

Adult ESOL Assessments

Published by the Montgomery Coalition for Adult English Literacy (MCAEL)

By Lynda Terrill in collaboration with MCAEL staff

This is a working document of assessment tools that may be appropriate for the diverse provider programs MCAEL funds. This list includes formal and informal assessments that can be used within the classroom. If at all feasible, it's useful to assess all skills (reading, writing, speaking, and listening) as well as learner needs and goals so that the teacher and program have an accurate understanding of learner strengths and challenges.

This menu is divided into two sections: Non-standardized or informal assessments and standardized assessments. All programs should use learner needs assessment and goal-setting and a variety of in-class assessments and then decide whether using standardized assessment (for placement and to show progress) is also useful to the program and learners.

For more information about adult ESOL assessment, contact MCAEL at 301-881-3177 or www.mcael.org/.

Non-Standardized or Informal Assessments

Assessment needs to be an integral part of any adult ESOL program. *According to Standards for Adult Education ESL Programs* (TESOL, 2003), a program should have, “a comprehensive assessment policy that reflects the mission and goals of the program, legal requirements; needs of the learners and other stakeholders; principles of adult learning, second language acquisition, language learners pedagogy, and literacy development for adults; and instructional objectives and activities (p. 22).” Informal assessments—including performance-based assessments—should occur throughout the length of the class. There can also be a place for non-standardized or informal assessments at intake (for placement

in class) and to show progress. A program may want to include an oral interview at intake placement along with the administration of a standardized test. For example, a program might use the short oral BEST (not approved by the NRS) along with CASAS Read/Writing—to gather as much information as possible about the English skills of incoming learners.

In all cases, programs should require teachers or tutors to conduct initial and on-going needs assessment with learners in their classes. Not only is this respectful to the adults they work with, needs assessment can also help focus and direct instruction.

Assessment: Learner Needs Assessment and Short-Term Goal-Setting

Publisher:	NA
Contact Information:	A great deal of information and many tools are available (see below) and should be adapted by each class and program to gather information about classes and individuals.
Approved for NRS?:	No
Purposes:	Can be used to build class community and learner buy-in as well as to determine whether or not learners meet their desired outcomes; can be used for assessment and to help direct classroom instruction.
Description:	<p>Resources for needs assessment and goal-setting:</p> <ul style="list-style-type: none">• <i>Needs Assessment for Adult ESL Learners</i> at www.cal.org/caela/esl_resources/digests/Needas.html• Learner Needs Assessment (from the <i>REEP ESL Curriculum for Adults</i>) at www.apsva.us/15401081182015517/lib/15401081182015517/reepcurriculum/learner_needsassessment.html; also see <i>A Process for Working with Adult ESL Students on Short-Term Goals</i> at www.apsva.us/15401081182015517/lib/15401081182015517/reepcurriculum/goalsprocess.html• Multilevel Literacy Planning and Practice in <i>Focus on Basics</i> at www.ncsall.net/?id=453• Needs Assessment and Learner Self-Evaluation from <i>Practitioner Toolkit: Working with Adult English Language Learners</i> at www.cal.org/caela/tools/program_development/elltoolkit/Part2-5NeedsAssessment&LearnerSelf-Evaluation.pdf
Cost:	Low-cost materials and processes can be developed in individual programs and classes; paid professional development on this topic should be offered so that teachers feel comfortable, understand, and are able to facilitate effective and appropriate needs assessment
Benefits:	Needs assessment can be used to energize and focus instruction as well as describe and quantify outcomes for all stakeholders (including learners, instructors, funders, community);
Challenges:	Teachers may need (or feel they need) initial assistance in working with needs and goals; initially, novice teachers could work with a experienced teacher or mentor who knows how to conduct needs assessment
Other:	Perhaps MCAEL could facilitate a workshop on needs assessment and/or develop peer mentoring relationships between programs that already use needs assessment and those who do not

Assessment: Short form of the Oral Best Test

Publisher:	Originally developed by the Center for Applied Linguistics
Contact Information:	N/A
Approved for NRS?:	No
Purposes:	Placement only, for speaking, not for pre- and post- assessment
Description:	Developed from the original BEST oral interview (with many fewer questions) –for placement only; 18 items ranging from “What’s your name?” and “Could you spell it please?” to (with a photo prompt) “These people work in a restaurant. Which job would you like to have? Why?\Why not?” The test is given by a trained administrator who judges responses on a simple rubric of accuracy (for some questions) and fluency (for other questions).
Cost:	The form is freely available in the field, but is no longer available from the Center for Applied Linguistics; program staff would need training on how to score correctly
Benefits:	<ul style="list-style-type: none">• Can function as a quick oral placement tool for programs who are not funded through state-administered federal funds;• For programs that do use federal funds, the test can be used in addition to an NRS-approved reading/writing assessment (CASAS, BEST Literacy, or TABE CLAS-E) to get some data on all four skills;• There is a clear, simple scoring rubric and good administrator training materials available (although, increasingly, less so)
Challenges:	<ul style="list-style-type: none">• Because there is only one form with 18 items, long-time students may get overly familiar or bored with the test;• Some questions and photo prompts may seem somewhat dated;• Its lifeskills orientation and somewhat basic level will not likely discriminate well at high intermediate and above levels
Other:	May be available from programs who have used the BEST Oral Interview for many years; for more information, talk to MCAEL.

Assessment: Program-Made Assessments

Publisher:	NA
Contact Information:	NA
Approved for NRS?:	No
Purposes:	For placement and to demonstrate progress
Description:	Various assessment tools such as, intake interview, paper/pencil (or computer) tests, and portfolio process; through the years, some community-based organizations developed ad hoc, in-house or organization-wide assessments as they tried to understand learners' language proficiencies, needs, and goals; these assessments (and related processes) vary according to program needs and the skill and experience of the assessment developers and administrators
Cost:	Varies widely according to whether the assessment has already been developed or whether it needs to be updated or a new assessment developed; if at all possible, staff should be paid for development, being trained on the assessment tool, and for administering the test to learners.
Benefits:	<ul style="list-style-type: none">• In a small program that does not accept state-administered federal funds and that has focused lifeskills and language goals, knowledgeable and experienced (in adult ESOL) could develop a useful and effective test to serve the specific focus of the program and learners;• Providers may discover pertinent information from an intake interview delivered in English or in native language
Challenges:	<ul style="list-style-type: none">• For some Montgomery County programs, the program focus is <u>not</u> adult ESOL (it may have advocacy, family literacy, health or other focus);• Unless such programs have an experienced adult ESOL practitioner— paid or volunteer — there is limited likelihood that they can develop a test that realistically and practically assesses learners' English language proficiencies and limitations
Other:	This type of assessment is for placement in a program and to show progress; in-class assessment should be on-going and can include some of the same tools, such as learner interviews, writing samples, and portfolios.

Assessment: Textbook-Based Assessments

Publisher:	Publishers of adult ESOL textbooks such as Pearson-Longman, New Readers Press, McGraw-Hill, Heinle, and others
Contact Information:	Contact sales representatives for specific textbooks
Approved for NRS?:	No
Purposes:	To demonstrate in-class achievement of material covered in the textbook; some of the assessments mimic the standardized formats of tests such as CASAS, so that teachers can practice test-taking with learners
Description:	usually specifically connected to units/materials addressed in text; assessments tend to be related to discrete points (e.g., choose the correct form of the verb); along with the scope and sequence, several (if not most) the textbooks include what they call “correlations” to standardized assessments—such as CASAS—and various standards such as SCANS (Secretary’s Commission on Achieving Necessary Skills), EFF (Equipped for the Future), LAUSD (Los Angeles Unified School District)
Cost:	varies by textbook and series: some assessments may be available in the learner text, some may be available in the teacher’s book and other ancillary materials, and many need to be purchased separately
Benefits:	<ul style="list-style-type: none">• ease of use; may appeal to small programs, especially those with novice instructors;• in this situation, the text-based assessment may help make in-class assessment easier and may prepare students for high-stakes standardized test formats, but teachers and administrators should not put too much stock in results
Challenges:	<ul style="list-style-type: none">• challenges relate to the so-called correlations—these seem to be general connections to competencies or standards, but the connection is tenuous;• successful completion of the text assessment tools may be suggestive of performance on a standardized assessment or acquisition of a language related skill related to a “competency” or standard, but it does not go beyond that;• instructors will need to use other performance-based measures and also relate to class needs assessment and individual learners’ expressed goals
Other:	As much as possible, program administrators and teachers should read and talk about issues related to adult ESOL assessment; see MCAEL staff and documents for assistance.

Standardized Assessments

According to *Assessing Success in Family Literacy and Adult ESL*, a standardized assessment is “An instrument created according to explicit specifications, with test items selected for difficulty and discriminating power” (CAL, 2000, p. 131). While there is a great deal more specific information about what makes an assessment *standardized* (see, for example, technical manuals for assessments described below), this definition highlights the differences between them and the non-standardized or informal assessments mentioned above. Also, while there may seem to be several standardized assessments available for adults, only a few are actually developed for adult English language learners

in adult ESL/ESOL programs in the United States and which are accepted for the purposes of the National Reporting System (NRS). In addition, other standardized assessments such as GED, TABE, TOEIC, or TOFEL appear to be unsuitable because they are not developed for the target population or purposes, the costs are prohibitively high, or other reasons. So, even though many Montgomery County adult ESOL programs are not constrained to use NRS-approved standardized assessments, the following tests do seem to be the group of standardized assessments that are relevant to adult ESOL in the United States.

Within the Following Sections – Two footnotes:

¹Validity “Refers to the capacity of an assessment instrument or procedure to measure what it claims to measure. For example, does the reading test actually measure reading comprehension, or does success on the test also depend on the learners’ knowledge of U.S. Culture?” (from Holt, D.D. & Van Duzer, C.H. , eds. (2002). *Assessing Success in Family Literacy and Adult ESL (rev)*. McHenry, IL & Washington, DC: Center for Applied Linguistics & Delta Systems.

²Reliability “ Refers to the capacity of an assessment instrument or procedure to produce approximately the same results consistently on different occasions when the conditions of the assessment remain the same.” (from Holt, D.D. & Van Duzer, C.H. eds., (2002). *Assessing Success in Family Literacy and Adult ESL (rev)*. McHenry, IL & Washington, DC: Center for Applied Linguistics & Delta Systems.

Assessment: BEST Literacy

Publisher:	Center for Applied Linguistics
Contact Information:	1-866-845-BEST (2378) or aea@cal.org ; http://www.cal.org/aea/bestliteracy/index.html ;FAQs at http://www.cal.org/aea/bestliteracy/faqbestliteracy.html
Approved for NRS?:	yes
Purposes:	for placement and to demonstrate progress
Description:	<p>lifeskills reading and writing; the test uses authentic situations specifically geared for adult English language learners in the United States as the basis for test questions, correlated to SPLs and NRS levels</p> <p>Publisher recommended Pre-and Post-testing time frame: 60 hours instruction minimum, 80-100 recommended.</p> <p><u>Note:</u> Because of many learner- and program related factors, there is limited data on how long it might take an individual to make progress as calculated by NRS level or by SPLS</p>
Cost:	<p>Each BEST Literacy Test Packet contains 20 Examinee Test Booklets along with 20 corresponding Scoring Sheets. BEST Literacy is available in three parallel forms (B, C and D); each packet is \$45.00; BEST Literacy Test Manual costs \$25.00; BEST Literacy Technical Report costs \$25.00 (or \$10.00 for an electronic version).</p> <p>BEST Literacy Order Form is available at http://www.cal.org/aea/assets/bliteracy_01.09.pdf;</p>
Benefits:	<ul style="list-style-type: none">• benefits include some certainty that tests are valid¹ and reliable² (unlike in-house tests);• easy to administer for groups or individuals; is aligned with the ESL descriptors of the National Reporting System and the Student• Performance Levels (SPLs) 0 through 6; available in three parallel, consumable forms (B, C and D) for pre- and post-testing
Challenges:	<ul style="list-style-type: none">• may not be appropriate for high intermediate or above learners or those not particularly interested in the lifeskills approach
Other:	this is a refreshed version of the original Basic English Skills Test (BEST) literacy assessment developed in the early 1980's for assessing the English proficiency of refugees; as with all of the standardized assessments, it will be beneficial to talk—at length—with a publisher's representative

Assessment: BEST Plus

Publisher:	Center for Applied Linguistics																				
Contact Information:	1-866-845-BEST (2378) or adea@cal.org ; http://www.cal.org/aea/bestplus/																				
Approved for NRS?:	yes																				
Purposes:	for placement and to demonstrate progress																				
Description:	listening and speaking, correlated to the SPLs (1-10) and NRS levels; individual one-on-one interviews; assessment delivered in an adaptive format with a computer (for the test administrator, not the student) or a semi-adaptive paper version (which requires a short appraisal before the test) if a computer is not available at testing.																				
Cost:	<p>Test Administrator training (http://www.cal.org/aea/bestplus/options.html); prices vary according to who offers training (Maryland, VA, or DC trainers or CAL—if CAL provides the training it varies by number of participants between \$2,250 for a minimum of 5 and \$3,250 for 21-25 participants; however there is no need for CAL to provide the training if administrators can attend the requisite training in MD,DC, or VA).</p> <p>Test pricing:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">No. of Administrations</th> <th style="text-align: left;">Price per</th> <th style="text-align: left;">No. of Administrations</th> <th style="text-align: left;">Price per</th> </tr> </thead> <tbody> <tr> <td>20 to 280</td> <td>\$1.50</td> <td>1,000 to 4980</td> <td>\$1.10</td> </tr> <tr> <td>300 to 380</td> <td>\$1.35</td> <td>5,000 to 9980</td> <td>\$1.05</td> </tr> <tr> <td>400 to 480</td> <td>\$1.20</td> <td>10,000 or more</td> <td>\$0.95</td> </tr> <tr> <td>500 to 980</td> <td>\$1.15</td> <td></td> <td></td> </tr> </tbody> </table>	No. of Administrations	Price per	No. of Administrations	Price per	20 to 280	\$1.50	1,000 to 4980	\$1.10	300 to 380	\$1.35	5,000 to 9980	\$1.05	400 to 480	\$1.20	10,000 or more	\$0.95	500 to 980	\$1.15		
No. of Administrations	Price per	No. of Administrations	Price per																		
20 to 280	\$1.50	1,000 to 4980	\$1.10																		
300 to 380	\$1.35	5,000 to 9980	\$1.05																		
400 to 480	\$1.20	10,000 or more	\$0.95																		
500 to 980	\$1.15																				
Benefits:	<ul style="list-style-type: none"> • some certainty that test are valid and reliable (unlike in-house tests); can assess speaking and proficiency for the full 10 levels of the SPLs, so it can be useful for assessing communicative skills of more proficient speakers; • to arrive at reportable numbers, scores from the semi-adaptive paper version need to be entered into a computer; many learners have positive comments about the questions 																				
Challenges:	<ul style="list-style-type: none"> • test administrators need to be trained in a 6-hour training that includes follow-up (reading the manual and practicing administering the test), but certified test administrators can administer tests at programs other than their own; • to arrive at reportable numbers, scores from the semi-adaptive paper version need to be entered into a computer; • programs should discuss what their computer needs will be with staff from CAL 																				
Other:	test development was funded by the Office of Vocational and Adult Education (OVAE), U.S. Department of Education; as with all of the standardized assessments, it will be beneficial to talk—at length—with a publisher’s representative																				

Assessment: CASAS Life and Work Series: Listening

Publisher:	Comprehensive Adult Student Assessment Systems (CASAS)
Contact Information:	858-292-2900, 1-800-255-1036, casas@casas.org for general questions, and training@casas.org for information about trainings
Approved for NRS?:	yes
Purposes:	for placement and to demonstrate progress
Description:	<p>lifeskills listening (); as with other CASAS assessments, an initial short appraisal must be administered first to determine what form of the test to administer.</p> <p>Publisher recommended Pre-and Post-testing time frame: 40 hours instruction minimum, 70-100 recommended, with exceptions noted.</p> <p>Note: Because of many learner- and program related factors, there is limited data on how long it might take an individual to make progress as calculated by NRS level or by SPLS</p>
Cost:	<p>Test administrators need to be trained [this used to require a day-long training, but now can be accomplished online (see https://www.casas.org/online_registration, CASAS Online-Self-Paced Courses" Initial Implementation Training or CASAS Appraisal Training for Accurate Placement (Note: Cost not easily evident on the Web site)];for a complete package including administration manual, appraisal—including reading materials, various level booklets and forms for pre- and post-assessment the cost is \$475.00; without Appraisal \$350.00:</p> <p>Testing Package With Appraisal LWL-PAC \$475.00 Form 80 Appraisal Test Administration Manual Form 80 Appraisal Listening Test CD (one) Form 80 Appraisal Reading Test Booklets (set of 25) Level A, Forms 81 and 82 (one CD each form) Level A, Forms 81 and 82 (25 tests each form) Level B, Forms 83 and 84 (one CD each form; no test booklets at Level B) Level C, Forms 85 and 86 (one CD each form; no test booklets at Level C)</p> <p>Testing Package (no Appraisal) LWL-S25 \$350.00 Level A, Forms 81 and 82 (one CD each form) Level A, Forms 81 and 82 (25 tests each form) Level B, Forms 83 and 84 (one CD each form; no test booklets at Level B) Level C, Forms 85 and 86 (one CD each form; no test booklets at Level C) (excerpted from the CASAS 2010 Catalog at https://www.casas.org/home/index.cfm?fuseaction=home.viewFile&MapID=1125)</p> <p>Individual prices: <u>Listening</u> Level A, Form 81 CLWL-081 \$ 75.00 Level A, Form 82 CLWL-082 \$ 75.00 (set of 25 test booklets and one CD at Level A)</p>

Level B, Form 83 CDL-083 \$ 50.00
Level B, Form 84 CDL-084 \$ 50.00 (one CD; no test booklets at Level B)
Level C, Form 85 CDL-085 \$ 50.00
Level C, Form 86 CDL-086 \$ 50.00 (one CD; no test booklets at Level C)

Additional Test Booklets (set of 25)

Level A, Form 81 LWL-081 \$ 25.00
Level A, Form 82 LWL-082 \$ 25.00

Additional CDs (one CD)

Level A, Form 81 CDL-081 \$ 50.00
Level A, Form 82 CDL-082 \$ 50.00

Test Administration Manual

TAMS-LWL \$ 20.00 (excerpted from the CASAS 2010 Catalog at

<https://www.casas.org/home/index.cfm?fuseaction=home.viewFile&MapID=1125>

Note: CASAS also has electronic versions of tests. For more information on that go to page 9 of the catalog (see URL above). There are many CASAS assessments (including work-focused and civics related), it may be best to talk to a representative to see what may be most appropriate for individual programs and learners. According to one CASAS representative, "*Actual cost depends on the number of tests purchased and whether programs choose to use the paper-and-pencil version and/or CASAS e Tests.*"

Benefits:

- benefits include some certainty that tests are valid¹ and reliable² (unlike in-house tests);
- although training is required to administer the CASAS, it is now possible to train online

Challenges:

- extensive detailed "competencies" for learners may be seen as benefits or challenges; programs need to have trained in-house test administrators (rather than hire certified test administrators from other programs).
- However, CASAS suggests that learners could go to other programs for their pre- and post-assessments; this could also be seen as a benefit or a challenge

Other:

"CASAS is the only adult assessment system of its kind to be approved and validated by the U.S. Department of Education and the U.S. Department of Labor to assess both native and non-native speakers of English." (quote from *About CASAS* at <https://www.casas.org/home/>); as with all of the standardized assessments, it will be beneficial to talk—at length—with a publisher's representative

Assessment: CASAS Life and Work Series: Reading

Publisher:	Comprehensive Adult Student Assessment Systems (CASAS)
Contact Information:	858-292-2900, 1-800-255-1036, casas@casas.org for general questions, and training@casas.org for information about trainings
Approved for NRS?:	yes
Purposes:	for placement and to demonstrate progress
Description:	<p>lifeskills reading; as with other CASAS assessments, an initial short appraisal must be administered first to determine what form of the test to administer.</p> <p>Publisher recommended Pre-and Post-testing time frame: 40 hours instruction minimum, 70-100 recommended, with exceptions noted</p> <p>Note: Because of many learner- and program related factors, there is limited data on how long it might take an individual to make progress as calculated by NRS level or by SPLS</p>
Cost:	<p>Test administrators need to be trained [this used to require a day-long training, but now can be accomplished online (see https://www.casas.org/online_registration, CASAS Online-Self-Paced Courses" Initial Implementation Training or CASAS Appraisal Training for Accurate Placement (Note: Cost not easily evident on the Web site)];</p> <p>Reading (sets of 25)</p> <p>Level A, Form 81 LWR-081 \$ 70.00 Level A, Form 82 LWR-082 \$ 70.00 Level A, Form 81X LWRX-081 \$ 70.00 Level A, Form 82X LWRX-082 \$ 70.00 Level B, Form 83 LWR-083 \$ 70.00 Level B, Form 84 LWR-084 \$ 70.00 Level C, Form 185 LWR-185 \$ 70.00 Level C, Form 186 LWR-186 \$ 70.00 Level D, Form 187 LWR-187 \$ 70.00 Level D, Form 188 LWR-188 \$ 70.00 Forms 81-188 (set of 1 ea.*) LWR-S01 \$55.00 Forms 81-188 (set of 5 ea.*) LWR-S05 \$170.00 Forms 81-188 (set of 10 ea.*) LWR-S10 \$325.00 *Includes all of the above ten forms Level C Forms 85 and 86 are workplace-focused. Level C, Form 85 LWR-085 \$ 70.00 Level C, Form 86 LWR-086 \$ 70.00</p> <p>Test Administration Manual TAMS-LW \$ 20.00 (One test administration manual is included with each order. Additional manuals are \$20.00) (excerpted from the CASAS 2010 Catalog at</p>

<https://www.casas.org/home/index.cfm?fuseaction=home.viewFile&MapID=1125>

Note: CASAS also has electronic versions of tests. For more information on that go to page 9 of the catalog (see URL above). There are many CASAS assessments (including work-focused and civics related), it may be best to talk to a representative to see what may be most appropriate for individual programs and learners. According to one CASAS representative, *"Actual cost depends on the number of tests purchased and whether programs choose to use the paper-and-pencil version and/or CASAS e Tests."*

Benefits:

- benefits include some certainty that tests are valid¹ and reliable² (unlike in-house tests); although training is required to administer the CASAS, it is now possible to train online

Challenges:

- extensive detailed "competencies" for learners may be seen as benefits or challenges; programs need to have trained in-house test administrators (rather than hire certified test administrators from other programs).
- However, CASAS suggests that learners could go to other programs for their pre- and post-assessments; this could also be seen as a benefit or a challenge

Other:

"CASAS is the only adult assessment system of its kind to be approved and validated by the U.S. Department of Education and the U.S. Department of Labor to assess both native and non-native speakers of English." (quote from *About CASAS* at <https://www.casas.org/home/>); as with all of the standardized assessments, it will be beneficial to talk—at length—with a publisher's representative

Assessment: TABE Complete Language Assessment System —English (TABE CLAS-E)

Publisher:	CTB/McGraw-Hill
Contact Information:	1-800-538-9547, http://www.mhkids.com/company/contact_info.jsp
Approved for NRS?:	yes
Purposes:	for placement and to demonstrate progress
Description:	<p>a recently developed multi-faceted (listening, reading, writing, with optional speaking component) adult ESL assessment</p> <p><u>Publisher recommended Pre-and Post-testing time frame:</u> If pre- and posttest are for the same level but using a different form (e.g., Form A Level 3 to Form B level 3), 60-95 hour are recommended. If the pre- and posttest are for the same level and use the same form (e.g., Form A Level 3 to Form A level 3, a00-140 hours are recommended.</p> <p><u>Note:</u> Because of many learner- and program related factors, there is limited data on how long it might take an individual to make progress as calculated by NRS level or by SPLS</p>
Cost:	<p>There are a variety of testing materials available; to find out specific costs, go to http://www.ctb.com/ctb.com/control/contentSequenceViewAction?sequenceNumber=2; according to the Web site the following is the contact information for a local "evaluation consultant" : Melissa Perlman Maryland Assessment Solutions Representative Tel: 443-266-7247 E-mail: melissa_perlman@ctb.com</p>
Benefits:	<ul style="list-style-type: none"> • some certainty that tests are valid¹ and reliable² (unlike in-house tests); According to the CLAS-E Web page, "Scores are linked to TABE 9&10, which helps ease your students' transition into the nation's leading adult basic education programs." (http://www.ctb.com/ctb.com/control/ctbProductViewAction?p=products&productId=865); • this could be useful, but in some cases adult English language learners have differing strengths, needs, and goals than learners in adult basic education programs; • the CLAS-E Web page mentions how the test "aligns" with various standards, but detailed information about this or about field testing or other technical aspects of this assessment aren't easily accessible from the Web page.
Challenges:	<ul style="list-style-type: none"> • a possible challenge is that the test takes 92 minutes to administer listening, reading, writing, with an extra 15 minutes if speaking also assessed; this test is only a few years old, so less may be known about it generally than CASAS and BEST standardized assessments
Other:	At least some programs in Arizona and Florida are using TABE CLAS-E, it might be useful to hear what programs think of this quite new assessment; as with all of the standardized assessments, it will be beneficial to talk—at length—with a publisher's representative