Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act
Local Guidelines for Implementing State Assessment Policy
Program Year: 2023-2027

West Hills Community College District (WHCCD) developed and implemented the following local assessment and data collection procedures consistent with the CDE Workforce Innovation and Opportunity Act, Title II (WIOA T II): Adult Education and Family Literacy Act, Assessment Policy Guidelines.

All **English as a Second Language (ESL), Adult Basic Education (ABE), High School Equivalency (HSE), and Citizenship** students enrolled at Coalinga College, and Lemoore College Adult Education classes must take the CASAS locator, pre-test, and post-test. The proctor must administer a pre-test to students as soon as feasible after the class, but no later than **2 weeks.**

In accordance with the CDE WIOA T II and State Office of CAEP, pre-testing and post-testing are mandatory to monitor students' progress in obtaining measurable skills gains (MSG) performance.

I. Training and Dissemination of Local Guidelines for Implementing the California Assessment Policy

The WHCCD WIOA Title II Director will ensure that all CASAS-approved proctors complete the required training with CASAS to receive access to TOPSpro as WHCCD CASAS proctors. Staff will receive training on this CASAS policy; training will be available in the fall and spring semesters. Staff training will include the following: training on this policy and TOPSpro for data collection. WHCCD will use a Zoom meeting sign-in sheet to document staff participation.

II. Initial Orientation and Placement into Program and Instructional Level

WHCCD staff will provide orientation on CASAS testing requirements for High School Equivalency (HSE), English as a Second Language (ESL), and Citizenship students. Orientation will include the following information:

- **Registration Process** - Students will register for WIOA Title II courses by taking the CASAS Test (Provide Social Security Number or ITIN when completing the CASAS profile).
- **CASAS pre-test** - students will complete a CASAS locator test and pre-test to measure entry skills.
- **Other class assessments** - Faculty will use other internal testing tools in combination with the CASAS pre-test to measure their skills and place the students at the required ESL or HSE level.
- **CASAS post-test** - students must complete a post-test to measure their skill gains.

III. Progress Testing: Pre-test and Post-Test

CASAS Testing Preparation:

1. Proctor schedules the pre-test during the first two weeks of class.
2. All students need to use their WHCCD student ID for CASAS testing.

Instructions to retrieve WHCCD IDs from TOPSpro:

1. Log in to TOPSpro and select **Record, Students, and Demographics.**
2. Click on **the filter, select all, and press ok.**
3. Under the student's name tab, select the filter, click the drop-down menu, select contains, and type the student's name.
4. Verify the student's birth date and retrieve the student ID.

CASAS Pre-Test:

1. Proctor login to https://ca.etestsonline.org/etests2/#/
2. Proctor identifies class-assigned pre-test:
   - **ESL/Citizenship students will take the Reading Test (STEPS) – Form 620R – Locator and Form numbers 621R – 630R**
   - **HSE (GED/HiSET) students will take the Reading Test (GOALS 2) – Form 920R – Locator and Form numbers 921R – 930R (the Math Test is optional)**

   Note: Students who are co-enrolled in ESL and HSE/GED only need to take one of the pre-tests listed above.
3. Proctor selects **start** the **assigned pre-test** - **Intake + locator + Pre-test.**
4. Proctor selects **start remote session or start on-site session.**
5. Proctor needs to use Zoom for remote testing to supervise students (if students are testing from home).
6. Use the eTest website https://ca.etestsonline.org/etests2/#/ **(for on-site sessions only) and** https://ca.etestsonline.org/etests2/remote/ **(for remote testing only).**
7. Proctor assists students in opening the eTest webpage.
8. Proctor assists students in entering their ID and completing all the **CASAS Data Collection fields (Enrollment).**
   Note: Social Security Number (SSN) or Individual Taxpayer Identification Number (ITIN) is required; if the student does not have an SSN, they must select Does Not Have.
9. Students enter personal information and answer all questions (**skip Ward question**).
10. Proctor enables the students to start the test and supervise the testing session.

CASAS Post-Test:

CASAS recommends post-testing students after approximately 40–100 hours of instruction. However, programs may post-test students at the end of the semester or post-test students who indicate they are leaving the program to maximize the collection of paired test data. Testing should not occur before at least 40 hours of instruction.

Additionally, the post-test must be in the same skill area as the pre-test; programs cannot use a reading pre-test and a math post-test to determine learner gains.

Note: If Citizenship students obtain US citizenship, HSE students obtain diplomas; they do not have to post-test unless they are co-enrolled in an ESL Class. The MSG will be obtained by completing the educational goal.

1. Proctor verifies students' 40 hours of instruction in TOPSpro/TE Teacher Portal Hours Since Last Test Report.
2. Proctor schedules the post-test two weeks before the end date of the class.
3. Proctor login to https://ca.etestsonline.org/etests2/#/.
4. Proctor identifies the class-assigned post-test:
    - **ESL/Citizenship – Reading Test (STEPS) – Form numbers 621R – 630R**
    - **HSE (GED and HiSET) – Reading Test (GOALS 2) – Form numbers 921R – 930R (the Math Test is optional)**
    - **Note: Students co-enrolled in ESL and HSE only need to take one post-test. In addition, to have paired scores, students must take the same CASAS test series they took for the pre-test.**
5. Proctor selects start the **assigned post-test – Progress + Post-Test.**
6. Proctor selects **start remote session or start on-site session.**
7. Proctor needs to use Zoom for remote testing to supervise students (if students are testing from home).
8. Use the eTest website https://ca.etestsonline.org/etests2/#/ **(for on-site sessions only) and** https://ca.etestsonline.org/etests2/remote/ **(for remote testing only).**
9. Proctor assists the students in opening the eTest webpage and signing in.
10. Proctor assists students in entering their ID.
11. Students enter personal information and answer all questions (**skip Ward question**).
12. Proctor enables the students to start the test and supervises the testing session.

Proxy Wizard to Export CASAS Test Scores (optional) – the CASAS scores for returning students who post-tested proctor can use the Proxy Wizard to export CASAS test scores from May to June to the new fiscal year.

1. Log in to TOPSpro and select Reports, Demographics, and Hours Since Last Test Report.
2. For the program year, select the previous fiscal year (e.g., 7/1/25 – 6/30/26).
3. If students tested in May - June, enroll students in the new fiscal year.
4. Run the Proxy Wizard to transfer test scores to the new fiscal year (Deadline to submit Proxy Wizard Sep 30th).

Instructions to run the TOPSpro Learning Gains Report: Select Reports, Test Results, Learning Gains, Student Learning Gains, and Generate.

Short-Term CTE:

Non-credit CTE students are not required to complete the CASAS test. The students' enrollment data will be captured through the Management Information System (MIS). Non-credit CTE students will not be enrolled in TOPspro.

Grant-funded CTE (Not for Credit) students do not need to complete the CASAS test. Students' enrollment data will be entered through CASAS **CTE Registration** online or manually. CAEP legislation encourages the leveraging and braiding of other state and federal funding sources, as stated in California Education Code, Section 84905(b). Therefore, students enrolled in adult education classes supported by other grant funding may also be co-enrolled in CAEP, provided they meet applicable CAEP program and reporting requirements.
Integrated Education and Training (IET) students are required to complete the CASAS ESL assessments. IET courses will combine adult basic education, English language learning, or literacy with workforce preparation and specific job training at the same time.

Accommodations in Test Administration Procedures:
Local test administrators may provide or allow certain accommodations in test administration procedures or environments for documented disabilities without contacting CASAS. Examples include accommodations in test time, giving supervised breaks, or providing a sign language interpreter for test administration directions only. It is not an appropriate accommodation in test administration procedures to read a CASAS reading test to a learner with low literacy skills or blindness.

IV. Use of Test Administration Manuals

WHCCD will issue a Test Administration Manual (TAM)/policy for adult education/WIOA Title II staff. The Director of Special Grants (Cecilio Mora) will be responsible for keeping the manual up to date. The WHCCD Manual will be available on the WHCCD Adult Education Website to ensure all staff can access it. The WHCCD Test Administrator Manual adheres to the California Department of Education Assessment Policy Guideline. Staff must refer to the California Department of Education Assessment Policy for additional guidance.

V. Training Requirements for Administering Standardized Assessments

The Director of Special Grants (Cecilio Mora) must complete the annual CASAS Implementation training and will be responsible for providing training/guidance to the rest of the staff.

- CASAS Proctors must complete the CASAS eTests Proctor Certification and Remote Testing Certification.
- Certificates of completion need to be emailed to the Director of Special Grants (Cecilio Mora).
- Approved proctors: Cecilio Mora, Prisma Solorio, Graciela Florez, Magdalena Lopez, Alejandra Amezcua, and Veronica Gaona.
- Data Entry Staff: must complete the California Data Submission Guidelines: WIOA, Title II, and CAEP. Approved data entry staff: Cecilio Mora, Prisma Solorio, Graciela Florez, Magdalena Lopez, Alejandra Amezcua, and Veronica Gaona.
- WHCCD staff will be encouraged to complete as many CASAS training courses as possible on CASAS.org.

VI. Test Security Agreements

The CDE requires all WIOA, Title II: AEFLA-funded adult literacy providers to sign an annual test security agreement. To protect the quality and standardization of CASAS assessments, I agree to:

1. Follow all test procedures as required in this Test Security Policy document.

2. Secure all CASAS test materials, whether paper-based or computer-delivered, under lock and key except during testing sessions.

3. Ensure that before and after any test administration, all test materials are secured and inaccessible to any non-testing personnel, examinees, or others not responsible for test administration.

4. Remain in the testing room or Zoom meeting at all times during the testing session and monitor all examinee activity as appropriate and in compliance with test security procedures.

5. Ensure that examinees sit at least three to five feet apart and do not talk or seek help from others during the testing event in any way or use electronic devices.

6. Refrain from assisting examinees with test answers on any test before or during the testing session.

7. Refrain from reviewing test questions with examinees after the testing session.

8. Ensure that agency staff members follow all specific testing procedures as stated in CASAS Test Administration Manuals (TAM)/policy.

9. Disallow use of any CASAS assessments as practice tests or as instructional tools.

10. Advise any agency, school, or testing entity to contact CASAS, and not my agency, with any inquiry about sharing or duplicating CASAS testing materials.

11. Refrain from duplicating or in any way reproducing any CASAS testing materials, including but not limited to test booklets, answer keys, answer sheets, CDs, and CASAS eTests®.

12. Report any violation of this test security policy.

My signature on this document certifies that I have read the above policy, will follow all test administration directions as stated in my CASAS TAM/Policy, and agree to abide by all test security procedures.

Signature: Cecilio Mora Position/Title: **Director of Special Grants** Date: **10/20/2026**

This revised policy was provided to the appropriate staff: Prisma Solorio, Graciela Florez, Magdalena Lopez, Alejandra Amezcua, Veronica Gaona, Eric Morin, Jeniffer Ayala, and Jorge Mozqueda.

Print Name: **Cecilio Mora** Agency Name: **West Hills Community College District**