

Assessment Procedures

Consortium	HAP Academy OIC
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Policy guidance	From Minnesota ABE Policies website (mnabe.org/law-policy/minnesota-adult-education-policy): <ul style="list-style-type: none">• Assessment Policy

Introduction

These procedures detail the local ABE consortium’s testing procedures used at all sites. These procedures describe how the consortium is complying with the Minnesota ABE Assessment Policy through outlining:

- The consortium use of approved assessments (CASAS, TABE and/or BEST Plus) and for which students they are used.
- Consortium use of different modes of testing, including paper-based testing, computer-based testing, and remote testing.
- When and how to conduct pre-testing to ensure all students have a valid pre-test within the first 12 contact hours, including how to ensure that the student does not already have a valid pre-test, and how the program handles invalid test results.
- When and how to conduct post-testing, including how to ensure that the student is not post-tested before 40 contact hours, how the post-tests are administered, how the program handles invalid test forms and scores, how post-testing data is entered into SiD, and how the consortium works to maintain a 60% or greater post-testing rate for all participants within the program year.
- What the assessment training requirements are for initial testing certification, re-certification at least every five years, other ongoing training, and for which staff.
- What additional guidance and procedures the ABE consortium has for local staff regarding testing and assessment.

Assessment Procedures

Consortium: HAP Academy OIC

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Introduction

These procedures describe the assessment practices used by HAP Academy OIC to comply with the Minnesota ABE Assessment Policy across all applicable program sites. HAP Academy OIC uses approved assessments to determine student educational functioning levels, support instructional placement, document measurable skill gain, and meet state and federal reporting requirements.

HAP Academy OIC uses assessment as part of a broader intake, orientation, and educational planning process. Assessment results are used together with student interview information, educational history, career goals, and staff judgment to place students appropriately and support their progress. All testing is conducted in accordance with Minnesota ABE policy, National Reporting System requirements, and test publisher guidance.

These procedures outline the assessments used by the consortium, the modes of testing available, pre-testing and post-testing procedures, staff training requirements, and additional local guidance related to assessment and data entry.

Assessments Used by the Consortium and for Which Students

HAP Academy OIC uses CASAS as its approved NRS assessment system for Adult Basic Education participants. CASAS is used to assess students who are enrolled in ABE services and who require NRS reporting, including students participating in services such as adult diploma support, GED preparation, foundational academic skills instruction, English language learning, transition preparation, and ABE-supported career pathway instruction.

CASAS is used to:

- Determine initial educational functioning levels
- Support instructional placement
- Establish a valid pre-test for NRS reporting
- Measure educational gain through post-testing
- Inform student goal-setting and progress review

HAP Academy OIC primarily uses CASAS computer-based testing when available and appropriate. Paper-based TABE testing may be used when needed based on site capacity, technology access, accommodation needs, scheduling, or other practical considerations. HAP Academy OIC may use

remote testing procedures that comply with all required test security and administration standards. Remote testing seems to work best with students who have higher academic and computer literacy skills, but to date has seen limited use at HAP Academy OIC.

At this time, HAP Academy OIC's primary approved assessment for ABE participants is CASAS. If other state-approved assessments such as TABE or BEST Plus are ever used, they will only be administered in accordance with current Minnesota ABE policy and for the student populations for whom those tools are approved.

Consortium Use of Different Modes of Testing

HAP Academy OIC may use the following testing modes as permitted by current policy and operational need:

Computer-based testing:

Computer-based CASAS testing is the preferred mode when devices, staffing, and student readiness allow. This method supports efficient administration, scoring, and reporting and comprises more than 99% of all tests administered over the past year.

Paper-based testing:

Paper-based testing may be used when computer-based testing is not feasible, when accommodations are needed, or when site conditions make paper testing more appropriate. Paper tests are administered and scored according to CASAS, TABE, and Minnesota ABE requirements.

Remote testing:

Remote testing is only used occasionally or when school closures require a change to remote work. When remote testing is conducted, HAP Academy OIC follows all required procedures related to test security, identity verification, appropriate environment, and valid administration practices.

Regardless of testing mode, HAP Academy OIC follows the same standards for timing, validity, security, documentation, and data entry.

Pre-Test Procedures and Guidelines

HAP Academy OIC ensures that all eligible ABE students have a valid pre-test within the first 12 contact hours, in accordance with Minnesota ABE Assessment Policy.

Timing of pre-testing

Students who are enrolled in ABE services and require NRS assessment are pre-tested as early as possible during intake or at the beginning of instruction. HAP Academy OIC aims to complete pre-testing before or within the first 12 contact hours of participation. Staff monitors attendance and assessment status to make sure this

requirement is met. Currently, the procedure is for students to complete an online application, then schedule a time to come in and complete the Individual Education/Employment Plan and then NRS testing.

Determining whether a student already has a valid pre-test

Currently, all students receive a pretest, unless a student brings evidence of a recent prior assessment from an ABE provider. Once HAP Academy OIC receives access to SiD, and before administering a new pre-test, staff will review the student's record in **SiD** and any available consortium records to determine whether the student already has a valid pre-test that may be used under current policy. If a valid pre-test is already on file and falls within the allowable timeframe and policy rules, staff do not administer a duplicate pre-test unnecessarily. If no valid pre-test is available, or if the prior test is outside the allowed window or otherwise unusable, a new pre-test is administered.

Pre-test administration

Pre-tests are administered by trained staff following CASAS testing procedures and publisher guidance. Staff use appropriate appraisal or placement procedures, when required, to select the correct test level and form. Testing is conducted under standardized conditions to the extent possible, including appropriate instructions, timing, environment, and supervision.

Assessment results are reviewed along with intake information to support placement into the appropriate class, instructional level, or service. Staff explain to students that the pre-test is used for placement and progress measurement, not as a barrier to entry.

Invalid pre-test results

Occasionally, a pre-test is determined to be invalid. During these times, HAP Academy OIC follows state and test publisher guidance to determine next steps. Invalid results may occur due to testing irregularities, incomplete tests, administration errors, scoring issues, use of the wrong form or level, or other circumstances affecting validity. When invalid results occur, staff document the issue, correct the record as needed, and administer a valid replacement test. Invalid tests are not used for NRS reporting or instructional placement unless policy explicitly allows their use.

Post-Test Procedures and Guidelines

HAP Academy OIC conducts post-testing in accordance with Minnesota ABE policy and CASAS guidance to measure educational gain and support NRS reporting.

Timing of post-testing

HAP Academy OIC requires that students receive at least 40 contact hours of instruction before post-testing. Staff monitor attendance in SiD and local records to ensure that a student is not post-tested before meeting the minimum contact hour threshold. Post-testing may occur after 40 hours when the

student has had sufficient instruction and staff determine the student is ready to be reassessed. Every attempt is made to assess learners at 40 hours of instruction. Students are also eager to test as they understand that this is the means by which they are allowed entry into either ABE integrated career-specific training, or stand alone career-specific education and training.

Post-test administration

Post-tests are administered by trained staff using the appropriate CASAS post-test form and level, following test publisher requirements for test sequence, timing, and administration. As with pre-testing, post-tests may be conducted in computer-based or paper-based format, and remotely only when permitted by current guidance.

Staff make reasonable efforts to schedule students for post-testing promptly once they become eligible. This may include coordination with instructors, testing reminders, scheduled testing days, or integration of post-testing into the student's regular attendance pattern.

Invalid post-test forms or scores

If a post-test form or score is found to be invalid, HAP Academy OIC follows state and CASAS guidance. Staff review the cause of the invalid result, document the issue, and determine whether a retest is appropriate and allowable. Invalid post-tests are not used for NRS reporting. If needed, corrected or replacement testing is completed using approved procedures.

Data entry into SiD

All valid post-test results are entered into **SiD** in a timely manner by designated staff. Staff review records for completeness and accuracy, including test date, form, level, score, and alignment with contact hour requirements. If corrections are needed, staff update records promptly to maintain accurate reporting.

Maintaining a 60% or greater post-testing rate

HAP Academy OIC works to maintain a 60% or greater post-testing rate for all applicable participants within the program year. To support this goal, staff:

- Monitor attendance hours regularly
- Track students approaching post-test eligibility
- Coordinate post-testing schedules with instructors and program staff
- Communicate the purpose and importance of post-testing to students
- Follow up with active students who miss testing opportunities
- Review post-testing rates throughout the year and address gaps promptly

Post-testing is treated as a regular part of the instructional cycle rather than a separate activity. This helps support compliance, instructional planning, and program performance.

Assessment Training Requirements and Procedures

HAP Academy OIC requires that staff who administer assessments, score tests, select forms or levels, or oversee testing records complete appropriate training and maintain current qualification in accordance with Minnesota ABE policy and test publisher requirements.

Initial certification

Staff responsible for administering CASAS assessments must complete the required initial training before independently testing students. This includes training on test administration procedures, appropriate test selection, standardized practices, scoring, validity, and data entry expectations. We currently have three staff who have completed CASAS certification.

Re-certification

HAP Academy OIC requires re-certification at least every **five years**, or sooner if required by the state or test publisher. Staff are responsible for maintaining current certification status, and program leadership monitors certification timelines to ensure continued compliance.

Ongoing training

In addition to initial certification and re-certification, staff may participate in ongoing training related to:

- Minnesota ABE assessment policy updates
- CASAS implementation changes
- Test security and standardized administration
- Remote testing requirements, when applicable
- Use of assessment data for placement and instructional planning
- SiD data entry and quality assurance

These training expectations apply to staff who administer tests, supervise testing, enter assessment data, or oversee ABE assessment compliance.

Additional Procedures and Guidance

HAP Academy OIC provides additional local guidance to staff to support consistent assessment practice across programs and sites.

Use of assessment results

Assessment results are used as one part of the student placement process. Scores are considered alongside student goals, prior education, English language proficiency, attendance patterns, and career interests. Staff use this information to place students appropriately and to support educational and workforce planning.

Test security and standardized administration

All staff involved in assessment are expected to protect test security and follow standardized administration procedures. Testing materials, passwords, and student testing information are handled securely. Staff provides a testing environment that minimizes distractions and supports valid results.

Accommodations

When accommodations are needed, HAP Academy OIC provides them in accordance with Minnesota ABE policy and test publisher guidance. Staff document approved accommodations and ensure that accommodated testing remains valid for reporting purposes.

Data quality and record review

HAP Academy OIC reviews assessment data for completeness, validity, and timeliness. Staff check that students have valid pre-tests, that post-tests occur only after the required contact hours, and that all scores entered into SiD are accurate. Errors are corrected promptly when identified.

Communication with instructional staff

Assessment information is shared with instructors and relevant staff as needed to support student placement, instructional planning, and follow-up. Instructors are encouraged to monitor student progress and help identify students who are approaching post-test readiness.

Integration with intake and orientation

Assessment is integrated into intake and orientation rather than treated as a stand-alone event. Students are informed about why testing is required, how results will be used, and when post-testing will occur. This helps students understand assessment as part of their learning process and progress toward goals.

Conclusion

HAP Academy OIC uses CASAS as its approved NRS assessment system for ABE participants and follows Minnesota ABE Assessment Policy in all aspects of testing. The consortium ensures valid pre-testing within the first 12 contact hours, requires post-testing only after at least 40 contact hours, enters testing data into SiD in a timely manner, and maintains staff training and quality control procedures to support accurate reporting and meaningful instructional use of assessment results.