



**Twilight Adult School
Workforce Innovation and Opportunity Act, Title II: Adult Education and
Family Literacy Act**

**Guidelines for Implementing Local Assessment Policy
Program Year 2025-26**

Twilight Adult School (TAS) has developed this 2025-26 Local Assessment Policy and implemented the following local procedures for assessment and data collection to be consistent with the CDE *Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act, Assessment Policy Guidelines*.

Three Guiding Principles that drive the TAS Local Assessment Policy:

1. **Every** student that enrolls in any TAS Academic, English as a Second Language (ESL), or Career Technical Education (CTE) program is required to take a Comprehensive Adult Student Assessment System (CASAS) exam at the time of registration.
2. The purpose of this pre-enrollment assessment is one of the following:
 - a. to ensure a student is properly placed into the correct ESL level
 - b. to learn what academic gaps exist for all students so that the school can provide support to address those gaps
 - c. to ensure a student is prepared for the academic rigors of a career technical or academic program
3. TAS makes every effort, which includes sending testing staff to other campuses (such as Homeboy Industries) to ensure students have access to entry testing so as not to create barriers for student assessment and registration.

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

The CDE requires annual training of local agency staff and dissemination of the agency's assessment guidelines. Please refer to the CASAS Web site <https://www.casas.org> for the list of regional and online trainings.

In order to ensure that TAS adheres to the principles of its Local Assessment Policy, there are multiple CASAS proctors approved by CASAS who adhere to assessment and data collection protocols. Below are individuals who make certain that their CASAS Proctor approval certification is continuously current:

1. Maria Jimenez, Data Manager
2. Norma Jimenez, Adult Education Transition Technician
3. Jennifer Jakubiak, Counselor
4. Saida Pagan, Lead ESL Instructor



In addition, TAS will utilize a training-the-trainer model to implement professional development to ensure all TAS testing staff use protocols to ensure assessment and data collection is consistent with Title II: AEFLA guidelines.

Multiple staff members have attended / will attend the following trainings:

Training	Date
CASAS Summer Institute	June 2025
CASAS Monthly Regional Meetings	Middle of every month

The Data Manager will use Leadership PLC meetings to train proctors (all proctors are on the Leadership PLC) about any potential changes to testing protocols or updated Title II: AEFLA guidelines.

II. Initial Orientation and Placement into Program and Instructional Level

The CDE strongly encourages the use of appraisal tests for newly enrolled adult learners whenever feasible to ensure appropriate educational placement, appropriate administration of pre-test forms, and appropriate selection of short- and long-term instructional goals.

The Guiding Principles for the TAS Local Assessment Policy require that every student that enrolls into an Academic, ESL, or CTE program must take a CASAS pre-test. As noted in the Guiding Principles, the purpose for that is one of the following

- to ensure a student is properly placed into the correct ESL level
- to learn what academic gaps exist for all students so that the school can provide support to address those gaps
- to ensure a student is prepared for the academic rigors of a career technical or academic program

The TAS website explains the enrollment process for TAS programs and the TAS staff responsible for assessment and placement. Below is the link to the website:

[TAS Enrollment](#)

Below is the process as outlined on the website:

Please note that all Twilight programs require testing for enrollment

Students who wish to enroll in a Twilight Adult School program need to contact Ms. Lupe Jimenez, the Twilight Database Specialist, at (626) 396-5640 ext. 78064 or the Main Office at (626) 396-5640 ext. 78061 to schedule for initial assessment.

Twilight Adult School tests all students for one of the following reasons

- to ensure a student is properly placed into the correct ESL level*
- to learn what academic gaps exist for all students so that the school can provide support to address those gaps*



- c. *to ensure a student is prepared for the academic rigors of a TAS career technical or academic program*

Enrollment for ESL Students

After testing, the Data Specialist will enroll ESL students into the proper ESL class.

Enrollment for HS Diploma Students

After testing, student will be scheduled to meet with a counselor to review student's learning goals and to be assigned into classes.

Enrollment for Homeboys Students

Twilight Adult School Staff conducts enrollment testing on site at Homeboy Industries. Please contact Ms. Lupe Jimenez to learn details about onsite assessments.

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

Adult education local agency staff must administer pre-tests for learners as soon as feasible after enrollment but no later than two weeks after enrollment into the program: either during the intake process after an appraisal is given or after placing the learner into the appropriate instructional level.

Pre-Testing Protocols

As noted in Section II above of the Local Assessment Policy, upon registration TAS pre-tests every student in an ASE, ESL, and CTE program. A student cannot register for any of these TAS programs without taking a CASAS pre-test. Thus, TAS ensures that every student in these programs takes a pre-test as quickly as feasible.

Post-Testing Protocols

TAS implements numerous protocols to ensure all ESL, VESL, and Academic students post-test after a sufficient number of instructional hours. These protocols include:

1. When students register, they are counseled on the importance of post-testing before disenrolling.
2. Ideally, ESL and VESL students are post-tested after 100 hours of instruction. The number of hours may be less if students are disenrolling prior to achieving 100 hours for personal reasons.
3. Academic students are posted at the end of the Term or upon graduation.
4. TAS sets aside post-testing windows where schoolwide efforts are made to comprehensively post-test ESL students. Administration, clerical staff, faculty and the Data Manager collaborate and coordinate efforts to ensure as many students as possible are post-tested in these windows.
5. Administration and the Assessment Coordinator work with faculty to monitor ongoing student enrollment at Homeboys and in the TAS ESL program. On a bi-weekly basis all faculty checks in with students to determine if any students will be dropping due to personal reasons (returning to a home



country, employment, etc.). Students who advise they need to disenroll are post-tested immediately.

6. High school diploma students who have graduated will not receive a diploma unless they post-test.

IV. Use of Test Administration Manuals

The CDE requires that local adult literacy providers follow the test administration guidelines in each Test Administration Manual (TAM) published by CASAS for each test series used. All local adult literacy providers must maintain copies of TAMs onsite for all assessments used. TAMs provide quality control guidelines to ensure proper test use, administration, scoring, and interpretation of results.

Assessment policies and guidelines are reviewed with all staff who are responsible for proctoring CASAS assessments. Copies of the administration manual are kept in the Assessment Center for ready reference.

TAS follows the test administration guidelines for each assessment by:

1. Securing the tests before and after each test session.
2. Determining the appropriate pre-test and post-test level for each student.
3. Providing proper instructions to administer the test.
4. Collecting the data on a timely and regular basis.
5. Providing adequate accommodations to test takers.
6. Relying on TOPSpro Enterprise to gather, score, aggregate, interpret, analyze, and generate scores and reports.

Test Administration Manuals are secured in the Assessment Center.

Booklet tests are distributed from the locked storage to the student in the TAS Testing Center at the time of testing. They are returned to the proctor and then placed back into the storage cabinet where they are locked. Faculty and staff do not have keys to this storage.

Security is maintained by Maria Jimenez, Data Manager / Assessment Coordinator.

Security in providing on site assessments at Homeboy Industries for these students is paramount for all Twilight staff involved with testing on site. Tests are transported to Homeboy Industries in a locked case and are only removed from the case when students are sitting prepared to take the exam. Once students are completed exams and score sheets are collected immediately and returned to the locked case. Score sheets are returned to the Twilight campus and scanned accordingly.



V. Training Requirements for Administering Standardized Assessments

The CDE requires all adult literacy providers to comply with the CASAS training policy. The CDE also requires each agency to participate annually in California Accountability Training, which provides guidance on specific state data and accountability requirements, including timelines. Training in CASAS assessments is also required to ensure accurate use of tests and appropriate interpretation of learner results, and to maintain the integrity and quality of the assessment process. CDE requires that at least one person from each agency using the CASAS system successfully complete CASAS Assessment Implementation Training. Once trained, this individual will train others within his or her respective agency but may not train outside that agency. Agencies may use the packet titled California Teachers New to CASAS, which is included in the CASAS Implementation Training packet, to train others within the agency. Please refer to the CASAS Web site <https://www.casas.org> for the list of regional and online trainings.

TAS will utilize a training-the-trainer model to implement professional development to ensure all TAS testing staff use protocols to ensure assessment and data collection is consistent with Title II: AEFLA guidelines.

Maria Jimenez, the TAS Data Manager / Assessment Coordinator will attend the below training sessions:

Training	Date
CASAS Summer Institute	June 2026
CASAS Monthly Regional Meetings	Middle of every month

The Data Manager will use Leadership PLC meetings to train proctors on any potential changes to testing protocols and Title II: AEFLA guidelines. Leadership PLC meets weekly and training is added to the PLC agenda as needed.



VI. Test Security Agreements

The CDE requires that all WIOA, Title II: AEFLA funded adult literacy providers sign an annual test security agreement. The following stipulations must be part of the local assessment guidelines:

To protect the quality and standardization of CASAS assessments, I agree to:

1. Follow all test procedures as required in the 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 or after any test administration all test materials are secure and inaccessible to any non-testing personnel, examinees, or others not responsible for test administration.
4. Remain in the testing room at all times during the testing event 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, including use of electronic devices.
6. Refrain from assisting examinees with test answers on any test before or during the testing event.
7. Refrain from reviewing test questions with examinees after the testing event.
8. Ensure that agency staff members follow all specific testing procedures as stated in CASAS Test Administration Manuals (TAM).
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.



PASADENA UNIFIED SCHOOL DISTRICT
Twilight Adult School

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, and agree to abide by all test security procedures.


Signature

7/7/25
Date

EPIFANIO CRUZ
Print Name

COORDINATOR
Position / Title

TWILIGHT ADULT SCHOOL
Agency Name



PASADENA UNIFIED SCHOOL DISTRICT
Twilight Adult School

My signature on this document certifies that I have read the above policy, will follow all test administration directions as stated in the Twilight Adult School 2025-26 Local Assessment Policy and the CASAS TAM and I agree to abide by all test security procedures.

[Signature]
Signature

MARIA JIMENEZ
Print Name

DATA MANAGER
Title / Position

7/7/2025
Date

[Signature]
Signature

Norma Jimenez
Print Name

Proctor/Adult Ed. Test. Tech 9/2/2025
Title / Position Date

Jakubiak
Signature

Jenny Jakubiak
Print Name

Proctor/Counselor
Title / Position

9/2/2025
Date

Saida Pagan
Signature

Saida Pagan
Print Name

Proctor/ESL Teacher
Title / Position

9/2/2025
Date

Signature

Print Name

Title / Position

Date

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, and agree to abide by all test security procedures.

[Signature]
Signature

9/3/25
Date

EPIFANIO CRUZ
Print Name

COORDINATOR
Position / Title

TWILIGHT ADULT SCHOOL
Agency Name