

YOUTH ASSESSMENT	
Department: Office of Economic & Workforce Development	Effective Date: July 1, 2010
Policy/Procedure #: 103Y	Supersedes: October 1, 2009

Overview

All providers are required to complete an Individual Service Strategy (ISS) for each participant, which records various assessments. Providers may use academic, vocational, employability, interest, aptitude and service need assessments that are appropriate for youth. OEWD requires specific assessments to measure literacy and numeracy levels.

Examples of Assessments

To maximize the availability of assessments to providers and participants alike, vocational and other assessments are available by appointment at One Stop Career Link Center locations, which youth providers can access.

Literacy and Numeracy Assessments

All participants must take literacy and numeracy appraisals. Providers must utilize OEWD-Approved literacy and numeracy appraisals to gauge literacy and numeracy for purposes of determining basic skills deficiency (BSD) and referring participants to necessary educational resources or remediation and tutoring services.

The following literacy and numeracy assessments are approved for such use:

- CASAS ECS Form 130 (Comprehensive Adult Student Assessment System Employability Competency System)
CASAS testing requires that an appraisal is administered prior to a pre-test. An “appraisal” is defined as a short assessment that determines if a client is basic skills deficient and is recorded as a scaled score. If a client is determined to be BSD, then a pre-test must then be administered. A “pre-test” is defined as an extensive measurement of a client’s literacy or numeracy skill level and is recorded as a grade level or educational functioning level.
- TABE 7-8 and 9-10 (Test of Adult Basic Education)



Additionally, for participants with Limited English Proficiency, the following assessments are approved:

- CASAS Form 80

When proctoring a Literacy and Numeracy Assessment, providers must adhere to the following:

- An appraisal test must be proctored prior to a “pre-test”.
- The same assessment tool must be administered for the appraisal, pre- and post-tests.
- Assessments must be administered in a standardized manner with reasonable accommodation provided to individuals with disabilities and limited English Proficiency.
- Assessments must be administered according to the requirements and standards of the publisher, where applicable.

Increases in Basic Skills:

For youth who are appraised deficient in basic math and/or reading skills, **(assessed at or below Educational Functional Level 6 – at or below a 9th grade level)** the provider must proctor a pre-test and post-test to indicate any increases. All such information must be documented in the ISS, Application, Enrollment Form and WIA Test Score Form, where applicable.

If a participant is appraised Basic Skills Deficient defined by CASAS guidelines, then provider must proctor a pre-test and submit the pre-test score within sixty (60) days of enrollment. Post-test scores must be submitted within one year of the enrollment date, but prior to the client’s exit from services. Therefore, even if the participant is enrolled for more than one year the provider must still submit post-test scores within one year of enrollment regardless of exit date. **For clients enrolled in programs that include WIA funding, assessment procedures must adhere to WIA assessment requirements.**

Appropriate Assessments

English Proficiency: If a client has Limited English Proficiency (LEP), based on perceived ability to communicate in writing or verbally in English, the provider must offer assessments designed to accommodate such persons. If such assessments are not available onsite, the provider must refer offsite for such services and document accordingly.

Individuals with Disabilities: When administering assessment tools, individuals with disabilities are to be provided with reasonable accommodations. Such accommodations can be made on a case-by-case basis in order to enable an individual with a disability services equal to that of an individual without a disability.

