Arizona Adult Education Assessment Policy
PY 2023-2024
State Context for Assessment

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**Arizona Adult Education
Assessment Policy PY 2023-2024
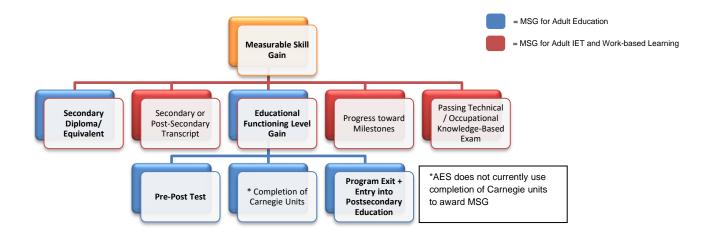State Context for Assessment**

Overview

This document provides a detailed explanation of State and local program requirements for student assessment, which are aligned to National Reporting System (NRS) guidelines, Arizona state policy, and rules set forth by publishers of approved assessments. Also included are mandatory procedures for programmatic reporting of Measurable Skill Gains (MSGs), in compliance with NRS requirements.

Programs are obligated to adhere to the assessment policy requirements in order to provide fair and equitable access to services for learners; identify need for program improvement; and make consistent, data-driven decisions for learner placement and advancement. Further assessment, including teacher-designed formative assessment, should be inherent to the instructional process where results guide instruction and student learning.

NRS Requirements, State Policy, and Accountability

Measurable Skill Gains

The following are the five types of MSGs identified in WIOA (see diagram below):

Local providers must use State- and OCTAE-approved assessments to determine pre-post test-based MSGs of all learners, including those participating in Distance/Virtual Education platforms.

Assessments are approved and vetted by the United States Department of Education, Office of Career, Technical and Adult Education, Division of Adult Education and Literacy (ED/OCTAE/DAEL) for use in the NRS and were selected by Arizona Department of Education/Adult Education Services (ADE/AES) through a competitive procurement process.

Pre-Post Test: Measurable Skill Gain by pre-post assessment is determined by comparing the learner's initial assessment with a valid post assessment. MSG is achieved when the progress test scale score places the learner into a level above the initial placement in any content area. For learners whose initial score places them into ABE 6, successfully completing a High School Equivalency (HSE) Diploma pathway is the only way to report an MSG.

Period of Participation

A Period of Participation (PoP) will be defined as a period of continuous enrollment. When a learner leaves a program for a minimum of 90 calendar days, he or she will be separated from the program. Should a learner re-enter a program after 90 calendar days of inactivity, a new PoP is initiated. As a result, the intake process is repeated, including administration of an initial assessment. The assessment sequence that was established in the previous PoP should continue to be followed unless the date of the last test is more than one year previous. In this case, programs will be required to start the testing process with the administration of the Locator test.

If a learner attends more than one program, the assessment history for that learner will be available to all programs attended. It is recommended that programs communicate during this process. Programs are required to use the assessment history, available in AAEDMS, to determine appropriate progress-testing. The first program to administer an assessment in a fiscal year establishes the assessment sequence for the student. Any other program with which the student interacts must follow the same testing series.

State Mandated Accountability Assessments

In an effort to facilitate alignment of ADE/AES operations with assessment objectives, all adult education programs funded by the state of Arizona are required to use the Test of Adult Basic Education 11&12 (TABE 11&12) for ABE participants and the Test of Adult Basic Education Complete Language Assessment System – English (TABE CLAS-E) for participants who are English Language Learners (ELLs). All TABE tests must be administered using the Online versions. The exception to this is administering the TABE 11&12 Literacy level with Word List to ABE learners, which is available only in paper form, and must be administered per publisher guidelines. Each program is required to have the TABE 11&12 Word List and TABE 11&12 Literacy level materials available at each of its testing locations.

Accountability testing is designed to measure effectiveness at the program level. Results should be used to guide programmatic decisions, policies, and procedures. Programs are required to have additional assessments in place to inform classroom instruction and individualization of learning for skill mastery.

Programs must administer initial tests to all learners (100%), including Distance/Virtual Learning (DL) students, within the first 12 hours of attendance and follow up with progress tests during the period allowed as described in this document to at least 75% of learners. Remote proctoring of TABE assessments is allowed. All valid assessments administered to WIOA Title II participants must be entered in AAEDMS.

In the rare instance that neither in-person nor remote proctoring is possible, a provisional EFL must be assigned to the student. See Appendix A for guidance on provisional EFLs.

Programs are required to have an Assessment Coordinator who will be in charge of coordinating and overseeing the standardized assessment process for ABE and ESL participants; programs must provide ADE/AES with the name of the designated person for this role and inform ADE/AES of any personnel changes in this role.

Validity and Reliability

Programs must administer all assessments to learners, including participants enrolled in Distance/Virtual Learning in a proctored environment, either remote or in-person. Uniform implementation of the assessment procedures outlined in this policy is necessary for the successful comparison of local program outcomes and will be monitored by ADE/AES. Assessments must be administered by trained test administrators and must follow the process outlined in other sections of this document. Deviance from the requirements and procedures outlined herein will be deemed a compliance issue, and ADE/AES intervention will be applied.

TABE 11&12 and TABE CLAS-E are standardized assessments. It is essential that the administration of standardized assessments be maintained through a standardized delivery process to ensure the validity and reliability of the assessments across the state. Administration of the TABE assessments must not deviate from the procedures described by the publisher, DRC. Tests should only be administered to participants enrolled in WIOA Title II programs; program personnel are prohibited from viewing any part of the test, except as needed to proctor the test, in order to maintain the validity and reliability of the assessment. Test administration must not deviate from the procedures described by the publisher, Data Recognition Corporation (DRC), ***nor should it fail to adhere to copyright regulations for published materials***. Assessments that are not conducted by ADE/ASE-trained test administrators in a secure environment, either in-person or remote, are not allowed for NRS reporting.

To promote the most valid interpretations of accountability assessment scores, accommodations are permissible for learners. Accommodations must match the student's needs and therefore should not be provided without proper documentation of the need. Test accommodation decisions should be made carefully, considering the issues of access and validity, and should be consistent with the accommodations a learner uses as part of their normal instruction. Further guidance on accommodations and adaptations, and their impact on test validity, can be found in following sections of this document.

The Arizona Department of Education will provide updated guidance as needed to WIOA Title II Adult Education providers related to the administration of the TABE 11&12 and the TABE CLAS-E whenever the test publisher updates their test administration guidelines and/or recommendations; programs should refer to the updated testing guidelines as instructed by ADE/AES.

Distance Learning

Distance/Virtual Education, or DL, is a formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period. DL materials are delivered through a variety of media, including but not limited to, online or software-based curricula, videos, audio recordings, print materials, broadcasts, or other online technology. For federal reporting purposes, a student is classified as a DL student if over 50% of attendance hours credited to the student are considered distance hours as opposed to face-to-face hours *(see Appendix F for additional DL Guidelines).*

Monitoring Local Programs

Programs will be monitored for compliance with Arizona Assessment Policy. As part of the compliance review:

- Programs are required to complete and submit Program Data Quality Checklist to ADE/AES annually through ADE's Grants Management Enterprise (GME) system.
- ADE/AES staff examines program assessment data monthly as part of a regular desk monitoring schedule. Desk monitoring includes checks for completeness, accuracy, and adherence to a monthly schedule for data entry.
- On-site monitoring of local programs is done yearly based on risk assessments or as deemed necessary by ADE/AES.

General Adult Education Assessment Requirements

Trainings

Only those program personnel who are currently certified test administrators may proctor the OCTAE approved assessments. To become a certified test administrator, program personnel must complete one of the ADE/AES self-paced on-demand training modules. Certifications are valid for 2-years from the date of completion.

Programs are required to have adequate testing staff trained and certified to administer assessments. All program personnel (paid staff or volunteers) involved in the administration of TABE 11&12 and/or TABE CLAS-E are considered testing staff and must complete the required training.

ADE/AES maintains a statewide list of authorized test administrators by adult education program and will periodically monitor for program compliance. Local programs are required to keep and maintain their own list of currently certified assessment administrators.

TABE Administration Certification courses offered by ADE/AES

	TABE Proctor	**TABE Coordinator**
Courses Available	• 11&12 (only) Proctor • CLAS-E (only) Proctor • Combined 11&12 and CLAS-E	• 11&12 (only) Coordinator • CLAS-E (only) Coordinator • Combined 11&12 and CLAS-E
Course Duration	2-3 hours	5-6 hours
Target Audience	Test proctors	Staff creating testing accounts and testing sessions, tracking testing sequences, and overseeing site-proctoring of tests
INSIGHT Access Group	• Proctor	• Administrator • User
Course Content	• Testing environment • Getting students started testing • Recognizing and reporting violations • Remote Proctoring • Student testing interface • Basics of DRC INSIGHT portal	• All material from Proctor Course • AZ State Assessment Policy Guidelines: initial testing guidelines, correct testing sequences, required attendance hours, reporting to ADE/AES • Advanced INSIGHT portal: adding students and accommodations, creating test sessions, invalidating sessions, scoring sessions, accessing reports

Training for Data Management Personnel:

✓ Arizona Adult Education Data Management System (AAEDMS) Training

Teachers and other local staff involved in gathering, analyzing, compiling, and reporting data for the NRS receive training and technical assistance throughout the year. These training activities are made available virtually or on-site as needed.

At a minimum, training sessions will include NRS requirements, accountability requirements, the data collection process, definitions of measures, and standardized processes for conducting assessments.

Remote Proctoring Requirements

All providers are required to have an ADE/AES-approved Remote Proctoring Process. Students should always be presented with the option to take a remotely proctored exam if they desire (or request). Remote proctoring of the TABE 11&12 and TABE CLAS-E using third-party services is allowable as long as it is conducted by an entity approved by the test publisher.

The virtual proctoring of the TABE 11&12 and TABE CLAS-E must strictly adhere to the *TABE Remote Proctoring Guidance* published by DRC. The examiner and student instruction documents can be found here. The instructions in the *TABE Remote Proctoring Guidance* are applicable for the remote proctoring of the TABE 11&12 and TABE CLAS-E. In addition to the *TABE Remote Proctoring Guidance*, the test administration manuals and online testing directions must still be followed during remotely proctored test sessions. All trained TABE 11&12 and TABE CLAS-E test proctors/coordinators must be familiar with these documents prior to the virtual administration of the TABE 11&12 and TABE CLAS-E.

Assessments administered without following the guidelines as described by the test publisher will be considered invalid and out-of-compliance; any test results considered by ADE/AES to be invalid will not be reported to the NRS.

Inclusive Assessment Administration

This section pertains to the mandatory online versions of the TABE 11&12 and the TABE CLAS-E. All accommodations and adaptations should be noted in the learner record.

In some cases, accommodations are necessary to get a more accurate measure of a student's abilities. When granting an accommodation, consider whether it 1) will remove a barrier that may inhibit the student's performance, 2) is consistent with accommodations given to the learner in the classroom, and/or 3) will change what the specific assessment is measuring.

After consideration of these issues, if a learner has a documented learning disability, the learner should present the documentation to the program before assessment has taken place so that appropriate **accommodations** can be made. Learners may document disabilities and the need for accommodation through professional evaluative documents attained from psychologists, physicians, or school records. Accommodations will be made for learners with documented learning disabilities and must be applied in conformance with publisher guidelines. All documents are valid until their stated expiration date. Should no expiration date be included, documents shall be considered valid for 5 years from their date of issuance.

If the learner does not have a documented disability, but desires an adaptation of the instructional environment, that should also be made known to the program before the initial assessment takes place so that the **adaptation** can be made, and accurate placement information can be obtained. Adaptations for learners with learning difficulties may be given upon request and without learning disability diagnoses. Examples of suitable adaptations include earplugs, priority seating, or hats to minimize the effects of fluorescent lighting. Arizona Adult Education Services will provide technical assistance to programs requesting help in determining appropriate adaptations.

Accommodations and adaptations available for learners:

- Accommodations available in the DRC's INSIGHT Portal include extended testing time, untimed testing, and text-to-speech.
- Online TABE tests have Text-to-Speech (TTS) audio functionality for the online test. As with audio CDs, the TTS accommodated test is untimed. To use TTS, examinees must use computers that are configured to connect to a Central Office Service Device, as outlined in TABE Volume II: Central Office.
- The computer-based test offers screen magnification as well as examinee options for choices of screen colors and reverse contrast.
- Examinees needing large print for CBT can be seated at a testing station that has a large monitor, and the INSIGHT Portal can stretch/enlarge to the size of that monitor, and/or the student can use the Magnification tool within INSIGHT.
- Additional paper-based formats for TABE testing, including Braille format and large print, are available from DRC to meet accommodation needs.
- A list of acceptable TABE accommodations and adaptations can be found in the "TABE Guidelines to Inclusive Testing Accommodations."

Lists of accommodations should not be considered exhaustive and other accommodations may be requested in some circumstances. ADE/AES should be contacted for approval in such situations.

Assessment Sequence Overview

All Learners: Locator Test
The Locator is given as part of the intake process and provides information about which test level should be administered for the Initial Assessment.

All Learners: Initial Assessment
The first assessment given to a learner is called the "initial assessment."
- The initial assessment must be administered to the learner during the first 12 hours of attendance, such as during orientation, and prior to instruction in order to establish an accurate beginning Educational Functioning Level (EFL).
- ABE assessments should be given in the subject areas in which it is expected that the learner will receive instruction (Reading and/or Mathematics); administration of the Language test is optional.
- ESL assessments should be given in Reading and Listening; administration of the Writing and Speaking tests is optional and shall not be used to achieve EFL MSGs.
- If a learner leaves a program but returns to the program after at least 90 calendar days of inactivity, he or she enters a new PoP. The assessment sequence that was established in the previous PoP should continue to be followed, unless the date of the last test is more than one

year old. In this case, programs must start the testing process with the administration of the Locator test.

- For NRS reporting purposes, the initial placement level is determined by the lowest scale score of the subject areas that are tested. Scale scores must be used to measure and report Educational Functioning Levels.

All Learners: Progress Assessment
A test given after the initial test, in the appropriate testing sequence, is called a "progress test."

- Progress testing may be done during class time, though there should be no instruction being given in the room while a test is being taken.
- Progress tests must be administered in the same content areas as were the initial assessment.
- A Progress test must be given in the alternate test form but same test level as the initial assessment; for instance, if the initial assessment was TABE 11, Level M, the progress test must be TABE 12, Level M. The only exception to this rule is when an initial TABE 11&12 score falls near the top of the range for the test level administered (refer to Appendix B of this document and ADE/AES guidance for more information).
- A learner may have multiple progress tests during a PoP; however, progress test timeframes must be adhered to according to the chart below.

TABE Score Import and Approval

All TABE 11&12 and TABE CLAS-E scores will be automatically imported nightly into AAEDMS from the DRC's INSIGHT platform. In the event that there's a need for manual entry, programs must submit a Manual Entry Request Form to ADE/AES for processing.

Assessment information, along with learner demographic and attendance information, must be entered into AAEDMS and approved by the Data Coordinator by the **15th of each month** in order to reflect current learner activity. Program Data Coordinator is in charge of providing oversight of data collection and entry processes, who reviews for accuracy and approves data that has been entered as required by ADE/AES.

Measurable Skill Gain (MSG) based on Pre-Post Assessment: MSG is achieved when the progress test scale score places the learner into a level above the initial placement in any content area. For learners whose initial score places them into ABE 6, successfully completing a High School Equivalency (HSE) Diploma pathway is the only way to report an MSG.

Progress Test Timeframes

Progress test timeframes are set by ED/OCTAE/DAEL.

The target progress test rate for Arizona is 75%.

TABE 11&12 and TABE CLAS-E required progress test timeframes:

Student Level	Publisher Recommended Instructional Hours between test sessions	Minimum allowable time between test sessions
ABE Levels 1-4	50-60	40 instructional hours or 4 weeks (whichever is longer)
ABE Levels 5-6	30-59	30 instructional hours or 4 weeks (whichever is longer)
ESL Levels 1-6	50-60	50 instructional hours or 4 weeks (whichever is longer)

ESL refers to instructional services for participants who are English Language Learners (ELLs)

Programs are expected to progress test their students within a reasonable timeframe of achieving the minimum required attendance hours. Programs who fail to progress test students in a timely manner will be subjected to additional monitoring from the state office, including being required to implement a corrective action plan.

Should a student need to be tested prior to meeting the minimum allowable time requirements, the program must complete the Progress Assessment Exception Form and maintain a signed copy in the students record. Exceptions to progress test timeframes should be limited and rare. The use of the Progress Test Exception Form will result in additional monitoring review from ADE/AES.

IMPORTANT: Progress-test timeframes described in the table above are also applicable to students enrolled in DL. Refer to Appendix F of this document for guidance on recording actual and proxy contact hours.

All DL hours reported by either the Clock Time Model, Teacher Verification Model, and/or the Learner Mastery Model are considered as "proxy hours" and should be used as part of the student's attendance record. For more information regarding the different Distance/Virtual Learning models and the list of approved online curricula in Arizona, refer to Appendix F of this document.

TABE 11&12

TABE 11&12 is the approved assessment for all ABE learners in Arizona, including those enrolled in DL platforms, to assess MSGs.

The assessment process for ABE learners begins with the **TABE 11&12 Locator**.

After determining the appropriate TABE level/s, assessments should be given in the content areas in which the learner will receive instruction. The use of a calculator on specific sections of the TABE 11&12 is permitted per publisher guidelines.

The administration of the TABE 11&12 Language test is optional.

TABE 11&12: Official Score Ranges

Use official score ranges for both initial and progress assessments for NRS reporting purposes.

NRS Level	Reading	Math	Language*
ABE Level 1	300 - 441	300 - 448	300 - 457
ABE Level 2	442 - 500	449 - 495	458 - 510
ABE Level 3	501 - 535	496 - 536	511 - 546
ABE Level 4	536 - 575	537 - 595	547 - 583
ABE Level 5	576 - 616	596 - 656	584 - 630
ABE Level 6	617 - 800	657 - 800	631 - 800

*TABE 11&12 Language test is optional

Initial Testing Guidelines: TABE 11&12

TABE 11&12 identifies valid scores by providing scale scores for each subject areas and level as measured by the TABE.

It is possible for initial testing to result in an invalid scale score or scores that require further action to establish the correct testing sequence. Invalid initial scale scores should be DECLINED in AAEDMS as "OOR test (initial)." All initial scores should be cross-referenced with the appropriate subject tables in Appendix B of this document. These tables ONLY apply to initial testing, and not subsequent progress tests. Here is an explanation of how to interpret the tables in Appendix B:

TABE 11&12 Level D	If initial scale score is N/A retest with level M as soon as possible	If initial scale score is between 501 and 575 progress test with level D	If initial scale score is 576 or above progress test with level A

Students who receive an N/A instead of a scale score didn't get enough correct answers for a recordable score. They should be retested as soon as possible with the next lower TABE 11&12 level before instructional hours begin.

The center column represents scales scores in the valid range. Students scoring within this range need no immediate retesting action and can progress test using the same level and alternate form.

A scale score falling in the far-right column represents an initial test that was too simple for the student. ABE students who fall here do not need to retest immediately but when progress testing occurs, the next higher TABE 11 or 12 level should be used.

Progress Testing Guidelines: TABE 11&12

A valid progress test is the alternate form (11 or 12) of the same level test (L, E, M, D, or A) as the last assessment administered, except when an initial TABE 11&12 score falls near the top of the range for that test level. When this occurs, the student must progress-test using the alternate form but next higher TABE 11&12 level. Per publisher guidelines, TABE 11 and TABE 12 are appropriate alternate forms. A learner may have multiple progress tests. MSGs are determined by comparing the initial assessment scores with those of a valid progress test in the appropriate form and level.

*For more information, refer to the TABE 11&12 Scoring Levels: Best Practice Guidance, published by DRC (https://tabetest.com/PDFs/TABE_11_12_Scoring_Best_Practice_Guidelines.pdf).

TABE CLAS-E

The TABE CLAS-E is the approved NRS assessment for MSG for English Language Learners at all levels. This includes those enrolled in DL platforms.

The assessment process for participants who are ELLs must begin with the **TABE CLAS-E Locator**.

ELLs are only required to be tested in Reading and Listening. TABE CLAS-E Online is the only allowable method for assessing ELLs in Reading and Listening.

Administration of the Writing and Speaking tests is optional and shall not be used to achieve EFL MSGs. Programs may still use CLAS-E Writing and CLAS-E Speaking scores internally to track student growth even when these scores are not to be reported to the NRS.

Initial Assessment: There will be no interview component of the CLAS-E Locator.

TABE CLAS-E: Official Score Ranges

Official score ranges shall be used for both initial and progress assessments for NRS reporting purposes. Individual subtest scores for Reading and Listening must be used in AAEDMS.

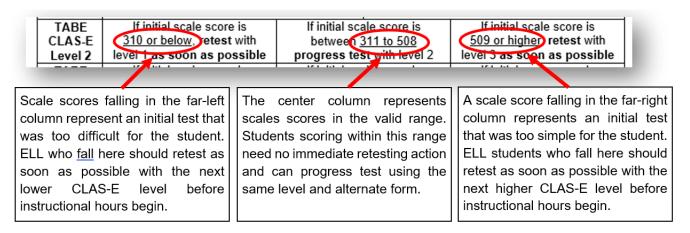| NRS Level	Reading	Listening	Writing*	Speaking*
ESL Level 1	250 – 392	230 – 389	200 – 396	231 – 425
ESL Level 2	393 – 436	390 – 437	397 – 445	426 – 460
ESL Level 3	437 – 476	438 – 468	446 – 488	461 – 501
ESL Level 4	477 – 508	469 – 514	489 – 520	502 – 536
ESL Level 5	509 – 557	515 – 549	521 – 555	537 – 567
ESL Level 6	558 – 588	550 – 607	556 – 612	568 – 594

TABE CLAS-E Writing and Speaking are optional.

Important: ESL refers to instructional services for participants who are English Language Learners (ELLs).

Initial Testing Guidelines: TABE CLAS-E

TABE CLAS-E identifies valid scores by providing scale scores for each subject areas and level as measured by the CLAS-E.

It is possible for initial testing to result in an invalid scale score or scores that require further action to establish the correct testing sequence. Invalid initial scale scores should be DECLINED in AAEDMS as "OOR test (initial)." All initial scores should be cross-referenced with the appropriate subject tables in Appendix C of this document. These tables ONLY apply to initial testing, and not subsequent progress tests. Here is an explanation of how to interpret the tables in Appendix C:

TABE CLAS-E Level 2	If initial scale score is 310 or below, retest with level 1 as soon as possible	If initial scale score is between 311 to 508 progress test with level 2	If initial scale score is 509 or higher retest with level 3 as soon as possible
	Scale scores falling in the far-left column represent an initial test that was too difficult for the student. ELL who <u>fall</u> here should retest as soon as possible with the next lower CLAS-E level before instructional hours begin.	The center column represents scales scores in the valid range. Students scoring within this range need no immediate retesting action and can progress test using the same level and alternate form.	A scale score falling in the far-right column represents an initial test that was too simple for the student. ELL students who fall here should retest as soon as possible with the next higher CLAS-E level before instructional hours begin.

Progress Testing Guidelines: TABE CLAS-E

Any test given after the initial test is called a "progress test." A valid progress test is the alternate form (A or B) of the same level test as the last assessment administered. A learner may have multiple progress tests. An MSG is determined by comparing the initial assessment with the appropriate form (form A or B) of the same level test given as subsequent progress tests. Per publisher guidelines, CLAS-E forms A and B are appropriate alternate tests.

Transitioning Learners from ESL to ABE

A participant who is an ELL may choose to transition to ABE services at any time (though program guidance should also be provided). However, a learner who achieves ESL 6 in both Reading *and* Listening, when testing at TABE CLAS-E Level 4 on *any* initial or progress test, *must* be transitioned to an ABE contact type, should they desire to continue services. When transitioning a student from ESL to

ABE, administration of an initial TABE 11&12—starting with the TABE 11&12 Locator—should occur as soon as possible.

If an ELL requests to transition to ABE prior to achieving ESL 6, the current TABE CLAS-E testing sequence must be closed out and the Progress Assessment Exception Form may be used accordingly. The student's new assessment record will now begin with the TABE 11&12 initial placement so that EFL gains can be appropriately measured against the correct assessment.

Required Report Submissions

All programs are required to submit quarterly to ADE/AES a list of their current TABE Trained Administrators (Coordinators and Proctors) and a TABE Violation Log. These required submissions are due by the 15th of the following months: September, December, March, and June.

Testing violations are exceptions or irregularities that could occur during the administration of the TABE 11&12 or TABE CLAS-E. These irregularities or exceptions include situations in which the test proctor may or may not have control over. A list of possible scenarios of what constitutes a violation, along with guidelines for handling them, can be found in the *TABE Test Administration Manual* and violations should be documented accordingly.

The TABE Violation Log must contain at a minimum the following information:

- Date of violation
- AAEDMS ID number of the examinee
- Test session name in INSIGHT
- Name of session proctor
- Written summary of the violation

Programs may use the format of their choice to maintain their TABE Violation Log, as long as it contains the minimum requirements listed above.

AES Contact Information

Direct questions regarding assessment requirements and procedures or requests for technical assistance to:

Arizona Department of Education, Adult Education Services

Jeremy Smith   Christian Garibay
Jeremy.Smith@azed.gov   Christian.Garibay@azed.gov
Assessment and HSE Specialist   Director of Assessment and HSE Services

1535 W. Jefferson, Bin #26
Phoenix, AZ 85007
Phone: 602.258.2410
Fax: 602.258.4986
Website: http://www.azed.gov/adultedservices/

For more information or technical support on INSIGHT or TABE, contact TABE Technical Support at 866-282-2250 or tabehelpdesk@datarecognitioncorp.com

Appendix A: COVID-19 and Provisional EFL Guidelines

If neither in-person nor remote proctoring is possible, a *provisional EFL* must be assigned to the student in the Arizona Adult Education Data Management System (AAEDMS) using an approved provisional assessment. See current guidance from ADE/AES on provisional EFLs and approved provisional assessments.

If it is not feasible to administer progress tests according to the timeframes noted above because of physical distancing *and* a student's inability to sit for a remotely proctored assessment, "Unable to be tested due to COVID-19" should be indicated on the learner profile in AAEDMS. This practice will remain in place until further notice. See Remote Proctoring Requirements section for further guidance.

Provisional EFLs should be used only on rare occasions and with documentation of reasons why remote proctoring or CDC recommendation-aligned in-person testing is not possible. Programs must obtain approval from ADE/AES before setting a Provisional EFL.

Appendix B: Initial Testing Guidance TABE 11&12

All initial scores must be cross-referenced with the appropriate subject table below. In some cases, students will receive N/A instead of a scale score. This happens due to the student incorrectly answering too many questions to register a recordable score. The student should be retested as soon as possible with the next lower TABE 11&12 level before instructional time begins.

TABE 11&12 Reading Recommended Initial Score Ranges		
Level L	If initial scale score is between 300 and 441 **progress test** with Level L	If initial scale score is 442 or above **progress test** with level E
Level E	If initial scale score is 331 or below consider **retesting** with level L **as soon as possible***	If initial scale score is between 332 and 500 **progress test** with level E	If initial scale score is 501 or above **progress test** with level M
Level M	If initial scale score is N/A **retest** with level E **as soon as possible****	If initial scale score is between 442 and 535 **progress test** with level M	If initial scale score is 536 or above **progress test** with level D
Level D	If initial scale score is N/A **retest** with level M **as soon as possible****	If initial scale score is between 501 and 575 **progress test** with level D	If initial scale score is 576 or above **progress test** with level A
Level A	If initial scale score is N/A **retest** with level D **as soon as possible****	If initial scale score is between 536 and 616 **progress test** with level A	If initial scale score is 617 or above student is **exempt** from progress testing in this subject
*Students with scores 331 or lower in TABE 11&12 Reading have answered fewer than 2 questions correctly on the test and may be eligible to take the TABE 11&12 Word List and Level L. Please refer to the TABE 11&12 Word List and Level L manuals to determine eligibility.		
**Invalid initial scale scores should be DECLINED in AAEDMS as "OOR test (initial)."		

TABE 11&12 Mathematics Recommended Initial Score Ranges		
Level L	If initial scale score is between 300 and 448 **progress test** with level L	If initial scale score is 449 or above **progress test** with level E
Level E	If initial scale score is 318 or below consider* **retesting** with level L **as soon as possible**	If initial scale score is between 319 and 495 **progress test** with level E	If initial scale score is 496 or above **progress test** with level M
Level M	If initial scale score is N/A **retest** with level E **as soon as possible****	If initial scale score is between 449 and 536 **progress test** with level M	If initial scale score is 537 or above **progress test** with level D
Level D	If initial scale score is N/A **retest** with level M **as soon as possible****	If initial scale score is between 496 and 595 **progress test** with level D	If initial scale score is 596 or above **progress test** with level A
Level A	If initial scale score is N/A **retest** with level D **as soon as possible****	If initial scale score is between 537 and 656 **progress test** with level A	If initial scale score is 657 or above student is **exempt** from progress testing in this subject
*Students with scores 318 or lower in TABE 11&12 Mathematics have answered correctly fewer than 2 questions correctly on the test and may be eligible to take the TABE 11&12 Level L. Please refer to the TABE 11&12 Level L manuals to determine eligibility.		
**Invalid initial scale scores should be DECLINED in AAEDMS as "OOR test (initial)."		

	TABE 11&12 Language		
	Recommended Initial Score Ranges (optional)		
Level L	If initial scale score is between <u>300 and 456</u> progress test with Level L		If initial scale score is <u>457 or above</u> **progress test** with level E
Level E	If initial scale score is <u>310 or below</u> consider* **retesting** with level L **as soon as possible**	If initial scale score is between <u>311 and 510</u> progress test with level E	If initial scale score is <u>511 or above</u> **progress test** with level M
Level M	If initial scale score is <u>N/A</u> **retest** with level E **as soon as possible****	If initial scale score is between <u>458 and 546</u> progress test with level M	If initial scale score is <u>547 or above</u> **progress test** with level D
Level D	If initial scale score is <u>N/A</u> **retest** with level M **as soon as possible****	If initial scale score is between <u>511 and 583</u> progress test with level D	If initial scale score is <u>584 or above</u> **progress test** with level A
Level A	If initial scale score is <u>N/A</u> **retest** with level D **as soon as possible****	If initial scale score is between <u>547 and 630</u> progress test with level A	If initial scale score is <u>631 or above</u> student is **exempt** from progress testing in this subject
*Students with scores 310 or lower in TABE 11&12 Language have answered correctly fewer than 2 questions correctly on the test and may be eligible to take the TABE 11&12 Word List and Level L. Please refer to the TABE 11&12 Word List and Level L manuals to determine eligibility.			
**Invalid initial scale scores should be DECLINED in AAEDMS as "OOR test (initial)."			

Appendix C: Initial Testing Guidance TABE CLAS-E

All initial scores must be cross-referenced with the appropriate subject table below.

TABE CLAS-E Reading **Recommended Initial Score Ranges**			
Level 1	If initial score scale is 476 or below **progress test** with level 1	If initial scale score is 477 or higher** **retest** with level 2 **as soon as possible**	
Level 2	If initial scale score is 310 or below** **retest** with level 1 **as soon as possible**	If initial scale score is between 311 to 508 **progress test** with level 2	If initial scale score is 509 or higher** **retest** with level 3 **as soon as possible**
Level 3	If initial scale score is 392 or below** **retest** with level 2 **as soon as possible**	If initial scale score is between 393 to 557 **progress test** with level 3	If initial scale score is 558 or higher** **retest** with level 4 **as soon as possible**
Level 4	If initial scale score is 476 or below** **retest** with level 3 **as soon as possible**	If initial scale score is between 477 to 557 **progress test** with level 4	If initial scale score is 558 or higher **student is** **exempt from progress** **testing in this subject area***
Refer to the Transitioning Learners from ESL to ABE subsection of this policy.			
**Invalid initial scale scores should be DECLINED in AAEDMS as "OOR test (initial)."			

TABE CLAS-E Listening **Recommended Initial Score Ranges**			
Level 1	If initial score scale is 468 or below **progress test** with level 1	If initial scale score is 469 or higher **retest** with level 2 **as soon as possible****	
Level 2	If initial scale score is 327 or below ** **retest** with level 1 **as soon as possible**	If initial scale score is between 328 to 514 **progress test** with level 2	If initial scale score is 515 or higher **retest** with level 3 **as soon as possible****
Level 3	If initial scale score is 389 or below** **retest** with level 2 **as soon as possible**	If initial scale score is between 390 to 549 **progress test** with level 3	If initial scale score is 550 or higher **retest** with level 4 **as soon as possible****
Level 4	If initial scale score is 468 or below** **retest** with level 3 **as soon as possible**	If initial scale score is between 469 to 549 **progress test** with level 4	If initial scale score is 550 or higher **student is** **exempt from progress** **testing in this subject area***
Refer to the Transitioning Learners from ESL to ABE subsection of this policy.			
**Invalid initial scale scores should be DECLINED in AAEDMS as "OOR test (initial)."			

Appendix C: Initial Testing Guidance TABE CLAS-E

	TABE CLAS-E Writing Recommended Initial Score Ranges (optional)		
Level 1	If initial score scale is <u>488 or below</u> **progress test** with level 1		If initial scale score is <u>489 or higher</u> **retest** with level 2 **as soon as possible**
Level 2	If initial scale score is <u>230 or below</u> **retest** with level 1 **as soon as possible**	If initial scale score is between <u>231 to 520</u> **progress test** with level 2	If initial scale score is <u>521 or higher</u> **retest** with level 3 **as soon as possible**
Level 3	If initial scale score is <u>396 or below</u> **retest** with level 2 **as soon as possible**	If initial scale score is between <u>397 to 555</u> **progress test** with level 3	If initial scale score is <u>556 or higher</u> **retest** with level 4 **as soon as possible**
Level 4	If initial scale score is <u>488 or below</u> **retest** with level 3 **as soon as possible**	If initial scale score is between <u>489 to 555</u> **progress test** with level 4	If initial scale score is <u>556 or higher</u> **student is exempt from progress testing in this subject area**

	TABE CLAS-E Speaking Recommended Initial Score Ranges (optional)		
Level 1	If initial score scale is <u>501 or below</u> **progress test** with level 1		If initial scale score is <u>502 or higher</u> **retest** with level 2 **as soon as possible**
Level 2	If initial scale score is <u>259 or below</u> **retest** with level 1 **as soon as possible**	If initial scale score is between <u>260 to 536</u> **progress test** with level 2	If initial scale score is <u>537 or higher</u> **retest** with level 3 **as soon as possible**
Level 3	If initial scale score is <u>425 or below</u> **retest** with level 2 **as soon as possible**	If initial scale score is between <u>426 to 567</u> **progress test** with level 3	If initial scale score is <u>568 or higher</u> **retest** with level 4 **as soon as possible**
Level 4	If initial scale score is <u>501 or below</u> **retest** with level 3 **as soon as possible**	If initial scale score is between <u>502 to 567</u> **progress test** with level 4	If initial scale score is <u>568 or higher</u> **student is exempt from progress testing in this subject area**

Appendix D: Progress Assessment Exception Form

ARIZONA DEPARTMENT OF EDUCATION

Progress Assessment Exception Form
All sections of the form must be completed.

_____, will take the Progress Test before
Print student name
completing the required instructional hours (per the chart below) due to the following reason:

(Choose one of the following reasons)

☐ The class is ending **or** the student is exiting the Program **and** has made exceptional and verifiable progress before completing the required minimum hours (**evidence of progress must be documented in student's file**).

☐ ELL requests to transition to ABE services prior to achieving ESL 6 and needs their CLAS-E assessment sequence closed out.

☐ An ELL at ESL 5 or ESL 6 with a Period of Participation that crosses fiscal years must be retested with a higher level to get a valid initial placement prior to recording attendance in the new fiscal year.

SIGNATURES	Date
Student	/ /
Instructor	/ /
Director/Coordinator	/ /

PROGRAM USE ONLY
Select one contact type only (ABE or ESL) and the student's Educational Functioning Level.

☐	**ABE Participant**		☐	**ESL Participant**	
Check One	**ABE Level**	**Minimum Required**	**Check One**	**ESL Level**	**Minimum Required**
☐	ABE Level 1	After 40 Hours (recommended 50-60)	☐	ESL Level 1	After 50 Hours (recommended 50-60)
☐	ABE Level 2		☐	ESL Level 2	
☐	ABE Level 3		☐	ESL Level 3	
☐	ABE Level 4		☐	ESL Level 4	
☐	ABE Level 5	After 30 hours (recommended 39-60)	☐	ESL Level 5	
☐	ABE Level 6		☐	ESL Level 6	

Programs must make every effort to ensure that students meet the guidelines for instructional hours between initial- and progress-test administration.
Use of exceptions for progress-testing should be limited and rare.

Appendix E: Resources

ADE/AES Assessment Certification Training https://www.azed.gov/adultedservices/tabe-certification-courses

NRS Website https://nrsweb.org/training-ta/ta-tools/assessment

DRC INSIGHT Portal https://www.drcedirect.com/all/eca-portal-v2-ui/#/login/TABE

TABE Test https://tabetest.com/

       Remote Proctoring

       Guidelines to Inclusive Testing

       Device Readiness Check

       Progress Testing Guidelines

       Online Tools Training

TABE 11&12

       TABE 11&12 Testing Times

       Individual Profile Report

TABE CLAS-E

       Objective Structure

       Online Test Administration times

       CLAS-E Individual Profile

ADULT EDUCATION SERVICES

Blended & Virtual Learning Policy
PY 2023-2024

Contents

ADE-AES Educational Technology Overview

Our Purpose

The Educational Technology unit of Arizona Department of Education - Adult Education Services (ADE-AES) supports WIOA state-funded adult education programs and instructors with technology integration, blended learning, virtual education, and digital literacy by facilitating professional development and offering guidance specific to each unique program.

Introduction to Blended Learning & Virtual Learning

Blended learning is an andragogical strategy that connects and compliments traditional in-class learning experiences ('contact hours') with out-of-class digital components ('proxy hours'). The benefit of the out-of-class portion of blended learning is flexibility in when, how, and where students access the online components. Virtual (or distance) education is where students and instructors are separated by geography, time, or both for 50% or more of the instructional period. A student's status as a participant in blended learning or virtual learning may change at any point based on the percentage of proxy hours.

To help facilitate blended and virtual learning, WIOA state-funded programs may utilize online curricula that have been acquired by the state at no cost to the program. Programs may select alternative online curriculum from the list of approved online curricula (pages 7-8); or, if instructors have completed the required Teacher Verification Model certification course, they may source other suitable curricula deemed to be educationally sound through a rigorous evaluation process. This includes curricula that instructors themselves have created.

Recording Attendance in the State Data Management System

State-funded adult education programs must keep an auditable record of in-class (synchronous) and out-of-class (asynchronous) attendance using the state data management system. This attendance may be recorded in the state data management system as a cumulative monthly total (by default), or, on a more frequent basis if so desired. Time spent on asynchronous online learning outside of class, referred to as 'proxy hours,' can be reported via one of three National Reporting System (NRS) proxy models:

- **Clock Time Model** describes recording usage of **state-approved online curricula** (see page 8) that automatically tracks student usage and can generate reports showing that student's usage over a period of time. Adult education programs enter that time into the state data management system in the 'proxy hours' field.

- **Learner Mastery Model** describes recording usage of **state-approved online curricula** (see page 7) that allocates a fixed number of hours based on passing a test (typically 70% or higher). The fixed number of hours will be recorded in the state data management system in the 'proxy hours' field when the student passes the test.

- **Teacher Verification Model** is where a teacher, upon completion of state-required training, can use their professional judgment and prior experience to determine the time required for students to complete assigned asynchronous work (if the assigned work does not have its own means to track time). The estimated hours to complete the assigned work will be recorded in the state data management system in the 'proxy hours' field for students who show evidence of satisfactory completion.

Setting Up Classes in the State Data Management System

When setting up a new class in the state data management system, pay close attention to the 'class format' which indicates the modality that students are primarily attending. All formats utilize blended learning where synchronous instruction (contact hours) connects with asynchronous learning (proxy hours) to be completed outside of class time and therefore can report both types of attendance hours.

All participants must have at least 12 hours of contact with the program* before they can be counted for Federal reporting purposes. The class format options are as follows:

- **Face-to-Face** - used for classes where the synchronous instruction primarily occurs in-person (all students are in the classroom).

- **Virtual** - used for classes where the synchronous instruction is primarily held virtually such as over a video conferencing platform (e.g., all students are attending class virtually, such as Zoom, WebEx, or Google Meets)

- **HyFlex** - used for classes where the synchronous instruction is occurring in-person and virtually at the same time (students may choose to attend in-person or virtually based on their needs that day).

  In-person contact time is not required to obtain the initial 12 hours of contact. Contact hours for virtual learners can be a combination of in-person or through telephone, video, teleconference, or online communication, where participant and program staff can interact and through which participant identity is verifiable.

Monitoring

All hours entered into the state data management system must adhere to Arizona state guidelines and will be **subject to audit** by the Educational Technology and/or the Program Operations and Compliance units. It is imperative that all hours entered into the state data management system have documentation to substantiate the amount reported. That may include virtual and/or in-person attendance logs, online curriculum usage reports, evaluations of specific online curricula, and teachers' written notes. All documentation must be kept in an auditable format, either hard-copy or digital, and be available upon request by ADE-AES.

Acceptable Evidence of Contact Hours (synchronous instruction)

- **Face-to-Face** - Sign-in/sign-out sheets recording student attendance hours must exactly match student attendance hours that are entered into the state data management system. If a student signature is missing for either the sign-in or sign-out field, attendance for that student on that day cannot be entered into the state data management system until their signature is obtained. These attendance sheets must be kept on file for a minimum of 5 years after the current grant contract ends.

- **Virtual** - Evidence for these hours will include documents verifying interactions such as virtual attendance logs, chat logs, or written records detailing specific time/date and length of contact. Records and logs must be kept on file for a minimum of 5 years after the current grant contract ends.

- **HyFlex -** Evidence includes any combination of the acceptable evidence listed for Face-to-Face and Virtual class formats.

Acceptable Evidence of Proxy Hours (asynchronous instruction)

- **Clock Time Model and Learner Mastery Model** - Records will be audited by comparing reports generated by the specific state-approved curriculum with data entered into the state data management system's 'proxy hours' field. The data in the generated reports must reflect the proxy hours entered into the data management system. Exceptions must be justified. Generated reports must be kept on file and provided upon request for a minimum of 5 years after the current grant contract ends.

- **Teacher Verification Model** - Records will be audited by reviewing evidence of:
  - instructor completion of the Blended Learning Certification course (found on the EMS),
  - a completed Lesson Submission Form for the lesson(s) of the earned proxy hours entered into the data management system,
  - and evidence of the student's satisfactory completion of the assignment.

  Evidence must be kept on file for a minimum of 5 years after the current grant contract ends.

Assessment

Accountability testing is designed to measure effectiveness at the program level. Results should be used to guide programmatic decisions, policies, and procedures. Programs are required to have additional assessments in place to inform classroom instruction and individualization of learning for skill mastery.

Programs must administer initial tests to all learners (100%), including Virtual Learning students, within the first 12 hours of attendance and follow up with progress tests during the period allowed as described in this document to at least 75% of learners. Remote proctoring of TABE assessments is allowed. All valid assessments administered to WIOA Title II participants must be entered in AAEDMS.

If neither in-person nor remote proctoring is possible, a provisional EFL must be assigned to the student. See the PY 2022-2023 Assessment Policy's Appendix A for guidance on provisional EFLs.

Progress test timeframes are set by ED/OCTAE/DAEL and also apply to students enrolled in DL. TABE 11&12 and TABE CLAS-E required progress test timeframes:

Student Level	Publisher Recommended Instructional Hours between test sessions	Minimum allowable time between test sessions
ABE Levels 1-4	50-60	40 instructional hours or 4 weeks (whichever is longer)
ABE Levels 5-6	30-59	30 instructional hours or 4 weeks (whichever is longer)
ELAA Levels 1-6	50-60	50 instructional hours or 4 weeks (whichever is longer)

Contact Information

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Glossary

Asynchronous Learning- Any out-of-class learning that adheres to either the Clock Time Model, Teacher Verification Model, or the Learner Mastery Model.

Blended Learning - Learning that connects content via two different learning modalities (contact hours/synchronous & proxy hours/asynchronous).

Clock Time Model - Assigns proxy hours based on the elapsed time that a learner is connected to, or engaged in, an online or stand-alone software program that tracks time.

Curricular Resources - Learning material aligned to the state's adult education content standards that are used by instructors and students.

Digital Literacy - the skills associated with-
(A) using technology to enable users to find, evaluate, organize, create, and communicate information; and
(B) developing digital citizenship and the responsible use of technology.

Virtual Learning - Any substantial synchronous contact made with a student that supports their success from a distance to include but not limited to: delivering instruction, tutoring, mentoring, and motivating. Professional judgment is used to determine whether the contact was substantive enough to document in the state data management system.

Learner Mastery Model - Assigns a fixed number of proxy hours based on the learner passing a test on the content of each lesson.

Proxy Hours - Any out-of-class (asynchronous) hours of instruction adhering to either the Clock Time Model, Teacher Verification Model, or the Learner Mastery Model.

Synchronous Learning – occurs when teacher and students are together at the same time (live); can be in-person or virtual

Teacher Verification Model (TVM)- Assigns a predetermined number of proxy hours for each assignment based on teacher determination of the extent to which a learner engaged in, or completed, the assignment.

Virtual Learning - For federal reporting purposes, a student is classified as a Distance Learning (DL) student if over 50% of attendance hours are 'proxy hours,' as opposed to 'contact hours.' Student status as a classroom or DL student may change at any point based on the percentage of proxy hours. Both the student's face-to-face and proxy hours will be included in the annual NRS report, according to the NRS Guidelines for Distance Education. Final determination of a student's status is determined at the end of the fiscal year for reporting purposes.

Approved Online Curricula

This list is subject to change as curricula get added/removed based on its alignment to NRS requirements, the Arizona Adult Education Content Standards, and other criteria.

Learner Mastery Model			
Curriculum	**Proxy Hours Criteria**	**Proxy Hours Reporting**	**Validation by**
NROC LMS Courses	Learners must meet a 70% proficiency or greater for all unit quizzes to earn reportable hours.	Each Topic: 0.5 hours/topic	NROC & ADE/AES
Reading Skills for Today's Adults	Learners must complete the supplemental activities and earn a 70% or higher on the assessment. Teachers will keep records of students' work demonstrating completion and mastery.	1.5 hours/passage using PDFs Each Passage includes completion of: → Passage reading → Pre-questions → Post-questions and → Supplemental activity OR 0.75 hours/passage using Wakelet Each Passage includes completion of: → Passage reading → Quizlet vocabulary activities → Google Form of comprehension questions	Literacy Minnesota & ADE/AES
USA Learns	Learners must meet a 70% proficiency or greater for all units to earn reportable hours.	Course 1: 3 hours/unit Course 2: 3 hours/unit Practice English & Reading:1 hour/unit USA Learns Citizenship:1 hour/unit	California Department of Education (CDE) & ADE/AES

| **Clock Time Model** |
| All of the below software utilizes 'Time On Task' to report proxy hours. Links included for information only. |

ALEKS (MHC) - https://www.aleks.com/

Arizona Career Readiness Credential (ACRC) - https://acrc.az.gov/

Aztec Software - http://www.aztecsoftware.com/products-services/high-school-equivalency

BurlingtonEnglish - https://www.burlingtonenglish.com/

Edmentum (Previously named PLATO) - https://www.edmentum.com/

EdReady - https://nroc.org/what-we-offer/edready/

ESL ReadingSmart - http://welcome.eslreadingsmart.com/

Essential Education - https://www.essentialed.com/products/

Khan Academy - https://www.khanacademy.org

Learning Upgrade - https://web.learningupgrade.com/

McGraw-Hill HSE Achieve - https://www.mheducation.com/prek-12/segment/adulted.html

Northstar Digital Literacy Assessments - https://www.digitalliteracyassessment.org/

Odysseyware - https://www.odysseyware.com/

Rosetta Stone - https://www.rosettastone.com/k12/home/

SkillsTutor - https://www.paxenpublishing.com/skillstutor/

| **Teacher Verification Model** |
| Any other online curricular resources that have been vetted by an instructor who has completed the required ADE-AES Blended Learning Certification course can be utilized for proxy hours. Curricular resources can include existing resources found through internet searches, resources compiled into a single location within a learning management system (LMS) or webpage, and resources created by the instructor. |

Appendix A: Digital Literacy Guidance

The resources below are in response to the National Skills Coalition's "Digital Skills in Pandemic Times: How State Policymakers Can Help Workers and Businesses Adapt in a Changing Economy" recommendation document.

1. ***Encourage the use of existing Workforce Innovation and Opportunity Act (WIOA) funds and state adult education funds for digital skill-building***
   - Purchase Northstar Digital Literacy for the program.
   - Use Google Applied Digital Skills or Microsoft's LinkedIn Learning Courses: Working with computers and Working and collaborating online
   - Pay teachers to develop lessons and/or professional development that incorporate the International Society for Technology and Education (ISTE) Standards for leadership, teachers, and students.
   - To address equity, purchase devices such as the RACHEL, Study Buddy, or other tools found on the Digital Tools for Different Access Scenarios for those without internet/device access.
   - Purchase assistive technology and accessories such as keyboards for phones, smart pens, screen readers, etc. Additional tools and information can be found at the Learning Disability Resources Foundation's Assistive Technology Page.

2. ***Ensure that digital literacy skill-building is an explicitly permitted use of state Incumbent Worker Training (IWT) funds.***
   - Collaborate with Title I Partners to ensure digital literacy is specifically addressed.

3. ***Facilitate partnerships between education and workforce providers and the public library system to support digital skill-building.***
   - State Land Department's Statewide Map of Public Wifi Hotspots
   - AZ Library Wifi Hotspot Lending Program Update: recently awarded funding for 16 libraries to start or continue lending programs, and with the CARES Act stimulus funding are in the process of awarding additional funding for hotspot lending. Reach out to your local library to see if they are a participant of this program.
   - Arizona Libraries Digital Inclusion Resource Hub
   - Connect Arizona: Get free tech help from a digital navigator with anything from computer issues, finding free wifi hotspots, to using your smartphone to access email and other apps.

4. ***Analyze existing datasets to understand whether existing digital learning methods produce equitable outcomes for learners***.
   - Local providers are required to explain how they plan to analyze the success of digital literacy instruction in the Digital Literacy section of the AES-required Technology Plan submission.