consideration areas may greatly influence the effectiveness and accuracy of test performance. If customers are from non-European countries, there may be little or no understanding of concepts of different learning styles and a lack of understanding that an individual can be intelligent, but still have a hard time learning or testing. There also is not the same understanding concerning equity and support for persons with disabilities. Thus, it is very unlikely that these customers will self-identify as having difficulties testing or learning (Schwarz, n.d.).

Learning Disabilities in LEP Populations

Learning disabilities are disorders that affect an individual's "ability to either interpret what they see and hear or to link information from different parts of the brain. These limitations can show up in many ways: as specific difficulties with spoken and written language, coordination, self-control, or attention." (National Institutes of Health, 1993, as cited by LDonline.org)

Since 2002, several Workforce Boards in Texas have been active in providing screening and assessment services for learning disabilities. While there is a consider-

able amount of research on learning disabilities and screening tools available for native English-speaking adults, research and screening tools for other languages is very limited (Schwarz, n.d.; Abwender, 2005).

There is a growing body of qualitative research emerging on learning disabilities within the adult LEP population (Schwarz, n.d.), but little quantitative scientific research in this area exists. As a result, there is no scientifically validated screening tool for learning disabilities for LEP adults, leaving "a gaping hole in the overall diagnostic process" (Abwender, 2005).

> The assessment of the cognitive capabilities of individuals from culturally and linguistically diverse populations [is] one of the most difficult tasks facing psychologists today.
>
> Ortiz, S. O. & Flanagan, D. P., 1998

While there is a temptation to translate English learning needs screening tools, there are multiple problems associated with the validity of this approach (Schwarz, n.d.). Additionally, the availability of Spanish-speaking diagnosticians, trained in administering diagnostic tests in Spanish in order to determine the existence of learning disabilities, is very limited (Schwarz, n.d.; U.S. Department of Education, 2000).

In 2006 and 2007, the Concho Valley Workforce Board began working with a Spanish-speaking diagnostician to screen and assess Spanish-speaking customers for learning disabilities. While early in the process, such efforts show that there is a need for the research and testing fields to catch up with the needs of workforce and education professionals in order to support LEP populations, particularly Spanish-speaking customers, some of whom may have challenges related to unidentified disabilities.

The Pre-Assessment Interview

A well-structured pre-assessment interview can identify a customer's strengths as well as potential barriers to test performance. The interview should be conducted in the customer's native language and include a discussion about the customer's goals; work-related inventory of skills; abilities, knowledge, and competencies; educational history; disability-related needs; and health-related questions.

Staff interviewing customers should be fluent in the customer's language, aware of the unique aspects of the customer's culture, and, where possible, be from the same culture. The Person-Centered Strengths Assessment adapted from Saleebey (2002) and discussed in

Module 1 can be used to assist workforce professionals in completing an effective pre-assessment interview.

Targeted questions about the health and disability needs, as well as past employment and educational history, of LEP customers are essential in a pre-assessment interview. Below are samples of the types of questions that can provide test administrators with information that can better match tests to customer's' needs and backgrounds. This information also plays an important role in determining appropriate assessment strategies that will yield usable, reliable results.

Has the customer ever worn eye glasses or does the customer have difficulty seeing? Poor eyesight can result in poor test results. LEP customers may never have had their eyes checked, may have lost their eye glasses, or may have outdated prescriptions.

Has the customer ever worn a hearing aid or does the customer have difficulty hearing? Poor hearing can also result in poor test results because customers may not be able to respond accurately to verbal test instructions or to questions in an English language exam.

Does the customer have a condition or disability that will require accommodation? If a customer is asked whether he or she has a disability that requires accommodation, this must be asked of every customer, and asked in writing through materials in accessible formats, not just orally. These questions must be asked privately and confidentiality procedures must be enforced (Institute for Community Inclusion, n.d.).

Has the customer completed any secondary education (i.e., high school) in the customer's native country or worked in a professional occupation? Having some secondary education or work experience in a professional occupation is a good indicator that tests developed for individuals at the high school level (e.g., Spanish WorkKeys, Spanish CAPS) would be appropriate for the customer.

This information is also useful when developing a training and employment plan with the customer. Having a strong educational background also makes learning English easier; thus, customers with more formal education may progress in ESL classes more quickly because they can draw on grammatical concepts in their native lan-

> ### Pre-Assessment Interview
>
> A pre-assessment interview can include:
>
> ♦ customer's goals;
>
> ♦ work-related inventory of skills;
>
> ♦ abilities, knowledge, and competencies;
>
> ♦ educational history;
>
> ♦ disability-related needs; and
>
> ♦ health-related questions.

guage, they have developed study habits, and they have experience with the more challenging cognitive demands involved in certain language tasks or activities (Cummins, 1981).

If the customer does not have a secondary education, how many years of schooling does the customer have? Tests developed for high school level individuals may not be appropriate for customers who have not completed any secondary level coursework. These tests are not appropriate for individuals who have had no schooling or only very limited education.

The questions about formal education asked during the pre-assessment interview can also help English instructors better understand the "cognitive preparation" students have in order to better customize learning activities based on native language literacy. Research indicates that understanding and using the native language of students is "not only effective but necessary for adult ESL students with limited...literacy or schooling and that use of students' linguistic resources can be beneficial at all levels of ESL" (Auerbach, 1993).

Businesses are very interested in the Spanish reading abilities of workers in order to accurately determine at what levels to write Spanish language safety literature or to provide Spanish language training materials.

In addition to the Person-Centered Strengths Assessment included in Module 1, another resource Workforce Boards should consider when developing

 interview questions is the Native Language Literacy Screening Device. This screening device is presented in 27 primary languages, ranging from Albanian to Vietnamese, and is designed to provide a program with an initial indicator of native language literacy.   This resource is available through the Hudson River Center for Program Development, Inc. at www.hudrivctr.org/ae.htm.

Well-structured, pre-assessment interview questions can help Workforce Center contractors take strategic steps to ensure that the administration of tests provides LEP customers with the greatest opportunity to demonstrate their knowledge, skills, and abilities.

Customized Methods of Test Administration
The goal for assessment is, of course, to obtain the most accurate picture of a customer's ability and knowledge. Therefore, Workforce Boards should ensure that the testing protocols used by contractors support that

Business Interest

Businesses are very interested in the Spanish reading abilities of workers in order to accurately determine at what levels to write Spanish language safety literature or to provide Spanish language training materials.

goal.

LEP customers are a diverse group and may have a wide variety of testing and learning needs. Some will have disabilities, either known or unknown to themselves. Not only can these differences greatly impact testing results, but they also impact employment and training outcomes.

Workforce professionals are well aware of these differences, but test administration procedures are often not customized to accommodate these differences. Instead, testing procedures usually provide diverse customers with a one-size-fits-all approach. Assessment protocols designed for a homogenous customer are not customized to meet different customer backgrounds and needs and "rarely represent a truly accurate measure of ... abilities" (Rose & Dolan, 2000).

One approach to ensure equal opportunity and access for a diverse customer base is customizing testing services in such a way that all customers are provided with support that ensures that the testing yields the most accurate picture of skills, abilities, and knowledge. The pre-assessment interview can help test administrators identify individuals who have specific testing needs because of limited formal schooling, health-related barriers, or disabilities. In addition, test administrators should take steps to ensure that test administration procedures do not present unnecessary barriers that can inhibit test performance.

Before testing begins, test administrators should clearly state the purpose of the tests and ensure that test instructions are easy to understand and are explained clearly—regardless of customers' testing experience, language, or abilities. Reasonable accommodations must be provided to customers with documented disabilities and testing procedures must follow the administration guidelines developed by the test developer. These accommodations should be determined in full consultation with the customer.

By creating a testing environment that accommodates this diversity, Workforce Centers can provide customers with equal access and opportunity to services while also increasing the potential for more accurate and useful test outcomes.

Assessment Gap

Most traditional tests used in workforce programs, such as the TABE test, do not measure the job skills, knowledge, native language, or abilities of LEP customers. This assessment gap systemically limits the effectiveness of Workforce Boards to identify and tap into the vast potential of many highly skilled professional LEP customers.

Access for All

Access for All: A Resource Manual for Meeting the Needs of One-Stop Customers with Disabilities is a comprehensive manual designed to assist Workforce Center staff in meeting the needs of customers with disabilities. The manual may be accessed online in whole or in part from the Institute for Community Inclusion's Web site at www.communityinclusion.org/onestop/onestopmanual.html

Section 2: How Tests Were Selected for Review on the LEP Tests At-A-Glance Matrix

Workforce Boards can use the matrix in this section to compare, at a glance, 13 widely used tests for LEP customers. The matrix compares tests across 14 unique criteria that Workforce Boards can use to make test selection decisions. In-depth descriptors of the criteria are included following the matrix. Tests were selected for review based on the following criteria:

Appropriateness for Adult LEP Populations. Tests selected for this review were designed for the purpose of assessing adult LEP populations. Most are designed to assess adults functioning at lower academic levels who have employment or training goals. Tests designed primarily for children or high school students were not reviewed because they are not designed for adults.

Obviously, this review does not capture all available tests. If Workforce Boards are considering the use of assessments not reviewed in this module, such as Prove It!, Kudner, or Supera, they can use this manual to review the appropriateness of tests like these for adult LEP customers.

Review criteria can be used to evaluate tests not reviewed in this module.

Relevant Content. Tests selected for this review measure the competency or interest in areas useful for assessing the employability of LEP customers: language (i.e., speaking and listening), literacy and numeracy (in English or Spanish), aptitude, and vocational interests.

Disability Supports. All tests reviewed in this module are available in alternative formats and/or have alternative administration procedures to accommodate the testing needs of customers with different disabilities (see Test Measures in Depth 5 for more information).

Test Administration Support. Each test selected in this review includes a detailed test administration protocol as well as training, technical assistance, and certification information, if necessary.

Use and Familiarity within the Texas Workforce System. There is great benefit to using tests that have some level of recognition in the local area and among other service providers. Many of the tests selected in this review are commonly used tests in Workforce Cen-

ters. In some cases, this review evaluates the Spanish language version of a test commonly used in Workforce Centers such as the TABE Español test and VCAT (Spanish). Some assessments such as the Spanish Work-Keys were included because of employers' familiarity with the assessment and the potential value for assessing LEP populations with high literacy abilities in their native language.

Approval by the National Reporting System (NRS). The National Reporting System (NRS) establishes a national system of accountability for the federally funded programs under the U.S. Department of Labor's (DOL) and U.S. Department of Education's (USED) Common Measures.

Language and literacy tests selected for review include tests required by the Texas Education Agency for adult education providers and other tests also approved by NRS. NRS provides criteria that training providers can use to establish baseline student educational functioning levels and measure educational gain.

NRS-approved tests are subject to rigorous testing and public accountability standards. Adult education providers are required to use NRS-approved tests, making portability of test scores between Workforce Center contractors and adult education providers possible, thus reducing unnecessary (and costly) duplication of assessment. For more information on NRS, see Core Measure 17 of Module 3 and www.nrsweb.org.

How Tests Were Selected

The following criteria guided the selection of tests for review:

♦ Appropriateness for adult LEP populations

♦ Relevant content for LEP customers with employment and training goals

♦ Availability of alternative formats and procedures for persons with disabilities

♦ Test administration support

♦ Use and familiarity within the Texas workforce system

♦ NRS approval for English literacy and language tests

Section 3. LEP Tests At-A-Glance Matrix

Using the LEP Tests At-A-Glance Matrix

The LEP Tests At-A-Glance Matrix presents each test across 14 criteria Workforce Boards can use to make assessment decisions.   Further descriptions of each criterion are provided after the matrix.

Workforce Boards can use the following steps to review and select tests.

Study the Matrix: Review the LEP Tests At-A-Glance Matrix and related descriptors to build an understanding of what each test measures and what variables should be considered.

Review Need, Including Local Demographics and Business Need: Review the workforce area's demographics. What percentages of potential workforce customers are LEP?   What languages are represented? Then review what data is useful for making informed employment and training decisions. If training providers offer Spanish language courses or businesses are interested in the abilities of potential workers who speak Spanish, then Spanish language assessments should be a consideration.

Determine Usefulness of Tests Data: When selecting tests, it is important to determine if test data is useful in meeting the employment and training needs of LEP customers and Workforce Boards' objectives. Administering tests when there is not a clear purpose for using test results is not recommended. For example, while Spanish language assessments provide very useful information on the abilities of customers, the information is of limited use if it cannot be used to direct placement into Spanish language GED or training courses or to provide information to businesses interested in the abilities of Spanish speakers.

Calculate Available Resources: Cost is usually the first factor Workforce Boards and Workforce Center contractors must consider when making assessment decisions.   Assessment budgets are often limited. If so, use this module to develop a rationale for future funding requests.

> Assessment tests selected for review measure language, literacy, and numeracy as well as vocational interests and aptitude.

> ### Using the LEP Tests At-A-Glance Matrix
>
> 1. Study the matrix
>
> 2. Review need, including local demographics and business need
>
> 3. Determine usefulness of test data
>
> 4. Calculate available resources

LEP Tests At-A-Glance Matrix

Key: Y= Yes, N= No, U= Uncertain

Competency Measured	More Information	Measures English Skills				Measures Spanish Skills			SAGE	Measures Aptitude and Interests in Spanish				
		Best Literacy	BEST Plus	CASAS Employability Competency System (ECS)	CASAS Life Skills	Bateria III Woodcock-Muñoz	CASAS Evaluación de Comprensión de la Lectura	TABE Español		Spanish Work Keys	Spanish CAPS[1]	SPOC[2] (Sistema de Preferencia Ocupacional de Carreras)	Aviator 3 (Spanish)	VCAT[3] (Spanish)
1. Speaking	See page 30	N	Y	Y	Y	Y	N	N	Y	N	N	N	N	N
2. Listening		N	Y	Y	Y	Y	N	N	N	N	N	N	N	N
3. Reading		Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y
4. Numeracy		N	N	Y	Y	Y	N	Y	Y	Y	Y	N	Y	N
5. Writing		Y	N	Y	Y	Y	N	N	N	N	N	N	N	N
6. Test items use employment context		N	N	Y	N	N	Y	N	Y	Y	Y	Y	Y	Y
7. Vocational Aptitude	See page 31	N	N	N	N	N	N	N	Y	Y	Y	N	Y	Y
8. Vocational Interests		N	N	N	N	N	N	N	Y	N	Y	Y	Y	Y
General Criteria														
9. Spanish language test suitability for customers with limited formal education	See page 32	Not Spanish Language Tests				Y	Y	Y	Y	N	N	N	Y	N
10. Test meets reliability and validity standards	See page 34	Y	Y	Y	Y	Y	Y	Y	U	Y	Y	Y	Y	Y
11. Test provides guidance for disability accommodations	See page 35	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
12. Test has degree of recognition with businesses	See page 36	N	N	N	N	U	N	N	Y	Y	Y	Y	Y	Y
13. Test can be administered in group setting		Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y
14. Test administration time less than 1 hour		Y	Y	Y	Y	N	Y	N	N	N	Y	Y	Y	Y

Notes: [1] Spanish CAPS = Career Occupational Preference System; [2] SPOC (*Sistema de Preferencia Ocupacional de Carreras*) is the Spanish translation of the COPS (Career Occupational Preference System Interest Inventory) test; [3] VCAT = Valpar Computerized Abilities Test

Test Measures in Depth, 1
Language, Literacy, and Numeracy Tests

Importance of This Measure

Tests for English language, literacy, and numeracy measure how well adults speak, listen, read, write, and calculate. Well-recognized tests are available in both English and Spanish.

Workforce Boards should carefully review all available tests before making test adoption decisions. The criteria on the right are some of the areas Workforce Boards should consider when making language test selection decisions.

Elements for Consideration

Comprehensiveness of Available Tests: No single test covers language, reading, writing, and math so multiple tests may need to be administered to capture comprehensive data on the basic skills of LEP customers.

Speaking and listening are the most important English skills required for work, so, at a minimum, Workforce Boards should assess those competencies in customers. If LEP customers are pursuing training in English, then reading assessment is recommended. If training is bilingual or in Spanish, then Spanish language reading and math assessments are recommended.

The Value of Testing Spanish Language Skills: Assessing skills in Spanish has multiple benefits. It is sometimes assumed that if an individual speaks Spanish they have corresponding reading and writing skills in Spanish. This is not always the case. Very often Spanish-speaking customers have very limited formal education and thus weak reading and writing skills in Spanish. This can make placement in Spanish language training courses a challenge if these courses require intensive reading. (See Test Measures In Depth, 3 for more information)

Conversely, if customers score high on Spanish language assessments, they often can progress more quickly in ESL courses because they have a strong academic foundation in their native language. These individuals are good candidates for fast-track ESL courses and Spanish language GED courses. If customers are considering Spanish language training courses, assessing math skills in Spanish is also recommended.

Consider Employment-Focused Test Items: For LEP populations with employment goals, tests should be selected that measure basic skills required in a workplace context.

Value of NRS-Approved Tests: The National Reporting System (NRS) establishes a national system of accountability for the federally funded programs under the U.S. Department of Labor's and U.S. Department of Education's Common Measures. The use of NRS-approved tests is encouraged because these tests are subject to rigorous testing and public accountability standards. In addition, Texas adult education providers are required to use NRS-approved tests, making portability of test scores between Workforce Center contractors and adult education providers possible, thus reducing unnecessary (and costly) duplication of assessments.

The Spanish GED
(Los exámenes del GED en Español)

The Texas Education Agency recognizes Spanish GED test as an acceptable high school equivalency test and thus Workforce Boards can use it to meet WIA performance (Texas Workforce Commission, 2007).

Workforce Boards may want to administer GED practice tests to determine if a customer is ready to take the GED test in Spanish. Because they are not actual determinative tests, but pretests, the Spanish GED pretests were not fully reviewed in this module.

GED testing sites that provide the test in Spanish can be found at: http://www.tea.state.tx.us/ged/info.html.

Test Measures in Depth, 2
Vocational Interests & Aptitude Tests

Importance of This Measure

Vocational interests and aptitude tests are used to assess interests, aptitudes, and skills for career planning or placement (Timmons et al., 2005). Aptitudes refer to natural or innate knowledge and abilities, such as intelligence and cognitive or physical abilities; skills refer to abilities and knowledge that are learned. For LEP participants, vocational assessments are an effective method for identifying nonlanguage aptitudes and skills. Several of the tests reviewed here also measure personal career interests.

Elements for Consideration

Aviator 3 (Spanish), a translation of its English counterpart, is designed as a multifunctional approach for career aptitude assessment databases from the Valpar standard and O*NET databases, which are related to approximately 1,000 jobs. It also assesses basic reading skills based on Spanish language curricula taught in most U.S. schools from grade four through the first year of college.

SAGE is a comprehensive assessment system to identify cognitive and conceptual abilities, vocational aptitudes, temperaments, vocational interests, learning styles, work attitudes, and work ethic concepts. It is an assessment instrument that is made up of 19 individual assessments.

Spanish CAPS measures eight ability dimensions keyed to entry requirements for the majority of occupations in each of the 14 Career Occupational Preference System Interest Inventory System (COPS) Career Clusters. The test measures occupational abilities including mechanical reasoning, spatial relations, verbal reasoning, numerical ability, language usage, word knowledge, perceptual speed and accuracy, and manual speed and dexterity.

Spanish WorkKeys is a direct translation of the original English WorkKeys tests used to assess job skills measuring real-world skills that employers consider critical to job success. The Spanish version includes applied mathematics, applied technology, locating information, and reading for information.

SPOC (*Sistema de Preferencia Ocupacional de Carreras*) contains Spanish language batteries that are counterparts to the English version of the COPS test. The batteries of tests contain interest inventories related to the 14-item clusters aligned to high school and college curricula. They can be designed for student advising and career planning between the ranges of "seventh grade through high school and college" (www.edits.net).

Table 1	
Test	**Skills Measured**
Aviator 3 (Spanish)	CI,PSA,MSD,N, S,LU,WK
Spanish CAPS	CI,LU,M,MSD, NV,PSA,S,V,WK
SAGE	CI,M,MSD,N,S,PSA,V
VCAT (Spanish)	AT,CI,LU,V,S,WK,N
Spanish WorkKeys	AT,LI,N,R
SPOC (Sistema de Carreras)	CI

Key:
M=Mechanical Reasoning*
S = Spatial Relations*
AT=Applied Technology
PSA = Perceptual Speed and Accuracy*
MSD=Manual Speed and Dexterity*

CI = Career Interest
R= Reading for Information
LI = Locating Information
V=Verbal
WK = Word Knowledge
N = Numerical Ability
LU =Language Usage

 * Definitions for some less well known terms listed below:

♦ Mechanical Reasoning—understanding mechanical principles and devices

♦ Spatial Relations— understanding three dimensional visualization

♦ Perceptual Speed and Accuracy—measure of speed and accuracy dealing with letters, numbers, and symbols

♦ Manual Speed and Dexterity—measure of speed and accuracy dealing with hand movements

Test Measures in Depth, 3

Spanish Language Test is Suitable for Customers with Limited Formal Education

Importance of This Measure

The selection of a valid assessment instrument for LEP customers requires careful review of the intended population for which the test was developed.

This descriptor provides information to help Workforce Boards understand what to look for when matching Spanish language tests to the customers they intend to test.

Workforce Boards should consider two factors:

♦ The level of education customers have from their native country.

♦ Information from the test publisher on the intended population for which the test was designed including ages and years of formal education.

When selecting tests, Workforce Boards should match, as closely as possible, tests that are based on the number of years of formal education customers have in their native language.

The formal educational history of LEP customers can vary greatly. Many have limited schooling in their native language. For example, most LEP dislocated garment workers have fewer than six years of education (Huerta-Macias, 2003), yet many foreign-born Texas residents have bachelor's degrees or higher (see Table 2).

Matching intended customers to appropriate tests is critical for ensuring that assessment fairness standards are met. In the assessment literature, fairness refers to the professional values and ethical standards that must be maintained to ensure fairness and equitable treatment for everyone who participates in assessment activities.

Intended Populations for Spanish Language Tests

Batería III Woodcock-Muñoz - The "Batería III assesses and evaluates both cognitive and achievement levels of Spanish-speaking individuals between the ages of 2 and 90+ years of age."

CASAS: *Evaluación de Comprensión de la Lectura* - (Spanish Reading Comprehension Test). "The test includes items at a range of difficulty levels, from approximately three to nine years of schooling (through *secundaria*) in most Spanish-speaking countries. The language used is not specific to any one cultural group

Spanish CAPS - The Spanish version of the popular CAPS test has items developed for "junior high, senior high, college and adults" that are normed on "Spanish speaking students from the U.S. combined with a sample from Mexico."

SAGE - SAGE is used by job seekers, career counselors, and employers and can be customized to specific needs. Appropriate for any person with fifth grade reading ability.

SPOC (*Sistema de Preferencia Ocupacional de Carreras*) - SPOC is the Spanish version of the popular COPS (Career Occupational Preference System) assessment. The assessment has items developed between the levels of "seventh grade through high school and college" and is normed on "Spanish-speaking students from the U.S. combined with a sample from Mexico."

Table 2		
	Less than high school graduate	Bachelor's degree or higher
Foreign Born	48.0%	18.7%
Speak Spanish	46.7%	10.7%
Migration Policy Institute (n.d.)		

Spanish Language Test continued...

Elements for Consideration

LEP vs. Limited Formal Education- LEP is used to describe individuals who speak English as a second language and who have rated their ability to speak English as "well," "not well," or "not at all" (RTI International, 2005). While some individuals often have less than the equivalent of an elementary school education, many have postsecondary degrees from their home country. Thus LEP should be viewed as an identification of *low levels of English* comprehension, <u>not</u> *limited education* or *low basic skills*. This distinction is important because some Spanish language tests will be appropriate for LEP customers who have the equivalent of a high school education but not for those who have limited formal schooling.

Matching Customers with the Right Tests- When selecting any test, Workforce Boards should review the extent to which the test has been standardized against the population it intends to test. For example, if Workforce Center staff have learned through the intake assessment that a Spanish-speaking worker completed six years of formal education in Mexico, a secondary level reading test in Spanish is not appropriate because it will have too few items at the elementary level to measure knowledge, skills, and abilities. If tests are used on populations for which they were not designed, the validity of the test results is questionable.

Working with Limited Information from Test Publishers- Some test publishers do not provide detailed information about how test items were developed, how the test was normed, and how the norm samples (ages, formal schooling, and ethnicities) were created. The Spanish language tests reviewed are *translations* of English editions of the tests, and the technical information is usually based on the English, not Spanish, edition. While some of the evaluative criteria on these tests may be accurate, it is difficult to determine if issues such as cultural bias have been adequately addressed.

Capitalize on Local Wisdom- Since adequate information is limited on the norm samples used to develop some Spanish language tests reviewed in this guide, one solution is to establish a local assessment task force to review the issue. Testing experts from areas such as adult education, vocational rehabilitation, and workforce development and training can review information on Spanish language tests and share experiences using different tests. Test publishers can be brought in to discuss their products. The task force can create a base of local wisdom the Workforce Board can use to make test purchasing decisions.

Intended Populations continued...

TABE Español- This version of the test is available in levels E (Easy, grade level 1.6-3.9) and M (Medium, 3.6-6.9). "TABE Español uses standard Spanish and avoids regionalism and ambiguous words. It is appropriate and relevant for students with various dialects, including those from Mexico, Puerto Rico, and Cuba. Developers wrote test passages that positively convey the diverse cultures of native Spanish speakers."

Spanish WorkKeys- The intended populations are employees and potential employees who are adults and/or high school students who function at the secondary level in Spanish literacy.

VCAT (Spanish) and Aviator (Spanish)- The intended populations are students or individuals with native (Spanish) language abilities typically taught in U.S. schools from grade four (ABE or higher) through the first year of college. However, the language scale is set at grades 4 to 10.

Test Measures in Depth, 4
Test Meets Reliability and Validity Standards

Importance of This Measure

Workforce Boards should consider the reliability and validity of a test before making test purchasing decisions, as these measures are critical to determining the accuracy of testing results.

Validity: An assessment is valid "when the test, or other instrument, assesses what it is intended to measure, and when uses of the assessment results are only those for which the instrument was designed" (Messick, 1989). Thus, the test and the use of the test results are considered when determining validity. An important piece of information necessary for determining if the assessment instrument is suitable for LEP customers is the validity coefficient, which provides a statistical measure of how well the instrument measures the desired competency (see Table 3).

Reliability: The reliability of a test refers to the consistency of replicating test results when an individual or group of individuals repeats the testing procedure. For example, if an individual takes a test once, then retakes the test the next day, and then a week later, the individual's score should be in the same range with each administration, unless other factors have changed, such as the test administration time or testing environment. It is important that Workforce Center staff follow the test administration protocol outlined by the test publisher because test administration influences the reliability of test conditions. Failure to follow testing procedures affects both the reliability and validity of the assessment process. In addition, reliability is affected when test administrators are not qualified or trained on the specific test being administered.

Elements for Consideration

♦ **Ensure Proper Administration:** To ensure reliability, Workforce Boards must ensure that test administrators are qualified, trained, and certified according to the test publisher's specifications.

♦ **Review Test Facility:** Workforce Boards should review the testing area in use by contractors. A noncontrolled environment (e.g., classroom, waiting room, shared space) can lead to disruptions that impact the reliability of the test scores. Because a noncontrolled assessment administration impacts the reliability of results, it is important that test administration functions be continuously monitored and periodically reviewed.

♦ **Share Results:** Workforce Boards and Workforce Center staff are encouraged to share assessment data with training providers to monitor the reliability of assessment instruments. Reliability issues can be detected when significant variance occurs on the same instrument between Workforce Center and training provider assessment scores. Privacy guidelines for sharing customer-level data should always be followed

Reliability Coefficients

A high reliability coefficient score is an indication that the assessment instrument has shown consistency in results during statistical trials. Information on the validity of test items can be attained by purchasing the technical manual for a test or by subscribing to test review services, such as the Buros Institute (www.unl.edu/buros), which publishes the Mental Measurements Yearbook and Tests in Print.

Table 3	
Test	**Reliability Coefficient**
Aviator 3 (Spanish)*	.82 - .92
*Batería III**	.80 - .90
BEST Literacy	.96 - .97
BEST PLUS	.96 - .97
CASAS ECS	.73 - .96
CASAS Life Skills	.73 - .96
CASAS- *Evaluación de Comprensión de la Lectura*	.73 - .96
SAGE	.57 - .94
Spanish CAPS	.70 - .95
SPOC (Sistema de Carreras)	.86 - .92.
TABE Español*	.52 -.73
VCAT (Spanish)	.82 - .92
Spanish WorkKeys *	.89 - .90
Source: Buros Institute and Test Publisher	

* Reliabilty level are for the English version test.

Test Measures in Depth, 5
Test Provides Guidance for Disability Accommodations

Importance of This Measure

Note: *Refer to Part 2, Section 1, How to Begin, in this module for more information related to ensuring equal opportunity and meaningful disability and language access in the testing process.*

Workforce Boards must ensure that all individuals with learning disabilities (LD) and other disabilities have equal opportunity and access to all federally funded workforce services (Texas Workforce Commission, 2001).

Testing accommodations are modifications made to a test and/or test administration procedure to allow customers with disabilities to demonstrate their knowledge and skills. Accommodations should be provided at the request of the customer and be based on professional guidance to ensure accommodations are appropriate. The accommodation should minimize any advantage or disadvantage associated with completing the test. LEP customers will require bilingual translators to ensure that language barriers do not inhibit test administration. Each of the tests reviewed in this guide has either alternate versions (e.g., large print, Braille, recorded) or alternative procedures (e.g., extra time, individual administration, adaptive furniture recommendation, oral response). The test profiles following this section describe the accommodated features available for each test.

Elements for Consideration

♦ **Ensure Accessibility:** Failing to provide reasonable accommodations during intake or testing prevents customers with disabilities from having an equal opportunity to benefit from workforce and training programs. Workforce Boards must ensure that Workforce Center staff and contractor staff, including training providers, have procedures and are trained to provide customers with disabilities with appropriate services, including accommodated testing procedures.

Workforce Boards and contractors should review applicable laws, including the Americans with Disabilities Act and Rehabilitation Act of 1973 (especially Section 504) to ensure that all services, including testing, adhere to civil rights principles enforced by the federal government.

♦ **Review Resources:** There is no shortage of high-quality information and guidance related to services to individuals with disabilities, though there is more limited information related to disability testing for LEP customers. Workforce Boards should review all workforce services provided by contractors to ensure compliance.

Local Disability Navigators

Disability Navigators are a valuable resource for workforce areas that are building capacity to more effectively serve customers with disabilities. Their expertise can be used to review the accessibility of testing procedures. Fourteen Workforce Boards joined with TWC to implement the DOL-SSA Disability Program Navigator Initiative. For more information, visit www.twc.state.tx.us/boards/disnav.html#intro or call Janice Ferguson at 512-305-9637.

The resources below can provide a start:

♦ **Legal Guidance**:
www.disabilityinfo.gov

♦ **One-Stop Services**: communityinclusion.org/
onestop/onestopmanual.html
onestoptoolkit.org
hhs.gov/ocr/prohibition.html

♦ **LEP Customers and Learning Disabilities**:
ldlink.coe.utk.edu/pdf_files/esl_ld.pdf

♦ **General Disability Information**:
www.LDOnline.com

Test Measures in Depth, 6
Test Has a Degree of Recognition with Businesses

Importance of This Measure

Business recognition is an important aspect to consider when choosing a test. When businesses are familiar with a test, they often have more confidence relating test results to worker performance. Unfortunately, gauging the level of test recognition for LEP customers is difficult to determine. A review of the ERIC database did not yield any studies or reports on employer awareness or use of assessment instruments. A review of the National Human Resources Association (www.humanresources.org) also did not yield any results. Secondary sources including a search of the test Web sites were reviewed. In addition, a review of the Buros Institute test review service was used to determine if evidence suggested high employer recognition.

Elements for Consideration

Aviator 3 (Spanish) and VCAT (Spanish): Tests publisher Valpar was founded in 1973 providing vocational evaluation services to more than 8,000 customers in all 50 states and 42 foreign countries. Valpar focuses on basic skills assessment aligned to the DOL Dictionary of Occupational Titles and O*NET system.

Batería III Woodcock-Muñoz: This test is an assessment instrument designed for preschool, and school-age and adult education students. The Riverside Publishing Web site did not reveal efforts to directly market to employers.

BEST Plus and BEST Literacy: The test publisher, the Center for Applied Linguistics (CAL), stated in its mission statement that its customers included K-12 educators, ABE and ESL educators, school districts, professional developers and assessors, and policymakers. Neither BEST Plus or BEST Literacy assess for job readiness. No evidence exists of employer engagement or employer awareness of this assessment instrument.

CASAS ECS and Life Skills: The CASAS Web site reports that a national coalition was developed with employers and Strumpf Associates: Center for Strategic Change of Washington, DC, that resulted in the establishment of a Workforce Skills Certification System. CASAS identified Bank of America, Hewlett-Packard, IBM, Pacific Bell, and Sutter Health as collaborating partners. Although evidence of strategic employer engagement in the test item selection and validation process exists, CASAS's primary customer bases are education institutions and basic education agencies.

Table 4	
Test	**Business Recognition**
Aviator 3 (Spanish)	YES
Batería III	NO
BEST Plus & BEST Literacy	NO
CASAS *Evaluación de Comprensión de la Lectura*:	NO
CASAS ECS and Life Skills	NO
SAGE	YES
Spanish CAPS	YES
Spanish WorkKeys	YES
SPOC (Sistema de Carreras)	YES
TABE Español	NO
VCAT (Spanish)	YES

Business Recognition continued...

CASAS *Evaluación de Comprensión de la Lectura*: The CASAS Web site reports that a national coalition was developed with employers and Strumpf Associates: Center for Strategic Change of Washington, DC that resulted in the establishment of a Workforce Skills Certification System. CASAS identified Bank of America, Hewlett-Packard, IBM, Pacific Bell, and Sutter Health as collaborating partners. While there is evidence of strategic employer engagement in the test item selection and validation process, CASAS's primary customer bases are education institutions, basic education agencies, and Workforce Centers.

SAGE: SAGE is well known among employers and Workforce Boards. According to the Pesco Web site, SAGE has been used effectively by General Motors and Ford Motor Company in cooperation with UAW in displaced worker programs.

Spanish CAPS: Spanish CAPS is primarily a career guidance assessment instrument designed for high school and college students. The developer, Edits, claims on its Web site that it has served business and industry professional development needs for more than 40 years.

Spanish WorkKeys: This test is well known among employers and educators. The occupational profiling feature allows employers to assess potential employees for the job skills needed to meet company-specific performance norms. WorkKeys is a job skills assessment system measuring "real-world" skills that employers consider critical to job success.

SPOC (*Sistema de Carreras*): This test is primarily a career guidance assessment instrument designed for high school and college students. On its Web site, the developer, Edits, claims that it has served business and industry for more than 40 years.

TABE Español: This test's primary customer base includes educational institutions, basic education agencies, and Workforce Centers. The test publisher, CBT McGraw Hill, and the Buros Institute review did not reveal efforts to market directly to employers. However, TABE is widely used in Workforce Centers giving TABE indirect exposure to employers.

Section 4. Test Profiles

The following pages are profiles of 13 commonly used tests.

Aviator 3 in Spanish

Publication Date	2006	Publisher	Valpar International Corporation
Edition	First		20 Ryan Ranch Road
Author	Bryan B. Christopherson and Alex Swartz		Monterey, CA 93940
			Telephone (toll free): 1-800-538-9547 or 831-393-0700
			Web: http://www.valparint.com/aviator.htm

Narrative Summary

Aviator 3 in Spanish is a translation of the English Valpar test. The test is designed for aptitude assessment. The test contains two pictorial/audio interest surveys, and two data-bases from the standard and O*NET data-bases relating to approximately 1,000 jobs.

NRS Test: No

Purpose

Aviator 3 in Spanish uses a criterion-referenced battery of short tests to assess aptitude in work-related factors of the U.S. Department of Labor's (DOL) O*NET.

Method and Format

Aviator 3 in Spanish is computer-based with optional hands-on work samples.

Intended Population

College students and adults with Spanish reading abilities typically taught in U.S. schools from grade four through college freshman (4th to 13th).

Usage

Aviator 3 in Spanish is used for career exploration, career planning, or career assessment.

Cost

Aviator 3 in Spanish is available only in the computer version for $3,000 (price subject to change without notice).

Competencies Measured

Skills are measured in the academic areas of reading, math, vocabulary, and spelling. Other skills tested include editing, hand-eye coordination, problem solving, color discrimination, size discrimination, and short-term visual memory.

Speaking	Listening	Reading	Numeracy	Writing	Vocational Aptitude	Vocational Interests
No	No	Yes	No	No	Yes	Yes

Administration

Test Time	Group Delivery
All subtests and surveys are computer based and can be completed in 60 minutes or less.	Yes

Validity/Reliability

Validity: The Buros Institute (2007) Web-based test review service reported a validity coefficient range of moderate (.64–.70) for Valpar essential skills test items.

Reliability: Buros Institute (2007) Web-based test review service reported a reliability coefficient range of .82–.92 for Valpar essential skill test items.

Disability Accommodations

The computerized test comes with instructions that can be read to customers who require assistance. No print version is available, however.

Number of Forms

Two pictorial/audio interest surveys and two databases

Source

Adapted from VCAT at http://www.valparint.com/aviator.htm and revisions per noted sources.

Norm Reference Groups

Valpar field tested approximately 600 people, including limited English proficiency (LEP) individuals and native English speakers.

Scoring

Scores are reported in accordance with DOL descriptor scales for academic and aptitudes (GED 6-1, Aptitudes 1-5). Work factors reported by Aviator include GED aptitudes, math, and language plus the aptitudes of general learning ability, verbal, numerical, spatial, form perception, clerical perception, and color discrimination. For those interested in testing physical aptitudes such as motor coordination and finger and manual dexterity, an optional hands-on component is available.

Degree of Business and HR Community Recognition

Founded in 1973, Valpar provides vocational evaluation services to more than 8,000 customers in all 50 states, and 42 foreign countries. The focus of Aviator's O*NET database is based on DOL's O*NET. Aviator's Standard Occupational Database was derived from DOL's collection of 12,700+ jobs using the 66 interest areas of the Guide for Occupational Exploration as a filter.

Unique Features

Aviator 3 in Spanish was designed to measure basic Spanish aptitude career interest using the O*NET databases.

BEST Literacy

Publication Date	1984, 1987, 2006	**Publisher**	Center for Applied Linguistics
Edition	2006 revision		4646 40th Street, NW
Author	Center for Applied Linguistics		Washington, DC 20016
			Telephone: 202-362-0700 Fax: 202-362-3740
			http://www.cal.org

Narrative Summary

BEST Literacy is the updated version of the literacy skills section of the Basic English Skills Test (BEST) test originally published in 1984. The BEST Literacy revisions modernize test items, graphics, and pictures but do not impact the original test construct. The literacy skills section contains about 50 items categorized under personal background, calendar, food and clothing labels, rentals, envelopes, telephone directory, train schedule, signs, a reading passage, and a writing question.

NRS Test: Yes

Purpose

BEST Literacy assesses adult limited English proficiency (LEP) customers' ability to read and write in a variety of functional literacy tasks using a competency-based assessment format.

Method and Format

BEST Literacy is available in a print version.

Intended Population

LEP populations, non-native adults, and youth who function at the beginning-to-advanced ESL educational functional levels.

Usage

BEST Literacy is used to assess LEP customers' ability to read and write in English.

Cost

Minimum order: $45.00 (20 examinee test booklets and scoring sheets)

Competencies Measured

BEST Literacy tests reading and writing skills in authentic situations specifically geared for adult English language learners in the United States.

Speaking	Listening	Reading	Numeracy	Writing	Vocational Aptitude	Vocational Interest
No	No	Yes	No	Yes	No	No

	Administration	
	Test Time	**Group Delivery**
	BEST Literacy has a one-hour time limit.	Yes

Validity/ Reliability

Taylor (1997) reports BEST total reliability scores of .96–.97.

Disability Accommodations

Test accommodations related to administration procedures include use of eyeglasses or magnifying glasses, earplugs, color overlays, or rulers. Testing-environment accommodations might include fre-quent breaks or testing in an area away from out-side noise or distractions. Contact the Center for Applied Linguistics for additional information.

Source

Center for Applied Linguistics (http://www.cal.org)

Norm Reference Groups

Taylor (1997) reported the number of stu-dents who participated in the BEST U.S. field testing: 987 for the oral interview section and 632 for the literacy skills section. The norm reference groups included beginning level lit-eracy students and native English speakers.

Number of Forms

BEST Literacy is available in three parallel forms (B, C, D).

Scoring

The BEST Literacy Skills section is scored manually. Scorers must use the conversion table from the BEST *Test Manual* published in 1984 and 1987, and BEST Literacy users must use those found in the BEST Literacy Test Manual, published in 2006, to properly score the assessments. The manual provides all of the required information to administer and score the test. No certification is required for the test administrator.

Degree of Business and HR Community Recognition

The Center for Applied Linguistics states that BEST Literacy is designed for government institutes, K-12, and adult education users. No information was found to suggest BEST Literacy has recognition in the business com-munity.

Unique Features

BEST Literacy is the only test for LEP custom-ers that includes a writing test.

BEST Plus

Publication Date	2003
Edition	2003 revision
Author	Center for Applied Linguistics

Publisher Center for Applied Linguistics
4646 40th Street, NW
Washington, DC 20016
Telephone: 202-362-0700 Fax: 202-362-3740
http://www.cal.org

Narrative Summary

BEST Plus is adapted from the oral interview section of the Basic English Skills Test (BEST). BEST Plus assesses interpersonal communication and "integrates current knowledge in the assessment of speaking and listening skills with the latest knowledge and practice in educational measurement to present a precise, updated, and flexible oral assessment." BEST Plus is an oral interview test that can be administered using either a computer adaptive version or a semi-adaptive print-based version.

NRS Test: Yes

Intended Population

Non-native adult English language learners who may or may not have received an education in their native language or in English, but who need to know English to function in day-to-day life in the United States.

Purpose

BEST Plus assesses the oral language proficiency of non-native adult English language learners.

Method and Format

There are two versions—a computer adaptive version and a semi-adaptive print-based version. The adaptive BEST Plus was developed in response to the need for a performance assessment that could be given within a short period of time and could be given frequently for pre- and post-testing. When using the computer version, the test automatically adapts to the customer based on the answers to previous questions. Software provided for the testing will also provide scoring reports.

Usage

BEST Plus is commonly used by adult basic education programs as a language assessment for limited English proficiency (LEP) populations. BEST Plus is a NRS-approved test and a Texas Education Agency–mandated test for WIA Title II–funded programs.

Cost

Print Based Version Examinee Test Booklets: $30.00 (packet of 20 booklets per form).
Each test booklet can be used only once. A BEST Plus Picture Cue Book containing corresponding sets of picture cues for each form must be purchased for $15.00 per form.

Computer-Adaptive Test Administrations: $1.50 per administration. A minimum order of 20 administrations is required. Volume prices are available.

Test administrator training is required before materials can be purchased.
Training is available through the Texas Learns (www-tcall.tamu.edu/texasLearns/tlgreat.htm). Contact Texas Learns or CAL for information on training requirements.

Speaking	Listening	Reading	Numeracy	Writing	Vocational Aptitude	Vocational Interest
Yes	Yes	No	No	No	No	No

Competencies Measured

BEST Plus is designed to assess the student's interpersonal communication skills using language and pictures from everyday life.

Norm Reference Groups

A nationally representative 10-person technical working group reviewed and approved.

More than 2,400 from 25 programs participated in the full-scale field tests. Each administrator used nonadaptive forms of the test, which was administered to 65 students representing all ability levels within their programs (BEST Plus Technical Manual, 2005).

Scoring

Responses are rated on each of three subscales:

Listening comprehension: 2-point rubric

Language complexity: 4-point rubric

Communication: 3-point rubric

Each examinee receives a total score as well as a score on each of the three subscales (NRS Assessment, 2007).

A six-hour training workshop in administering and scoring the test is required for all test administrators.

Unique Features

BEST Plus includes a computer-adaptive version that follows the ability of examinees as they answer, and as the test administrator scores.

Validity/Reliability

Validity: Scores not available.

Reliability: Taylor (1997) reports BEST Plus total reliability scores of .96–.97.

Administration

Test Time

BEST Plus will take from 3 to 20 minutes to administer, depending on the language proficiency.

Group Delivery

No

Number of Forms

The program underlying the computer-adaptive version ensures that examinees will receive different items each time they take the test. The print-based version consists of three equivalent forms. Each form has three proficiency levels. The appropriate level to administer is determined by a locator test (NRS Assessment, 2007).

Degree of Business and HR Community Recognition

CAL's Web site states BEST Plus is designed for government institutes, K-12, and adult education programs. No information was available on the use or recognition of the test by businesses.

Disability Accommodations

Hearing aid accommodations can be made but BEST Plus is not a timed test, therefore no accommodation for testing time is needed. For the oral proficiency interview, no accommodation can be made for students who cannot hear or speak. Contact Center for Applied Linguistics for additional information.

Source

BEST Plus Technical Report (2005)

National Reporting System (2007) www.nrsweb.org/NRSwork/database/assessment.asp?mode=Show.

Center for Applied Linguistics www.cal.org

Comprehensive Adult Student Assessment System (CASAS) – Spanish Reading Comprehension Test (Evaluación de Comprensión de la Lectura)

Publication Date	1980-2004	**Publisher**	CASAS
Edition	Third Edition		5151 Murphy Canyon Road, Suite 220
Author	CASAS		San Diego, CA 92123-4339
			Telephone: 1-800-255-1036 or 858-292-2910
			Web: www.casas.org

Narrative Summary

The CASAS Spanish Reading Comprehension Test is a competency-based test of reading comprehension in Spanish. The test contains reading selections drawn from authentic Spanish language material in functional life skill contexts (e.g., newspapers, signs, maps).

CASAS Spanish can be used at the front and back end of testing for an individual, as well as to test the individual's progress. Program placement for workforce programs and Spanish literacy levels can also be tested. The test is a translation of the English reading comprehension test items.

NRS Test: No

Purpose

The test can be used to assess participant progress, or as a level or program exit measure in Spanish literacy, employability, workplace, Spanish GED, or Spanish as a second language programs. It does not give a grade-level equivalent of Spanish reading ability but can serve to identify those who have low literacy skills.

Method and Format

CASAS *Evaluación de Comprensión de la Lectura* is available in a print version.

Intended Population

"The test includes items at a range of difficulty levels, from approximately three to nine years of schooling (through *secundaria*) in most Spanish-speaking countries."

Usage

CASAS Spanish is used to assess native Spanish-speaking populations for employability and day-to-day life skills.

Cost

Test Administration Manual: $50.00

Test Booklets: $70.00 (25 test booklets)

Answer Sheets $33.00 (25 answer sheets)

Competencies Measured

The test measures competencies related to priority functional life skills on reading.

Speaking	Listening	Reading	Numeracy	Writing	Vocational Aptitude	Vocational Interest
No	No	Yes (in Spanish)	No	No	No	No

Administration

Test Time	Group Delivery
Catalogue test administration reports that the reading comprehension test takes approximately 50 minutes.	Yes

Disability Accommodations

Local test administrators may provide or allow some accommodations in test administration procedures or environment for documented disabilities without contacting CASAS. However, it is not an appropriate accommodation in test administration procedures to read a CASAS reading test to a learner who is blind or has low literacy skills.

Source

Adapted from CASAS 2007 Catalogue, San Diego, CA; Web access at https://www.casas.org/home/index.cfm?fuseaction=home.showContent&MapID=1125 and revisions per noted sources.

Norm Reference Groups

The norm reference group included adult workers and students with limited English language abilities. The Buros Institute (2007) reported that the English version of the CASAS test underwent several updates between 1995 and 1999; five validation studies in four states (Iowa, Indiana, Connecticut, and California) surveyed more than 17,000 professionals who work, or are stakeholders, in adult basic education.

Validity/Reliability

Validity: The Buros Institute (2007) Web-based test review service reported a validity coefficient range of moderate to high (.70–.91) for equivalent English versions.

Reliability: The Buros Institute (2007) Web-based test review service reported a reliability range of .73–.96 for equivalent English versions.

Number of Forms

The test is available in two alternate forms.

Scoring

The test contains 30 multiple-choice items to be answered on a self-scoring answer sheet. No training is needed for those administering an assessment, though it is recommended that those administering the test read the manual first.

Degree of Business and HR Community Recognition

The CASAS Web site reports that a national coalition was developed with employers and Strumpf Associates: Center for Strategic Change of Washington, DC, that resulted in the establishment of a Workforce Skills Certification System. CASAS identified Bank of America, Hewlett-Packard, IBM, Pacific Bell, and Sutter Health as collaborating partners. While there is evidence of strategic employer engagement in the test item selection and validation process, education institutions, basic education agencies, and Workforce Centers are CASAS's primary customer base.

Unique Features

This test may be used as an appraisal, as a progress test, or as a level or program exit measure in Spanish literacy, employability, workplace, Spanish GED, or Spanish as a second language programs.

The test does not give a grade-level equivalent of Spanish reading ability but can serve to identify those who have low literacy skills.

Comprehensive Adult Student Assessment System (CASAS) – Employability Competency System (ECS)

Publication Date	1980-2004
Edition	Third Edition
Author	CASAS
Spanish Version	No

Publisher CASAS
5151 Murphy Canyon Road, Suite 220
San Diego, CA 92123-4339
Telephone: 1-800-255-1036 or 858-292-2910
Web: www.casas.org

Narrative Summary

The Comprehensive Adult Student Assessment System (CASAS) Third Edition Employability Competency System (ECS) measures reading, math, writing, speaking, and listening abilities applied in an employability context.

NRS Test: Yes

Method and Format

CASAS Employability Competency System is available in print and computer-based formats. A cassette tape is used for the listening portion. An oral interview can be used to screen customers who function minimally in English to determine the appropriateness of administering listening, reading, and writing sections.

Purpose

The CASAS Employability Competency System measures the basic academic skills needed by adults and youth to succeed in today's workforce and to be placed into appropriate education and employment training programs or jobs.

Usage

The CASAS Employability Competency System can be used to assess basic skills in an employment context matching the abilities of customers to appropriate programs and levels of instruction.

Cost

Test Booklets: costs vary by form, $33.00–$70.00

Listening Comprehension (for ESL/ELL students)
(includes one cassette tape per set): $75.00

Computer-based Version: Excluding installation costs.

Available in increments: 50 $88.00; 100 $135.00; 500 $500.00; 1000 $750.00.

Annual License Fee (client/server installation) $295

Intended Population

The CASAS Employability Competency System-can be used for adults and youth who function from ESL to Adult Secondary Education (i.e., GED) levels.

Competencies Measured Employability Competency System (ECS) series focuses primarily on measuring literacy skill levels in reading, math, and listening in an employability context.	Speaking	Listening	Reading	Numeracy	Writing	Vocational Aptitude	Vocational Interest
	Yes	Yes	Yes	Yes	Yes	No	No

Administration

Test Time
Testing time varies depending on which tests the agency wants to administer.

Group Delivery
Yes

Disability Accommodations
Local test administrators may provide or allow some accommodations in test administration procedures or environment for documented disabilities without contacting CASAS. However, it is not an appropriate accommodation in test administration procedures to read a CASAS reading test to a learner who is blind or has low literacy skills. CASAS test forms that may be appropriate for learners with a disability include CASAS e-Tests, computer-adapted and computer-based tests, and large-print tests. CASAS large-print tests include ECS test booklets. See CASAS Web site for information on disability accommodations at (https://www.casas.org)

Source
Adapted from CASAS 2007 Catalogue, San Diego, CA; Web access at https://www.casas.org

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Norm Reference Groups
The Buros Institute (2007) Web-based test review service reported that the CASAS norm reference group includes adult workers and students with limited English language abilities. Between 1995 and 1999, five validation studies in four states (Iowa, Indiana, Connecticut, and California) surveyed more than 17,000 professionals who work, or are stakeholders, in adult basic education. In all cases, a large majority of the competencies represented in CASAS were supported and deemed important to adult basic education programs.

Validity/Reliability
The Buros Institute (2007) Web-based test review service reliability section reported an overall reliability coefficient range of .73–.96.

Number of Forms
There are two forms per level for print and computer formats.

Scoring
CASAS requires training to implement the ECS system. Noncertified agencies are eligible to purchase the Distance Training CD-ROM and additional certification activities if they operate no more than three sites and serve fewer than 1,000 learners in total. Price for Distance Training and certification is listed at $325.

Tests are scored automatically using patented computer scoring or print answer sheets for employability tests for reading, math, and listening to measure the ability to apply basic skills in an employability context. Listening tests require the use of cassette tapes or CDs. Measures are based on 300 competencies representing life skills and employability domains.

Degree of Business and HR Community Recognition
The CASAS Web site reports that a national coalition was developed with employers and Strumpf Associates: Center for Strategic Change of Washington, DC, that resulted in the establishment of a Workforce Skills Certification System. CASAS identified Bank of America, Hewlett-Packard, IBM, Pacific Bell, and Sutter Health as collaborating partners. While there is evidence of strategic employer engagement in the test item selection and validation process, education institutions, basic education agencies, and Workforce Centers are CASAS's primary customer base.

Unique Features
CASAS Employability provides measures of job readiness and employability for LEP adults. Employability directly targets the U.S. Department of Labor's SCANS [Secretary's Commission on Achieving Necessary Skills] competencies.

It is the only test available that can be used to assess English, reading, and listening skills in an employability context for both LEP and native English-speaking populations.

Comprehensive Adult Student Assessment System (CASAS) – Life Skills

Publication Date	1980-2004
Edition	Third Edition
Author	CASAS
Spanish Version	No

Publisher CASAS
5151 Murphy Canyon Road, Suite 220
San Diego, CA 92123-4339
Telephone: 1-800-255-1036 or 858-292-2910
Web: www.casas.org

Narrative Summary

The Comprehensive Adult Student Assessment System (CASAS) Third Edition Life Skills Series assesses reading, math, writing, speaking, and listening abilities needed to function successfully in society.

NRS Test: Yes

Purpose

The CASAS Life Skills Series helps identify basic skills that individuals need to function successfully in family and community contexts.

Method and Format

The CASAS Life Skills series is available in print and computer formats.

A cassette tape is used for the listening portion.

An oral interview can be used to screen customers who function minimally in English to determine the appropriateness of administering listening, reading, and writing sections.

Intended Population

The CASAS Life Skills Series can be used for adults and youth who function from ESL to Adult Secondary Education (i.e., GED) levels.

Usage

The CASAS Life Skills Series can be used to assess basic skills in an employment context matching the abilities of customers to appropriate programs and levels of instruction.

Cost

Print: Sets of 25 unless otherwise noted. One test administration manual per order is included.

Life Skills Appraisal Test Administration: $66.00

Test Booklets: $70.00

Self-Scoring Answer Sheets: $33.00

Computer-based Version: Excluding installation costs from $88.00–$750.00.

Annual License Fee: $145–$295

Competencies Measured

The CASAS Life Skills Series measures competencies related to priority functional life skills.

Measures are based on 300 competencies representing life skills and employability domains.

Speaking	Listening	Reading	Numeracy	Writing	Vocational Aptitude	Vocational Interest
Yes	Yes	Yes	Yes	Yes	No	No

Administration

Test Time

Assessment test: 20–25 minutes, each section

Progress test: 45–60 minutes

Pre- and Post-Test: 45–60 minutes

Computerized test time is dependent on individual's speed.

Group Delivery

Yes

Disability Accommodations

CASAS test forms that may be appropriate for learners with a disability include CASAS e-Tests, computer-adapted and computer-based tests, and large-print tests. CASAS large-print tests include Life and Work test booklets, and Secondary Assessment test booklets in math. Large-print answer sheets are also available. See CASAS Web site for information on disability accommodations at (https://www.casas.org)

Source

Adapted from CASAS 2007 Catalogue, San Diego, CA; Web access at: https://www.casas.org)

Validity/Reliability

Validity: Scoring not available.

Reliability: The Buros Institute (2007) Web-based test review service reliability section reported an overall reliability coefficient range of .73–.96.

Number of Forms

There are two initial assessment forms and eight forms to measure progress.

Degree of Business and HR Community Recognition

The CASAS Web site reports that a national coalition was developed with employers and Strumpf Associates: Center for Strategic Change of Washington, DC, that resulted in the establishment of a Workforce Skills Certification System. CASAS identified Bank of America, Hewlett-Packard, IBM, Pacific Bell, and Sutter Health as collaborating partners. While there is evidence of strategic employer engagement in the test item selection and validation process, education institutions, basic education agencies, and Workforce Centers are CASAS's primary customer base.

Norm Reference Groups

The Buros Institute (2007) Web-based test review service reported that the norm reference group includes adult workers and students with limited English language abilities. Between 1995 and 1999, five validation studies in four states (Iowa, Indiana, Connecticut, and California) surveyed more than 17,000 professionals who work, or are stakeholders, in adult basic education (ABE). In all cases, a large majority of the competencies represented in CASAS were supported and deemed important to ABE.

Scoring

CASAS requires training to implement the Employability and Life Skills Series. Noncertified agencies are eligible to purchase the Distance Training CD-ROM and additional certification activities if they operate no more than three sites and serve fewer than 1,000 learners in total. Price for Distance Training and certification is listed at $325.

Unique Features

The test uses an appraisal pre-test to identify the correct form of the full test to administer.

The CASAS Life Skills test can be used for both limited English proficiency (LEP) and native English-speaking populations.

System for Assessment and Group Evaluation (SAGE)

Publication Date 1980-2007
Edition Revised 1994
Author Pesco International

Publisher

Pesco International
21 Paulding Street
Pleasantville, NY 10570
(914) 769-4266 , (914)769-2970 fax
Telephone (toll free): 1-800-431-2015
http://www.pesco.org

Narrative Summary

Narrative Summary

The System for Assessment and Group Evaluation (SAGE) is a comprehensive assessment system consisting of multiple manual, computerized, manipulative tests and personality surveys. Additionally, results can be matched to General Educational Development (GED) levels and specific job requirements. Specifically, SAGE measures: cognitive and conceptual abilities; vocational aptitudes; temperaments; vocational interests; learning styles; work attitudes; and work ethic concepts.

NRS Test: No

Purpose

The purpose of the SAGE test is to assess individual skill sets, attributes, and abilities in relationship to job requirements.

Method and Format

The SAGE test is available in computerized and print versions.

Intended Population

SAGE is intended for individuals with fourth grade and higher reading abilities—unless a higher level of reading ability is being tested.

Usage

The Sage test is used for applicants or workers to assess career interests, aptitudes, and skills, as well as for employers to determine how well applicants or employees match general requirements for the job.

Cost

Total: $31,795.00

SAGE Computer Assessment System = $15,000
Sage Computerized Bilingual Testing System = $15,995

Additional components at additional cost, contact Pesco for information.

Competencies Measured

Measures a person's ability to learn or perform duties in the areas tested, including speaking, reading, numeracy, vocational aptitudes, and vocational skills. Vocational aptitudes include eye-hand-foot coordination; finger dexterity; manual dexterity; color perception; clerical; motor coordination; form perception; and spatial relationships.

Speaking	Listening	Reading	Numeracy	Writing	Vocational Aptitude	Vocational Skills
Yes	No	Yes	Yes	No	Yes	Yes

Administration

Test Time
Complete SAGE administration takes two hours.

Group Delivery
Yes

Validity/Reliability
Validity: The validity coefficient level ranges—based on the initial battery subtest intercorrelations—were .53 to .84.

Reliability: The initial internal consistency Kuder-Richardson (KR-20) reliability coefficient level ranges were .57 to .94.

Disability Accommodations
The SAGE test is available in large print, Braille, and some units are specially adapted for the visually impaired.

Source
PESCO International (1999), The vocational aptitude battery (VAB) research and norms manual. Pleasantville, NY: Author.

PESCO Web site: www.pesco.org

Norm Reference Groups
According to test publishers research and norms manual, SAGE's initial research population included a total of 108 students. The total group was 30 unclassified 'normal' students and 78 students classified into special education.; 58 male and 50 female; average age: 19, age range from 15 to 21. Sexes had equal amounts of formal education, averaging 11 years. Grade enrolled ranged from grade 8 through junior college, 11 were enrolled in college. All students came from low socioeconomic backgrounds. Since SAGE's development and implementation, norming studies have been conducted for nine populations of testees representing a substantially greater number of students than the initial research population. These norm populations are classified as: psychologically handicapped; having mixed disabilities; physically handicapped; learning disabled; mentally handicapped; high school students with low intelligence quotients (IQs); high school students enrolled in vocational and technical courses; industrial workers; and normally functioning adults.

Scoring
Multiple-choice manual assessment system with psychomotor testing stations. Scoring scanning system available.

Number of Forms
Unavailable.

Degree of Business and HR Community Recognition
The SAGE test is well known among employers.

The occupational profiling feature allows employers to assess potential employees for specific job skills needed to meet company-specific performance norms. According to the Pesco Web site, the SAGE test has been used effectively by General Motors and Ford Motor Company in cooperation with the UAW in dis-placed worker programs.

Unique Features
The SAGE test provides some level of assessment in the following areas:

Learning Styles: Indicates how a person best learns, whether it is by listening, doing, seeing, etc.

Worker Attitudes: Gives an indication of a person's attitude toward the workplace.

Temperament Factors: Indicates the person's choice of preferred working conditions such as whether or not they prefer working alone or with people, whether they prefer jobs in which they make judgments or whether they prefer being told what to do, etc.

SAGE tests are available in Spanish, Russian, and Vietnamese.

Spanish CAPS (Career Ability Placement Survey)

Publication Date 2003–2007 **Edition** 2003 revision **Author** Knapp-Lee, Lisa; Knapp, Lila F.; Knapp, Robert R.	**Publisher** Edits/Educational and Industrial Testing Service P.O. Box 7234 San Diego, CA 92167 Telephone: 1-800-416-1666 http://www.edits.net

Narrative Summary

Spanish CAPS is a comprehensive, multidimensional battery designed to measure vocationally relevant abilities. Spanish CAPS measures eight ability dimensions keyed to entry requirements for the majority of occupations in each of the 14 Career Occupational Preference (COP) System Career Clusters. Spanish CAPS scores are interpreted in terms of examinees' abilities relative to others at the same educational level. Scores are also interpreted in terms of the COPSystem Career Clusters.

NRS Test: No

Method and Format

Print booklets with computer-based scoring option.

Intended Population

Spanish CAPS is appropriate for Spanish speakers with high school level or higher Spanish language abilities.

Usage

Spanish CAPS is used to assist in career guidance and counseling for college-bound students, professionals, and college students.

Cost

Booklets: Range from $55.25–$880.25

Self-Interpretation Profile: $17.75–$256.50

Spanish CAPS Basic Machine Scoring: $1.80 each

Speaking	Listening	Reading	Numeracy	Writing	Vocational Aptitude	Vocational Interests
No	No	Yes (in Spanish)	Yes	No	Yes	Yes

Competencies Measured

CAPS measures occupational abilities including mechanical reasoning, spatial relations, verbal reasoning, numerical ability, language usage, word knowledge, perceptual speed and accuracy, and manual speed and dexterity.

Norm Reference Groups	Validity/Reliability	Administration	
		Test Time 51 minutes	**Group Delivery** Yes
Translation of the English COP System was re-normed with data that were gathered from January 2000 through June 2002 for a sample of 18,991 seventh through twelfth grade students. In addition to the high school sample, a sample of 1,898 college students was examined.	Validity: Spanish CAPS, English version reported validity at moderate (.65 to .81). Reliability: Spanish CAPS, English version .70 to .95.		
Scoring	**Number of Forms**	**Disability Accommodations**	
Self-scoring or machine scoring. Machine scoring utilizes the Integrated Reporting, Interpretation and Scoring Software (IRIS) and provides instant results for CAPS assessments. Online help is available to assist you with program operation.	One form per version	Braille or enlarged print	
Unique Features	**Degree of Business and HR Community Recognition**	**Source**	
Spanish CAPS scores are interpreted in terms of the COPSystem Career Clusters.	Spanish CAPS is primarily a career guidance assessment instrument designed for high school and college students. The developer, Edits, claims on its Web site that it has served business and industry professional development needs for more than 40 years.	Edits/Educational and Industrial Testing Service (www.edits.net) and revisions per noted sources.	

The Spanish WorkKeys

Publication Date	1992-2007	Publisher	The WorkKeys ACT
Edition	Spanish Version 2000		500 ACT Drive P.O. Box 168 Iowa City
Author	Lindquist, E. F. and McCarrel, T.		Iowa 52243–0168
			Telephone: 1-800-WORKKEY (967–5539) or
			319-337-1550.
			http://www.act.org/workkeys/

Narrative Summary

Spanish WorkKeys tests are direct translations of the original English WorkKeys tests, which have been administered more than six million times since 1992. WorkKeys is a job skills assessment system measuring real-world skills that employers consider to be critical to job success.

The following WorkKeys tests are available in Spanish: applied mathematics, applied technology, locating information, and reading for information.

NRS Test: No (Only the English WorkKeys test is approved by the NRS.)

Purpose

The purpose of the Spanish WorkKeys is to measure abilities in relationship to workplace skills that are used in a wide range of occupations.

Method and Format

WorkKeys assessments are available in paper and computer-based formats.

Intended Population

Native Spanish language employees and potential employees who are adults and/or high school students.

Usage

The Spanish WorkKeys tests are used to assess "real-world" skills that employers consider to be critical to job success.

Cost

WorkKeys can only be accessed through an ACT-licensed provider. Contact ACT for WorkKeys pricing.

Competencies Measured

WorkKeys tests provide competency measurement in applied, workplace contexts. In addition to the reading and math skills, the Spanish WorkKeys assess applied technology skills.

Speaking	Listening	Reading	Numeracy	Writing	Vocational Aptitude	Vocational Interests
No	No	Yes	Yes	No	Yes	No

Administration

Test Time

Paper test version: 45 min. for each of the four tests

Computer-based test: 55 min. for each of the four tests

Group Delivery

Yes

Disability Accommodations

Testing accommodations include: (1) assignment to a wheelchair-accessible room; (2) large-type test booklet; (3) marking answers in the test booklet; and (4) permission for diabetics to eat snacks, etc. Examples of accommodations students with hearing impairments may request include: (1) seating near the front of the room to lip-read spoken instructions; (2) a sign language interpreter (*not* a relative) to sign spoken instructions (*not* test items); and (3) a printed copy of spoken instructions with visual notification from testing staff of start, time remaining, and stop times. Contact ACT for additional information.

Source

WorkKeys at www.act.org

National Reporting System at www.nrsweb.org.

Norm Reference Groups

The WorkKeys system was developed in consultation with employers, educators, and labor organizations. The norm groups included native Spanish language employees and potential employees who were adults and/or high school students. In 1991–1992, initial WorkKeys foundational skills were selected on the basis of a review of the literature relating to employer-identified skill needs and a survey of employers and educators. Businesses and educators assisted in the design and review of plans and materials and provided examinees for the prototype and field-test phases of assessment development.

Validity/Reliability

WorkKeys Performance Assessment Technical Manual (2007) provides a performance index that combines both scales for demonstrated internal consistency and reliability. The combined index reliability range is .89–.90.

Scoring

WorkKeys can only be accessed through an ACT-licensed provider. Scoring includes print and computer-based options.

Number of Forms

Varies with the 10 separate assessments (NRS, 2007). Practice tests also available online and print versions are available for test centers.

Unique Features

WorkKeys tests are one of the few Spanish reading and numeracy assessment instruments with test items that have an employment context. They also include a Spanish language applied technology test.

Degree of Business and HR Community Recognition

WorkKeys is well known among employers. WorkKeys offers an occupational profiling feature that allows employers to assess potential employees for specific job skills needed to meet company-specific performance norms. The ability to identify job-specific skill gaps is a valuable tool for employers.

Sistema de Preferencia Ocupacional de Carreras (SPOC)

Publication Date	1982-1989	**Publisher**	Edits/Educational and Industrial Testing Service
Edition	2003 revision		P.O. Box 7234
Author	Knapp-Lee, Lisa; Knapp, Lila F.; Knapp, Robert R.		San Diego, CA 92167
			Telephone: 1-800-416-1666
			http://www.edits.net

Narrative Summary

Sistema de Preferencia Ocupacional de Carreras (SPOC) is a Spanish translation of the English version of the Career Occupational Preference System (COPS) Interest Inventory. SPOC interpretive material emphasizes a "hands-on" approach to career exploration, featuring career and educational planning worksheets, along with a list of suggested activities to gain experience.

The Spanish translation includes a Self-Interpretation Profile and Guide that lists job titles in Spanish along with related courses and college majors.

NRS Test: No

Method and Format

Print self-scoring or computer-based scoring options are available for SPOC.

Purpose

The purpose of SPOC is to assist Spanish-speaking customers in selecting careers or jobs that are aligned to their career interests.

Intended Population

SPOC is appropriate for Spanish speakers with high school or higher native language abilities.

Usage

SPOC is used to assist in career guidance and counseling for college-bound students, professionals, and college students.

Cost

25 self-scoring or machine-scored SPOC booklets: $16.25
25 Self-Interpretation Profiles: $16.25
Volume prices and additional information are available from the publisher.

Competencies Measured

SPOC measures career interest through an interest Inventory of 168 items in various career clusters: science (medical-life, physical); technology (civil, electrical, mechanical); outdoor (agribusiness, nature); business (management, finance, computation); communication (written, oral); arts (design, performing); and service (social-health, instructional).

Speaking	Listening	Reading	Numeracy	Writing	Vocational Aptitude	Vocational Interest
No	No	No	No	No	No	Yes

Norm Reference Groups

Translation of the English COP System was re-normed with data that were gathered from January 2000 through June 2002 for a sample of 18,991 seventh grade through twelfth grade students. In addition to the high school sample, a sample of 1,898 college students was examined.

Scoring

Self-scoring or machine scoring

Unique Features

The *Sistema de Preferencia Ocupacional de Carreras* (SPOC) Interest Inventory provides job activity interest scores related to the 14 COPSystem Career Clusters. Each cluster is keyed to high school and college curriculum, as well as current sources of occupational information.

Validity/Reliability

Validity: The publisher reports a validity coefficient of .21 to .49 for the English version of the test.

Reliability: The publisher reports a reliability coefficient of .86 to .92 for the English version of the test.

Number of Forms

One form per version

Degree of Business and HR Community Recognition

SPOC is primarily a career guidance assessment instrument designed for high school and college students. The developer, Edits, claims on its Web site that it has served business and industry professional development needs for more than 40 years.

Administration

Test Time	**Group Delivery**
20–30 minutes	Yes

Disability Accommodations

Braille or enlarged print

Source

Edits/Educational and Industrial Testing Service at www.edits.net

Test of Adult Basic Education (TABE) Español

Publication Date	1980-2004	Publisher	CTB/McGraw-Hill
Edition	Fifth Edition		20 Ryan Ranch Road
Author	CTB/McGraw-Hill		Monterey, CA 93940
			Telephone (toll free): 1-800-538-9547 or 831-393-0700
			http://www.ctb.com/

Narrative Summary

TABE Español assesses basic reading, mathematics, and language skills in Spanish using content and language appropriate for adults. TABE Español is based on the English TABE 7 & 8.

NRS Test: No (Only the English TABE is NRS approved.)

Purpose

The purpose of TABE Español is to assess basic reading, mathematics, and language skills using content and language appropriate for adults.

Method and Format

TABE Español is available in print and computer formats. TABE Español uses test administration procedures that include an orientation and structure similar to TABE 7 & 8. The Spanish edition assesses two basic skill levels: Level E (Easy) tests grade ranges 1.6 to 3.9, and Level M (Medium) tests grade ranges 3.6 to 6.9. TABE Español can be scored either by hand or with the computer-based software.

Intended Population

TABE Español is intended to assess adults whose native language is Spanish with equivalent skills of grade levels 1.6 through 6.9.

Usage

TABE Español is used to help adult education teachers, employers, and training professionals to effectively plan individual and group instruction and assess progress.

Cost

Complete Kit $35; TABE-E Español TEST 25 Packets $111; TABE-M Español TEST 25 Packets $111; Locator 50 Answer Sheet $32; TABE Español 50 Answer Sheet $32; 50 Practice Exercise/Locator Tests $32; 25 Locator SCOREZE Answer $31; 25 TABE E&M Español SCOREZE $39; 25 Practice Exercise and Locator $60; 50 Interview Form Word List $37; Examiner's Manual $20.

Competencies Measured

TABE Español focuses on three types of literacy: prose literacy, document literacy, and quantitative literacy. These main content areas are supported by optional vocabulary, language mechanics, and spelling tests.

Speaking	Listening	Reading	Numeracy	Writing	Vocational Aptitude	Vocational Interests
No	No	Yes	Yes	No	No	No

Administration

Test Time

A single complete battery and locator test is available in Spanish. The complete battery administration time is approximately 120 minutes. The locator test administration time is 20 minutes.

Group Delivery

Yes

Disability Accommodations

CTB/McGraw-Hill uses Guidelines for Inclusive Test Administration (2005) to determine appropriate accommodations. The guidelines use three categories for accommodations: Category 1, take the test alone or in a study carrel; Category 2, use extra testing time for any timed test; and Category 3, relates to the use of a Braille test. CTB recommends that individual student scores obtained with Category 2 and 3 for accommodations be interpreted in light of the accommodation(s) used including consideration of how the accommodation(s) may alter what is measured. Agencies may assign accommodation information to one or more of these special codes spaces, and CTB can disaggregate the necessary information on score reports and/or research data files. Test administration conditions may also appear on individual student reports, but will be interpretable only by those familiar with the code layout.

Source

CTB/McGraw-Hill (www.ctb.com)
CBT/McGraw-Hill, Guidelines for Inclusive Test Administration (2005)

Validity/Reliability

For the English version of TABE, the Buros Institute reported the following:
Validity: coefficient range of moderate .70–.71
Reliability: coefficient range of .52–.73.

Number of Forms

TABE Español uses level E (Easy) test grade ranges of 1.6 to 3.9, and level M (Medium) tests grade ranges of 3.6 to 6.9. There is one form per level.

Degree of Business and HR Community Recognition

The TABE Español primary customer base is education institutions, basic education agencies, and Workforce Centers. The McGraw-Hill Web site and Buros test review service did not reveal efforts to directly market to employers.

Norm Reference Groups

TABE Español was developed by Spanish-speaking experts and includes "positive cultural references and an objective structure targeted to basic skills instruction in Spanish." The methodology used to establish norm reference is the same scale as TABE 5 & 6 and reflects percentiles of the adult Spanish-speaking population.

Scoring

Hand- or computer-scoring options are available. TABE Español examiners must be able to read and speak English and Spanish to administer the tests.

Unique Features

TABE Español provides a Spanish language math test that is appropriate to assess Spanish in customers with limited formal education.

Valpar Computerized Ability Tests (VCAT) (Spanish)

Publication Date	1998-1999	**Publisher**	Valpar International Corporation
Edition	First		20 Ryan Ranch Road
Author	Christopherson, B. and Swartz, A.		Monterey, CA 93940
			Telephone (toll free): 1-800-538-9547 or 831-393-0700
			http://www.valparint.com/index.htm

Narrative Summary

VCAT in Spanish is a translation of the English language VCAT. The test is a pictorial interest survey used to survey an individual's job-related interests for use in career exploration and job/training placement. Vocational interests are surveyed through a pictorial/audio presentation of more than 100 jobs.

NRS Test: No

Method and Format

VCAT is a computer-based assessment system that is available in English and Spanish.

Intended Population

Adults and youth with Spanish language skills comparable to grade four through college freshmen in U.S. schools.

Usage

The Spanish VCAT is used as a multifunctional approach to career assessment for native Spanish speakers.

Cost

The cost is based on the number of test administrations; there are no additional installation fees. Test administration rates are $495 for 100 tests; $2,995 for 500 tests; and $4,595 for 1,000 tests.

Competencies Measured

VCAT assesses basic skills and vocational interests and aptitudes in Spanish. Aptitudes measured include general learning ability, verbal, numerical, spatial perception, form perception, clerical skills, and color discrimination.

Speaking	Listening	Reading	Numeracy	Writing	Vocational Aptitude	Vocational Interests
No	No	Yes	Yes	No	Yes	Yes

	Administration	
Norm Reference Groups Valpar field tested approximately 600 people, including limited English proficiency individuals (LEP) and native English speakers with 380 items divided between four English language and four math tests.	**Validity/Reliability** The Buros Institute test review service reported the following: Validity: coefficient range of moderate (.64–.70) Reliability: coefficient range of .82–.92	**Test Time** All subtests and surveys are computer based and can be completed in 60 minutes.	**Group Delivery** Yes
Scoring Scoring options include student-driven or evaluator-directed computer-generated results. The survey is administered and scored on the computer based on the latest O*NET database and contains more than 1,000 occupations, each with a full skills profile. Spanish VCAT's multifunctional approach to career assessment encompasses aptitude and academic assessment, a pictorial forced-choice interest survey, and job searching.	**Number of Forms** Two equivalent forms	**Disability Accommodations** Consult Valpar for disability accommodation information.	
Unique Features Valpar is aligned with the U.S. Department of Labor's Handbook for Analyzing Jobs.	**Degree of Business and HR Community Recognition** Founded in 1973, Valpar reports that its assessments provide vocational evaluation services to more than 8,000 customers, including employers, in all 50 states and 42 foreign countries.	**Source** Valpar International Corporation (www.valparint.com) and revisions per noted sources	

Batería III Woodcock-Muñoz

Publication Date	2006	**Publisher**	Riverside Publishing (a division of Houghton-Mifflin)
Edition	Third Edition		425 Spring Lake Drive
Author	Woodcock, R. W.; Munoz-Sandoval, A. F.; Ruef, M.; Alvarado, C. G.		Itasca, IL 60143
			1-800-323-9540
			http://www.riverpub.com/products

Narrative Summary

The *Batería III Woodcock-Muñoz* is a parallel Spanish version of the well-known Woodcock-Johnson III test. The test consists of cognitive and achievement batteries.

The achievement battery includes reading, oral language, mathematics, and language and academic language proficiency sections designed to test native Spanish speakers of all ages.

NRS Test: No

Method and Format

Print version with computer-based scoring.

Purpose

The purpose of the *Batería III Woodcock-Muñoz* is to provide a comprehensive measurement of general intellectual ability, specific cognitive abilities, oral language, and academic achievement for Spanish-speaking persons ages 2 to 90+ years and grades K.0 to 16.9+.

Cost

The cost for the *Batería III Woodcock-Muñoz* complete system is $1,142.00 This includes cognitive standard and extended testbooks, an examiner's manual, an examiner's training workbook, audio recording, 25 test records and subject response booklets, 5 BIS test records, scoring guides, achievement standard and extended testbooks, *Batería III* Compuscore, and Profiles Program and scoring guides.

All first-time individual test purchasers must furnish evidence of education and professional qualifications to use tests.

Intended Population

Native Spanish speakers ages 2–90

Usage

The *Batería III Woodcock-Muñoz* can be used to assess literacy, math, and language skills for non-native English speakers.

Competencies Measured

The assessment consists of cognitive and achievement batteries. The achievement battery measures four areas of achievement: reading, oral language, mathematics, and language and academic written language proficiency.

Speaking	Listening	Reading	Numeracy	Writing	Vocational Aptitude	Vocational Interests
Yes	Yes	Yes	Yes	Yes	No	No

Administration

Test Time	Group Delivery
Cognitive standard 7 tests (35–45 minutes) Achievement standard 11 tests (55–65 minutes) Diagnostic supplement supplies an additional 11 cognitive tests (55–65 minutes), approximately 5–10 minutes per test	No

Validity/Reliability

The English Woodcock-Johnson III and *Batería III Woodcock-Munoz* were co-normed, which means that the normative data are based on a single sample. When tests are co-normed, examiners get actual discrepancies and avoid errors typically associated with estimated discrepancies.

The English Woodcock-Johnson III test shows a reliability coefficient of .80 to .90.

Norm Reference Groups

Normative data for the test were gathered from 8,818 subjects in more than 100 geographically diverse communities in the United States.

The sample consisted of 1,143 preschool subjects; 4,784 kindergarten to twelfth grade subjects; 1,165 college and university subjects; and 1,843 adult subjects.

The sample was selected to represent, within practical limits, the U.S. population from ages 24 months to 90+ years.

Scoring

For scoring, the *Batería III Woodcock-Muñoz* uses Compuscore, a computer-based scoring system, which yields scores and profiles based on individual tests.

Disability Accommodations

The Riverside test developer allows various types of accommodations: (1) tested off level or out of level; (2) use of braille edition; (3) use of large-print edition; (4) answers recorded by an assistant; (5) extended time; (6) communication assistance; (7) test given individually or in a small group; (8) repeat direction; (9) read tests aloud; and (10) use a word-to-word dictionary for translation.

Contact Riverside representative for the *Wood-cock-Munoz Batería III* protocol.

Number of Forms

The *Batería III Woodcock-Muñoz includes*:

Five reading tests

Four oral language tests

Four mathematics tests

Four written language tests

Four supplemental academic language proficiency tests

Unique Features

The *Batería III Woodcock-Muñoz* includes a phonological component that is an early predictor of reading acquisition, vocabulary, or listening comprehension and is an important predictor of educational achievement. Deficits in this area are a major cause of severe reading problems. Phonological awareness is the ability to focus on the sound structure of language apart from its meaning. It is a predictor not an actual measure of existing listening comprehension abilities.

Source

Riverside Publishing (www.riverpub.com)

Degree of Business and HR Community Recognition

Batería III Woodcock-Muñoz is an assessment instrument designed for preschool, and school-aged and adult education students. The Riverside Publishing Web site did not reveal efforts to directly market to employers.

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Notes