

<p>EMPLOYMENT AND TRAINING ADMINISTRATION ADVISORY SYSTEM U.S. DEPARTMENT OF LABOR Washington, D.C. 20210</p>	<p><b>CLASSIFICATION</b> ETA-Performance Accountability System</p> <p><b>CORRESPONDENCE SYMBOL</b> OWI - PROTECH</p> <p><b>DATE</b> August 13, 2007</p>
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## TRAINING AND EMPLOYMENT GUIDANCE LETTER NO. 17-05 Change 1

**TO:** ALL STATE WORKFORCE AGENCIES  
ALL STATE WORKFORCE LIAISONS  
ALL STATE TRADE COORDINATORS

**FROM:** EMILY STOVER DeROCCO /s/  
Assistant Secretary

**SUBJECT:** Common Measures Policy for the Employment and Training Administration's (ETA) Performance Accountability System and Related Performance

- Purpose.** The intent of this guidance is to further clarify the application of the literacy/numeracy measure, initially provided in Attachment C, Educational Functional Level Descriptors, in Training and Employment Guidance Letter (TEGL) 17-05, issued February 17, 2006. This change TEGL only addresses specific reporting changes for the Youth literacy/numeracy measure.
- References.** President's Management Agenda, <http://www.whitehouse.gov/omb/budget/fy2002/mgmt.pdf> Director's Memorandum M-02-06, <http://www.whitehouse.gov/omb/budintegration/common.html>; and the Workforce Investment Act Title 1 B Standardized Record Data (WIASRD) layout, see page 101, [http://www.doleata.gov/performance/Reporting/docs/WIA6\\_2/DRVS%20WIA%20Users%20Guide.pdf](http://www.doleata.gov/performance/Reporting/docs/WIA6_2/DRVS%20WIA%20Users%20Guide.pdf)
- Background.** ETA published TEGL 17-05 on February 17, 2006. TEGL 17-05 includes guidance on the literacy/numeracy measure for youth participants. This change TEGL provides additional clarification on the measure, to be consistent with guidance from the Department of Education.

<p><b>RESCSSIONS</b> TEGL 7-99; TEGL 6-00; TEGL 6-00 change 1; TEGL 28-04</p>	<p><b>EXPIRATION DATE</b> Continuing</p>
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4. **Revisions.** This change TEGL updates TEGL 17-05 to revise the Educational Functioning Level descriptors (EFL) table (Attachment A) from the Department of Education. ETA is implementing the revised EFL definitions for PY07, effective July 1, 2007. In addition, this change TEGL provides a new table that illustrates the difference between the new and old EFL tables (Attachment B) and includes the literacy/numeracy specifications table (Attachment C) with a column that helps to further clarify the specifications. There is also a new Workforce Investment Act Standardized Record Data (WIASRD) record layout for the literacy/numeracy specification (Attachment D, Section 3), which incorporates the changes. Finally, there is now a third option for Element 701, Category of Assessment, which will allow states to choose both Adult Basic Education (ABE) and English-As-A-Second-Language (ESL).
5. **Action Required.** These modifications to ETA's Youth performance accountability system are effective July 1, 2007. Please make this information available to appropriate program and technical staff.
6. **Attachments.**  
Attachment A: REVISED Educational Functioning Level (EFL) Descriptors Levels (effective July 1, 2007)  
Attachment B: EFL Crosswalk  
Attachment C: REVISED Literacy/Numeracy Specifications  
Attachment D: WIASRD Literacy/Numeracy Excerpt

## ATTACHMENT A: REVISED Educational Functioning Level (EFL) Descriptors Levels

<b>Outcome Measures Definitions</b> <b>EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS</b>			
<b>Literacy Level</b>	<b>Basic Reading and Writing</b>	<b>Numeracy Skills</b>	<b>Functional and Workplace Skills</b>
<b>Beginning ABE Literacy</b> <i>Test Benchmark:</i> <i>TABE (7-8 and 9-10) scale scores (grade level 0-1.9):</i> Reading: 367 and below Total Math: 313 and below Language: 392 and below <i>CASAS scale scores:</i> Reading: 200 and below Math: 200 and below Writing: 200 and below <i>ABLE scale scores (grade level 0-1.9):</i> Reading: 523 and below Math: 521 and below	Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.
<b>Beginning Basic Education</b> <i>Test Benchmark:</i> <i>TABE (7-8 and 9-10) scale scores (grade level 2-3.9):</i> Reading: 368–460 Total Math: 314–441 Language: 393–490 <i>CASAS scale scores:</i> Reading: 201–210 Math: 201–210 Writing: 201–225 <i>ABLE scale scores (grade level 2-3.9):</i> Reading: 525–612 Math: 530–591	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.	Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.

**Notes:** The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level. ABLE = Adult Basic Learning Examination; CASAS = Comprehensive Adult Student Assessment System; SPL = student performance levels; and TABE = Test of Adult Basic Education.

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<b>Low Intermediate Basic Education</b> <i>Test Benchmark:</i> <i>TABE (7-8 and 9-10) scale scores (grade level 4-5.9):</i> Reading: 461–517 Total Math: 442–505 Language: 491–523 <i>CASAS scale scores:</i> Reading: 211–220 Math: 211–220 Writing: 226–242 <i>ABLE scale scores (grade level 4-5.9):</i> Reading: 613–644 Math: 593–641	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.	Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.
<b>High Intermediate Basic Education</b> <i>Test Benchmark:</i> <i>TABE (7-8 and 9-10) scale scores (grade level 6-8.9):</i> Reading: 518–566 Total Math: 506–565 Language: 524–559 <i>CASAS scale scores:</i> Reading: 221–235 Math: 221–235 Writing: 243–260 <i>ABLE scale score (grade level 6-8.9):</i> Reading: 646–680 Math: 643–693 <i>WorkKeys scale scores:</i> Reading for Information: 75–78 Writing: 75–77 Applied Mathematics: 75–77	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.	Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.	Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<b>Low Adult Secondary Education</b>  <i>Test Benchmark:</i> <i>TABE (7–8 and 9–10): scale scores (grade level 9–10):</i> Reading: 567–595 Total Math: 566–594 Language: 560–585  <i>CASAS scale scores:</i> Reading: 236–245 Math: 236–245 Writing: 261–270  <i>ABLE scale scores (grade level 9–10.9):</i> Reading: 682–697 Math: 694–716  <i>WorkKeys scale scores:</i> Reading for Information: 79–81 Writing: 78–85 Applied Mathematics: 78–81	Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multiparagraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.	Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.	Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.
<b>High Adult Secondary Education</b>  <i>Test Benchmark:</i> <i>TABE (7–8 and 9–10): scale scores (grade level 11–12):</i> Reading: 596 and above Total Math: 595 and above Language: 586 and above  <i>CASAS scale scores:</i> Reading: 246 and above Math: 246 and above Writing: 271 and above  <i>ABLE scale scores (grade level 11–12):</i> Reading: 699 and above Math: 717 and above  <i>WorkKeys scale scores:</i> Reading for Information: 82–90 Writing: 86–90 Applied Mathematics: 82–90	Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.	Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.	Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p><b>Beginning ESL Literacy</b></p> <p><b>Test Benchmark:</b> CASAS scale scores: Reading: 180 and below Listening: 180 and below Oral BEST: 0–15 (SPL 0–1) BEST Plus: 400 and below (SPL 0–1) BEST Literacy: 0–7 (SPL 0–1)</p>	Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.
<p><b>Low Beginning ESL</b></p> <p><b>Test benchmark:</b> CASAS scale scores Reading: 181–190 Listening: 181–190 Writing: 136–145</p> <p>Oral BEST 16–28 (SPL 2) BEST Plus: 401–417 (SPL 2) BEST Literacy: 8–35 (SPL 2)</p>	Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.
<p><b>High Beginning ESL</b></p> <p><b>Test benchmark:</b> CASAS scale scores Reading: 191–200 Listening: 191–200 Writing: 146–200</p> <p>Oral BEST 29–41 (SPL 3) BEST Plus: 418–438 (SPL 3) BEST Literacy: 36–46 (SPL 3)</p>	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.	<p>Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading.</p> <p>Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.</p>	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>Low Intermediate ESL</p> <p><b>Test Benchmark:</b> CASAS scale scores: Reading: 201–210 Listening: 201–210 Writing: 201–225</p> <p>Oral BEST: 42–50 (SPL 4) BEST Plus: 439–472 (SPL 4) BEST Literacy: 47–53 (SPL 4)</p>	Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).
<p>High Intermediate ESL</p> <p><b>Test Benchmark:</b> CASAS scale scores: Reading: 211–220 Listening: 211–220 Writing: 226–242</p> <p>Oral BEST: 51–57 (SPL 5) BEST Plus: 473–506 (SPL 5) BEST Literacy: 54–65 (SPL 5-6)</p>	Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<b>Advanced ESL</b> <i>Test Benchmark:</i> <i>CASAS scale scores:</i> Reading: 221–235 Listening: 221–235 Writing: 243–260  Oral BEST 58–64 (SPL 6) BEST Plus: 507–540 (SPL 6) BEST Literacy: 66 and above (SPL 7)  Exit Criteria: CASAS Reading and Listening: 236 and above  CASAS Writing: 261 and above Oral BEST 65 and above (SPL 7) BEST Plus: 541 and above (SPL 7)	Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.	Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.	Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.

## ATTACHMENT B: EFL Crosswalk

New EFL	Old EFL	ABE	ESL	Basic Skills Deficient
1	1		Beginning ESL Literacy	Basic Skills Deficient
2			Low Beginning ESL Literacy	
3		Beginning ABE Literacy	High Beginning ESL Literacy	
4		Beginning Basic Education	Low Intermediate ESL	
5		Low Intermediate Basic Education	High Intermediate ESL	
6		High Intermediate Basic Education	Advanced ESL	
7		Low Adult Secondary Education	Exit ESL	Not Basic Skills Deficient
8		High Adult Secondary Education		

## ATTACHMENT C: REVISED Literacy/Numeracy Specifications

### LITERACY/NUMERACY NUMERATOR

<b>Measure</b>	<b>Specification</b>	<b>Explanation of the Specification</b>
<b>Literacy/ Numeracy Gains Youth (14-21) Numerator  (First two years of state implementation)</b>	Count of unique RECORDS where YOUTH <b>and</b> BASIC SKILLS DEFICIENT <sup>1</sup> <b>and</b> SCHOOL STATUS AT PARTICIPATION => 3	Includes Youth Records (those with youth funding who are between 14 and 21 years of age on the Date of First Youth Service) who are basic skills deficient and out-of-school
	<b>and</b> at least one <i>SUCCESSFUL TEST COMPLETION DATE</i> is within the reporting period	And have at least one successful test completion within the reporting period as specified in the participant cohort table
	<b>and</b> (at least one <i>SUCCESSFUL TEST COMPLETION DATE</i> < LIT-NUM START DATE + 2 Years)	And the successful test completion date is within 2 years of the time that the state began to officially report literacy/numeracy results. For most states, this will be Program Year (PY) 2006, but a handful of states may have started in PY 2005
	<b>and</b> (DATE OF FIRST YOUTH SERVICE => LIT-NUM START DATE <b>and</b> DATE OF FIRST YOUTH SERVICE < LIT-NUM START DATE + 1 Year)	And the youth entered the program during the first program year that the state began to officially report literacy/numeracy. For example, if a state began to report literacy/numeracy in PY 2006, PY 06 and PY 07 literacy/numeracy results would only include youth who had a date of first youth service between 7/1/2006 and 6/30/2007.
	<b>and</b> (OTHER REASONS FOR EXIT is null <b>or</b> OTHER REASONS FOR EXIT = 00 <b>or</b> OTHER REASONS FOR EXIT = 98)	And the youth did not exit due to an exclusion (e.g., medical reasons)

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<sup>1</sup> Italicized text refers to constructed variables; these variables are not in the WIASRD. Definitions for these variables are provided at the end of the literacy/numeracy specification.

## LITERACY/NUMERACY NUMERATOR (cont'd)

<b>Measure</b>	<b>Specification</b>	<b>Explanation of the Specification</b>
<b>Literacy/ Numeracy Gains Youth (14-21) Numerator</b>  (third and subsequent years of state implementation)	Count of unique RECORDS where YOUTH <b>and</b> BASIC SKILLS DEFICIENT <b>and</b> SCHOOL STATUS AT PARTICIPATION => 3	Includes Youth Records (those with youth funding who are between 14 and 21 years of age on the Date of First Youth Service) who are basic skills deficient and out-of-school
	<b>And</b> a SUCCESSFUL TEST COMPLETION DATE => START OF CURRENT PARTICIPATION YEAR <b>and</b> SUCCESSFUL TEST COMPLETION DATE <= END OF CURRENT PARTICIPATION YEAR <b>and</b> END OF CURRENT PARTICIPATION YEAR is within the reporting period	And there is a successful test completion date within the current participation year, and the current participation year is within the reporting period.
	<b>And</b> DATE OF FIRST YOUTH SERVICE => LIT-NUM START	The youth first received youth funded services on or after the date when the state first began to report on the literacy-numeracy measure.
	<b>And</b> (DATE OF EXIT is null <b>or</b> DATE OF EXIT > END OF CURRENT PARTICIPATION YEAR <b>or</b> (DATE OF EXIT <= END OF PARTICIPATION YEAR#1 and END OF PARTICIPATION YEAR#1 is within the reporting period))	And the participant did not exit during the reporting period. Or, if the participant exited during the reporting period, it must be within the participant's first participation year.
	<b>And</b> (FOLLOW-UP SERVICES <> 1 <b>or</b> (FOLLOW-UP SERVICES = 1 <b>and</b> END OF PARTICIPATION YEAR#1 is within the reporting period)) <sup>2</sup>	And the participant did not receive follow-up services during the period. Or, if the participant received follow-up services, it must have been within the participant's first participation year.
	<b>And</b> (OTHER REASONS FOR EXIT is null <b>or</b> OTHER REASONS FOR EXIT = 00 <b>or</b> OTHER REASONS FOR EXIT = 98))	And the participant did not exit because of an exclusion.

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<sup>2</sup> This applies to the current WIASRD. Under WISPR, the specification would change to “**and** (DATE OF MOST RECENT FOLLOW-UP SERVICE is null **or** DATE OF MOST RECENT FOLLOW-UP SERVICE > the END OF CURRENT PARTICIPATION YEAR **or** (DATE OF MOST RECENT FOLLOW-UP SERVICE is < END OF PARTICIPATION YEAR#1 **and** END OF PARTICIPATION YEAR#1 is within the reporting period)).”

## LITERACY/NUMERACY DENOMINATOR

<b>Measure</b>	<b>Specification</b>	<b>Explanation of the Specification</b>
<b>Literacy/ Numeracy Gains Youth (14-21) Denominator</b>  (First two years of state implementation)	Count of unique RECORDS where YOUTH <b>and</b> BASIC SKILLS DEFICIENT <b>and</b> (SCHOOL STATUS AT PARTICIPATION => 3)	Includes Youth Records (those with youth funding who are between 14 and 21 years of age on the Date of First Youth Service) who are basic skills deficient and out-of-school
	<b>and</b> (DATE OF FIRST YOUTH SERVICE => LIT-NUM START DATE <b>and</b> DATE OF FIRST YOUTH SERVICE < LIT-NUM START DATE + 1 Year)	And the youth entered the program during the first program year that the state began to officially report literacy/numeracy.
	<b>and</b> ((a SUCCESSFUL TEST COMPLETION DATE is within the reporting period) <b>and</b> (OTHER REASONS FOR EXIT is null <b>or</b> OTHER REASONS FOR EXIT = 00 <b>or</b> OTHER REASONS FOR EXIT = 98))	And the participant has at least one successful test completion within the reporting period as specified in the participant cohort table and the participant did not exit due to an exclusion
	<b>or</b> (DATE OF EXIT is within the reporting period <b>and</b> (OTHER REASONS FOR EXIT is null <b>or</b> OTHER REASONS FOR EXIT = 00 <b>or</b> OTHER REASONS FOR EXIT = 98))	Or the participant exited within the reporting period for a reason other than an exclusion. This situation occurs when a person exits without a post-test or exits with a post-test and no increase in EFLs.
	<b>or</b> (END OF CURRENT PARTICIPATION YEAR is within the reporting period <b>and</b> (OTHER REASONS FOR EXIT is null <b>or</b> OTHER REASONS FOR EXIT = 00 <b>or</b> OTHER REASONS FOR EXIT = 98))	Or the participant's first year anniversary date is within the report period and the participant did not exit because of an exclusion.

## LITERACY/NUMERACY DENOMINATOR

<b>Measure</b>	<b>Specification</b>	<b>Explanation of the Specification</b>
<b>Literacy/ Numeracy Gains Youth (14-21) Denominator</b>  (Third and subsequent years of state implementation)	Count of unique RECORDS where YOUTH <b>and</b> BASIC SKILLS DEFICIENT <b>and</b> SCHOOL STATUS AT PARTICIPATION => 3	Includes Youth Records (those with youth funding who are between 14 and 21 years of age on the Date of First Youth Service) who are basic skills deficient and out-of-school
	<b>and</b> <i>END OF CURRENT PARTICIPATION YEAR</i> is within the reporting period	And the end of the current participation year is in the report period.
	<b>And</b> DATE OF FIRST YOUTH SERVICE => LIT-NUM START	The youth first received youth funded services on or after the date when the state first began to report on the literacy-numeracy measure.
	<b>and</b> (DATE OF EXIT is null <b>or</b> DATE OF EXIT > <i>END OF CURRENT PARTICIPATION YEAR</i> <b>or</b> (DATE OF EXIT <= <i>END OF PARTICIPATION YEAR#1</i> and <i>END OF PARTICIPATION YEAR#1</i> is within the reporting period))	And the participant did not exit, exited after the current participation year, or exited during the youth's first participation year
	<b>and</b> (FOLLOW-UP SERVICES <> 1 <b>or</b> (FOLLOW-UP SERVICES = 1 <b>and</b> <i>END OF PARTICIPATION YEAR#1</i> is within the reporting period)) <sup>3</sup>	And the participant did not receive follow-up services during the period. Or, if the participant received follow-up services, it must have been within the participant's first participation year.
	<b>and</b> (OTHER REASONS FOR EXIT is null <b>or</b> OTHER REASONS FOR EXIT = 00 <b>or</b> OTHER REASONS FOR EXIT = 98)	And the participant did not exit because of an exclusion.

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<sup>3</sup> This applies to the current WIASRD. Under WISPR, the specification would change to **and** (DATE OF MOST RECENT FOLLOW-UP SERVICE is null **or** DATE OF MOST RECENT FOLLOW-UP SERVICE is > the END OF CURRENT PARTICIPATION YEAR **or** (DATE OF MOST RECENT FOLLOW-UP SERVICE is < *END OF PARTICIPATION YEAR#1* **and** *END OF PARTICIPATION YEAR#1* is within the reporting period))

The following tables provide specifications to calculate the constructed variables used for the literacy/numeracy measure. These variables include:

1. BASIC SKILLS DEFICIENT
2. LIT-NUM START DATE
3. START OF PARTICIPATION YEAR, END OF PARTICIPATION YEAR, and CURRENT PARTICIPATION YEAR
4. SUCCESSFUL TEST COMPLETION DATE

<b>Constructed Variable</b>	<b>Specification</b>	<b>Explanation of the Specification</b>
<b>Basic Skills Deficient</b>	BASIC LITERACY SKILLS DEFICIENCY = 1	The participant is basic skills deficient at participation. This is determined by WIASRD element 130.
	<b>and</b> (DATE ADMINISTERED POST-TEST #1 < START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #1 > 0 and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #1 <= 6)	And if post-test #1 was administered prior to the start of the current participation year, the EFL must be 6 or less (participants with EFLs of 7 and 8 are no longer basic skills deficient).
	<b>or</b> (DATE ADMINISTERED POST-TEST #1 => START OF CURRENT PARTICIPATION YEAR) or (DATE ADMINISTERED POST-TEST #1 is null))	Or post-test #1 was administered after the start of the current participation year or there has been no post-test.
	<b>and</b> ((DATE ADMINISTERED POST-TEST #2 < START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #2 > 0 and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #2 <= 6) or (DATE ADMINISTERED POST-TEST #2 => START OF CURRENT PARTICIPATION YEAR) or (DATE ADMINISTERED POST-TEST #2 is null)) <b>and</b> ((DATE ADMINISTERED POST-TEST #3 < START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #3 > 0 and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #3 <= 6) and (DATE ADMINISTERED POST-TEST #3 => START OF CURRENT PARTICIPATION YEAR) or (DATE ADMINISTERED POST-TEST #3 is null))	Applies the same criteria to post-test 2 and 3 that were applied to post-test 1.

Constructed Variable	Specification	Explanation of the Specification
Basic Skills Deficient (continued)	<p><b>or</b>          ((DATE ADMINISTERED POST-TEST #4 &lt; START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #4 &gt; 0 and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #4 &lt;= 6)          or (DATE ADMINISTERED POST-TEST #4 =&gt; START OF CURRENT PARTICIPATION YEAR or DATE ADMINISTERED POST-TEST #4 is null))  <b>and</b> ((DATE ADMINISTERED POST-TEST #5 &lt; START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #5 &gt; 0 and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #5 &lt;= 6)          or (DATE ADMINISTERED POST-TEST #5 =&gt; START OF CURRENT PARTICIPATION YEAR or DATE ADMINISTERED POST-TEST #5 is null))  <b>and</b> ((DATE ADMINISTERED POST-TEST #6 &lt; START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #6 &gt; 0 and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #6 &lt;= 6)          or (DATE ADMINISTERED POST-TEST #6 =&gt; START OF CURRENT PARTICIPATION YEAR or DATE ADMINISTERED POST-TEST #6 is null))  <b>or</b>          ((DATE ADMINISTERED POST-TEST #7 &lt; START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #7 &gt; 0 and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #7 &lt;= 6)          or (DATE ADMINISTERED POST-TEST #7 =&gt; START OF CURRENT PARTICIPATION YEAR or DATE ADMINISTERED POST-TEST #7 is null))  <b>and</b> ((DATE ADMINISTERED POST-TEST #8 &lt; START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #8 &gt; 0 and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #8 &lt;= 6)          or (DATE ADMINISTERED POST-TEST #8 =&gt; START OF CURRENT PARTICIPATION YEAR or DATE ADMINISTERED POST-TEST #8 is null))  <b>and</b> ((DATE ADMINISTERED POST-TEST #9 &lt; START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #9 &gt; 0 and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #9 &lt;= 6)          or (DATE ADMINISTERED POST-TEST #9 =&gt; START OF PARTICIPATION YEAR or DATE ADMINISTERED POST-TEST #9 is null))</p>	Applies the same criteria to the 2nd functional area (post-tests 4–6) and 3rd functional area (post-tests 7–9) that are applied to the 1st functional area (post-tests 1–3).

Constructed Variable	Specification	Explanation of the Specification
<b>Lit-Num Start Date</b>	<p>If a state implements the literacy/numeracy measure for PY2005, then the LIT-NUM START DATE = 7/1/2005.</p> <p>If a state implements the literacy/numeracy measure for PY2006, then the LIT-NUM START DATE = 7/1/2006.</p>	<p>For states implementing in PY2005, the LitNum Start Date is 7/1/2005.</p> <p>For states implementing in PY2006, the LitNum Start Date is 7/1/2006.</p>
<b>Current Participation Year</b>	<p>Year #1: Start of Participation Year = Date of First Youth Service End of Participation Year = Date of First Youth Service + 1 Year – 1 Day</p> <p>Year #2: Start of Participation Year = Date of First Youth Service + 1 Year End of Participation Year = Date of First Youth Service + 2 Years – 1 Day</p> <p>Year #3: Start of Participation Year = Date of First Youth Service + 2 Years End of Participation Year = Date of First Youth Service + 3 Years – 1 Day</p> <p>Year #N: Start of Participation Year = Date of First Youth Service + (N - 1) Years End of Participation Year = Date of First Youth Service + N Years – 1 Day</p> <p>Current Participation Year = Year #N where END OF PARTICIPATION YEAR #N is within the report period</p> <p>Else Null</p>	<p>Literacy/Numeracy results for each participant are calculated based on the Date of First Youth Service and each subsequent anniversary of that date. The Current Participation Year establishes the one-year period for which results are currently being calculated for each participant based on the reporting periods specified in the participant cohort table.</p>
	DATE ADMINISTERED POST-TEST (YEAR #1)	Set successful test completion date equal to the date administered post-test (Year#1)
	<b>where</b> EDUCATIONAL FUNCTIONING LEVEL (YEAR #1) minus EDUCATIONAL FUNCTIONING LEVEL > 0	Where the Educational Functional Level (EFL) for the first post-test is greater than the pre-test
	<b>and</b> (DATE OF EXIT is null or DATE OF EXIT => DATE ADMINISTERED POST-TEST (YEAR #1))	And there is no exit date or the exit date is after the first post-test
	<b>and</b> (DATE ADMINISTERED POST-TEST (YEAR #1) => DATE OF FIRST YOUTH SERVICE and DATE ADMINISTERED POST-TEST (YEAR #1) < DATE OF FIRST YOUTH SERVICE + 1 Year )	And the post-test is within the first year that the youth is in the program.

Constructed Variable	Specification	Explanation of the Specification
<b>Successful Test Completion Date</b>	<b>or</b> DATE ADMINISTERED POST-TEST (YEAR #2) <b>where</b> EDUCATIONAL FUNCTIONING LEVEL (YEAR #2) minus EDUCATIONAL FUNCTIONING LEVEL (YEAR #1) > 0 <b>and</b> (DATE OF EXIT is null or DATE OF EXIT => DATE ADMINISTERED (POST-TEST #2) and (DATE ADMINISTERED POST-TEST (YEAR #2) => DATE OF FIRST YOUTH SERVICE + 1 Year <b>and</b> DATE ADMINISTERED POST-TEST (YEAR #2) < DATE OF FIRST YOUTH SERVICE + 2 Years	Or set successful test completion date equal to the date administered post-test (Year #2) if: a. the second post-test is greater than the first post-test b. the youth has not exited or exited after the date administered post-test (year #2) c. and took the second post-test during the second participation year.
	<b>or</b> DATE ADMINISTERED POST-TEST (YEAR #3) <b>where</b> EDUCATIONAL FUNCTIONING LEVEL (YEAR #3) minus EDUCATIONAL FUNCTIONING LEVEL(YEAR #2) > 0 <b>and</b> (DATE OF EXIT is null or DATE OF EXIT => DATE ADMINISTERED POST-TEST (YEAR #3) and (DATE ADMINISTERED POST-TEST (YEAR #3) => DATE OF FIRST YOUTH SERVICE + 2 Years <b>and</b> DATE ADMINISTERED POST-TEST (YEAR #3) < DATE OF FIRST YOUTH SERVICE + 3 Years	Or set successful test completion date equal to the date administered post-test (Year #3) if: a. the third post-test is greater than the second post-test b. the youth has not exited or exited after the date administered post-test (year #3) c. and took the third post-test during the third participation year.
	(This set of conditions repeats for each functional area to determine if there are successes.)	Repeat the prior steps for the two other functional areas.

**PARTICIPANT COHORTS FOR THE LITERACY/NUMERACY MEASURE**

<b>Option</b>	<b>July – Sept. 14-Nov-05</b>	<b>Oct. – Dec. 14-Feb-06</b>	<b>Jan. – Mar 15-May-06</b>	<b>Apr. – June 14-Aug-06</b>
Literacy and Numeracy Gains State Reporting Option # 1	7/1/2005 to 9/30/2005	7/1/2005 to 12/31/2005	7/1/2005 to 3/31/2006	7/1/2005 to 6/30/2006
Literacy and Numeracy Gains State Reporting Option #2	N/A	N/A	N/A	N/A
	<b>14-Nov-06</b>	<b>14-Feb-07</b>	<b>15-May-07</b>	<b>14-Aug-07</b>
Literacy and Numeracy Gains State Reporting Option # 1	7/1/2005 to 9/30/2006	7/1/2005 to 12/31/2006	7/1/2005 to 3/31/2007	7/1/2005 to 6/30/2007
Literacy and Numeracy Gains State Reporting Option #2	7/1/2006 to 9/30/2006	7/1/2006 to 12/31/2006	7/1/2006 to 3/31/2007	7/1/2006 to 6/30/2007
	<b>14-Nov-07</b>	<b>14-Feb-08</b>	<b>15-May-08</b>	<b>14-Aug-08</b>
Literacy and Numeracy Gains State Reporting Option # 1	10/1/2006 to 9/30/2007	1/1/2007 to 12/31/2007	4/1/2007 to 3/31/2008	7/1/2007 to 6/30/2008
Literacy and Numeracy Gains State Reporting Option #2	7/1/2006 to 9/30/2007	7/1/2006 to 12/31/2007	7/1/2006 to 3/31/2008	7/1/2006 to 6/30/2008

**Note:** Option # 1 states are those that began to report the literacy/ numeracy measure in program year (PY) 2005. Option # 2 states are those that began to report the literacy/numeracy measure in PY 2006. Most states are option # 2 states.

## ATTACHMENT D: WIASRD Literacy/Numeracy Excerpt

SECTION III.D - ADDITIONAL YOUTH LITERACY AND NUMERACY ASSESSMENT DATA								
701	Category of Assessment	IN 1	<p><b>Record 1</b> if the participant was assessed using approved tests for Adult Basic Education (ABE)</p> <p><b>Record 2</b> if the participant was assessed using approved tests for English-As-A-Second Language (ESL)</p> <p><b>Record 3</b> if the participant was assessed using approved tests for Adult Basic Education (ABE) for at least one functional area and English-As-A-Second Language (ESL) for a different functional area.</p> <p><b>Record 0</b> or leave "blank" if the individual was not assessed in literacy or numeracy.</p>	1 = ABE 2 = ESL <b>3 = Both ABE and ESL</b>				R R
702	Type of Assessment Test	IN 1	<p>Use the appropriate code to record the type of assessment test that was administered to the youth participant.</p> <p><b>Record 0</b> or leave "blank" if the individual was not assessed in literacy or numeracy.</p>	1 = TABE 7-8, 9-10 2 = CASAS 3 = ABLE 4 = WorkKeys 5 = SPL 6 = BEST 7 = BEST Plus 8 = Other Approved Assessment Tool				R R
703	Functional Area	IN 1	<p>Use the appropriate code for the functional area of the assessment test that was administered to the youth participant.</p> <p><b>Record 0</b> or leave "blank" if the individual was not assessed in literacy or numeracy.</p>	1 = Reading 2 = Writing 3 = Language 4 = Mathematics 5 = Speaking 6 = Oral 7 = Other Literacy Functional Area 8 = Other Numeracy Functional Area				R R
704	Date Administered Pre-Test	DT 8	Record the date on which the pre-assessment test was administered to the youth participant. Leave "blank" if the individual was not assessed in literacy or numeracy.	YYYYMMDD				R R
705	Pre-Test Score	IN 3	Record the raw scale score achieved by the youth participant on the pre-assessment test. <b>Record 000</b> or leave "blank" if the individual was not assessed in literacy or numeracy.	000				R R

706	Educational Functioning Level	IN 1	Record the educational functioning level that is associated with the youth participant's raw scale score. <b>Record 0</b> or leave "blank" if the individual was not assessed in literacy or numeracy.	1 = Beginning ESL Literacy 2 = Low Beginning ESL Literacy 3 = Beginning ABE Literacy/High Beginning ESL Literacy 4 = Beginning Basic Education/Low Intermediate ESL 5 = Low Intermediate Basic Education/High Intermediate ESL 6 = High Intermediate Basic Education/Advanced ESL 7 = Low Adult Secondary Education/Exit ESL 8 = High Adult Secondary Education					R	R
707	Date Administered Post-Test (Year #1)	DT 8	Record the date on which the post-test was administered to the youth during his/her first year of participation in the program. If multiple post-tests were administered, record the most recent date on which the functional area post-test was administered. Leave "blank" if the youth did not receive a post-test during his/her first year of participation in the program.	YYYYMMDD					R	R
708	Post-Test Score (Year #1)	IN 3	Record the raw scale score achieved by the youth participant. <b>Record 000</b> or leave "blank" if the youth did not receive a post-test during his/her first year of participation in the program.	000					R	R

709	Educational Functioning Level (Year #1)	IN 1	<p>Record the educational functioning level that is associated with the youth participant's raw scale score.</p> <p><b>Record 0</b> or leave "blank" if the youth did not receive a post-test during his/her first year of participation in the program.</p>	<p>1 = Beginning ESL Literacy          2 = Low Beginning ESL Literacy          3 = Beginning ABE Literacy/High Beginning ESL Literacy          4 = Beginning Basic Education/Low Intermediate ESL          5 = Low Intermediate Basic Education/High Intermediate ESL          6 = High Intermediate Basic Education/Advanced ESL          7 = Low Adult Secondary Education/Exit ESL          8 = High Adult Secondary Education</p>					R	R
710	Date Administered Post-Test (Year #2)	DT 8	<p>Record the date on which the post-test was administered to the youth during his/her second year of participation in the program. If multiple post-tests were administered, record the most recent date on which the functional area post-test was administered.</p> <p>Leave "blank" if the youth did not receive a post-test during his/her second year of participation in the program.</p> <p><b>Additional Note:</b> For WIASRD Elements #710-712, these fields are <u>only reported</u> for youth who remain basic skills deficient and continue to participate in the program for a second full year. At the completion of the second year, the individual should be post-tested and the information reported in these fields. To determine an increase of one or more levels, the individual's post-test scores from the second year in the program will be compared to the scores from the test that was administered at the latest point during the first year.</p>	YYYYMMDD					R	R
711	Post-Test Score (Year #2)	IN 3	<p>Record the raw scale score achieved by the youth participant.</p> <p><b>Record 000</b> or leave "blank" if the youth did not receive a post-test during his/her second year of participation in the program.</p>	000					R	R

712	Educational Functioning Level (Year #2)	IN 1	<p>Record the educational functioning level that is associated with the youth participant's raw scale score.</p> <p><b>Record 0</b> or leave "blank" if the youth did not receive a post-test during his/her second year of participation in the program.</p>	<p>1 = Beginning ESL Literacy          2 = Low Beginning ESL Literacy          3 = Beginning ABE Literacy/High Beginning ESL Literacy          4 = Beginning Basic Education/Low Intermediate ESL          5 = Low Intermediate Basic Education/High Intermediate ESL          6 = High Intermediate Basic Education/Advanced ESL          7 = Low Adult Secondary Education/Exit ESL          8 = High Adult Secondary Education</p>					R	R
713	Date Administered Post-Test (Year #3)	DT 8	<p>Record the date on which the post-test was administered to the youth during his/her third year of participation in the program. If multiple post-tests were administered, record the most recent date on which the functional area post-test was administered.</p> <p>Leave "blank" if the youth did not receive a post-test during his/her third year of participation in the program.</p> <p><b>Additional Note:</b> For WIASRD Elements #713-715, these fields are <u>only reported</u> for youth who remain basic skills deficient and continue to participate in the program for a third full year. At the completion of the third year, the individual should be post-tested and the information reported in these fields. To determine an increase of one or more levels, the individual's post-test scores from the third year in the program will be compared to the scores from the test that was administered at the completion of the second year.</p>	YYYYMMDD					R	R
714	Post-Test Score (Year #3)	IN 3	<p>Record the raw scale score achieved by the youth participant.</p> <p><b>Record 000</b> or leave "blank" if the youth did not receive a post-test during his/her third year of participation in the program.</p>	000					R	R

715	Educational Functioning Level (Year #3)	IN 1	Record the educational functioning level that is associated with the youth participant's raw scale score. <b>Record 0</b> or leave "blank" if the youth did not receive a post-test during his/her third year of participation in the program.	1 = Beginning ESL Literacy 2 = Low Beginning ESL Literacy 3 = Beginning ABE Literacy/High Beginning ESL Literacy 4 = Beginning Basic Education/Low Intermediate ESL 5 = Low Intermediate Basic Education/High Intermediate ESL 6 = High Intermediate Basic Education/Advanced ESL 7 = Low Adult Secondary Education/Exit ESL 8 = High Adult Secondary Education					R	R
716 to 743	Information on Additional Functional Areas		The collection of ABE/ESL assessment data for youth who are basic skills deficient is organized according to the Type of Assessment Test and Functional Area, providing space for the collection of up to 3 annual post-test scores in each functional area. Additional space has been provided on the record layout so that information on youth achievement in more than one functional area (e.g., reading, mathematics) can be reported as needed to fully reflect progress toward literacy or numeracy gains. For example, if the youth is assessed using TABE 9-10 in Reading and Math, data elements 702-715 will be used to track achievement in the Reading functional area (if necessary, for up to 3 full years) and then repeat to track achievement in the Math functional area (if necessary, for up to 3 full years) using the additional spaces 716-729 provided on the record layout.						R	R